

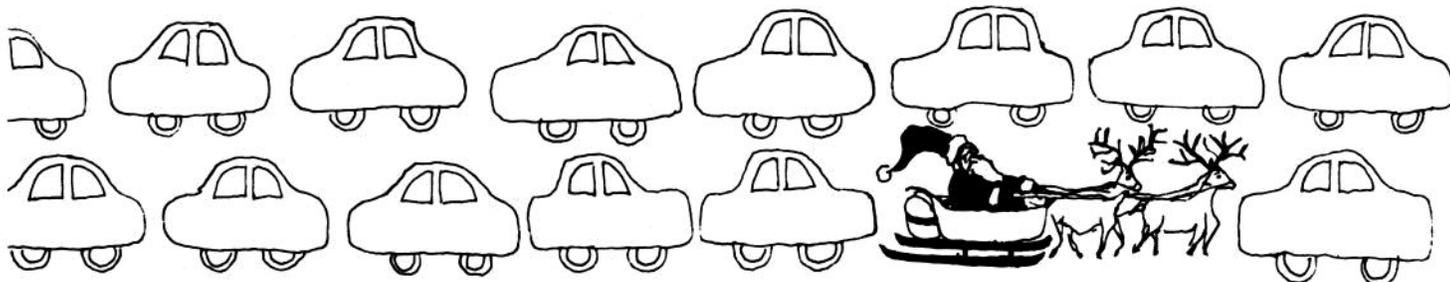
Almanac

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POOR RICHARD ON A CAMPUS SHOPPING SPREE

All fall the news on campus and off has been of cuts, deficits and harder times to come. Between trimming 3% off the office budget and slashing even more than that at home, who's had time to think of Christmas?

Actually, the Bookstore and Dorm Shop and Museum have been thinking of it for some time, as have some worthy campus neighbors such as the new Women's Craft Center and Bookstore at CA, and the shops at International House.

The goods they've ordered in delight the eye, the ear and sometimes the pocketbook—though there the reader must use his/her own sense of selective excellence to decide whether this year's gift book will be the magnificent *Book of Kells* from Knopf (a pre-holiday bargain at \$55 going up to \$65 afterward) or Yale's charming blue-backed classics at 75¢. As Ben Franklin never said, one man's pennywise is another's pound foolish in the season of giving. And while the Founder might not choose what we highlight below, we're sure he *would* stitch-in-time shop in campus stores on foot rather than brave distant shopping malls to send his pennies into foreign coffers and his pounds into the gas tank. (Nor would he pass up Purchase Power discounts, below.)

THE BOOK STORE

In the gift department, mushroomed into Kelly and Cohen's old quarters, are toys for kids and treasures for grownups. Try just boxes, for example: a music box of bright red-lacquered wood, velvet-lined, from Italy at \$17. Hollow surprise balls from West Germany cost \$1.25. Indian brass boxes are chased or plain, \$3.50 for various sizes and shapes. Also from India are round or heart-shaped boxes painted in splendid colors (\$4, \$6, \$8). Carved wooden boxes look like Viking relics, \$6-\$9 for various sizes. Painted Victorian-looking tin boxes, useful on a picnic, are \$2.25.

Glassware comes in all price ranges this season: along with Libbey's practical glass cannisters and bottles, the Bookstore has cork-topped Kitchen Chemistry ware from Pilgrim Glass and delicate Swedish crystal from Boda.

Over by the clothing department (where you can buy a fire-engine red Penn nightshirt or genuine Levi's) there are

boomerangs at \$1.25 . . . and tennis racquets or iridescent tennis balls which might accompany a gift of lessons at the Levy Pavilion, where classes can be arranged for groups or individuals throughout the year (telephone Ext. 6608 about those).

Plenty of games at the Bookstore too: Scrabble in German, French or Spanish (\$6.50); jigsaw-puzzle maps of the Paris Metro or Los Angeles Freeway (\$3, \$3.50); and French fortune-telling cards with a Book of Mysteries to unravel the revelations (\$5).

But suppose you actually want to buy books at the Bookstore? Besides the posh *Kells* (a facsimile of the Celtic illuminated manuscript whose color reproductions have been cited as the most accurate to date), the book addict has literally thousands of choices. A scholar-cook might like Salvador Dali's gastro-esthetic manifesto, *Les Dinners de Gala* (Felice, \$50); anybody might like *Celebrated Cases of Dick Tracy, 1931-1951* (Chelsea House, \$6.98 at the sale table). *The New York Times Book of House Plants*, by Joan Lee Faust (Quadrangle, \$9.94) could supplement a hanging clay pot or a giant can of plant food from the Plant Shop. But shop for yourself: there's a batch of best-sellers, artbooks, reference books, to choose from, and all at a discount to Penn faculty and staff. Also in the Bookstore: a fast-shrinking supply of sleek art calendars in a fair range of prices.

The children's corner in the Bookstore proves that high culture, organic cooking and the classics are not for grownups only.

For ballet-goers of tomorrow, *Coppelia* (Gakken, \$3.50) has been adapted by Satoru Sato, superbly illustrated by Tsutomu Murakami on thick pages between sturdy, washable covers. In *Story Number 2* (Harlan Quist, \$4.95) French playwright Eugene Ionesco displays characteristic imagination and wit without confusion for children of three and younger; outstanding color illustrations are by Etienne Delessert.

Non-readers, beginning language students or rock fans all would cherish *Teaser and the Firecat* (Four Winds Press, \$4.95) by English rock singer Cat Stevens; rich colors and simple shapes illustrate a clever tale that appears in English, Spanish and French on each page.

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For many of the younger members of the University community, the city is a fact of life, its contradictions and incongruities as snarled but commonplace as a traffic jam. In *City* (Houghton Mifflin, \$7.95), David MacAulay brings to bear the same intelligence, lucidity and skill that made his first book, *Cathedral* (\$6.95), a Caldecott Medal winner.

Anticipating the Bicentennial, *Caps and Helmets of the American Revolution* (Bellerophon Books, \$2.95) is designed to be cut up. Six child-sized examples of colonial haberdashery are printed on thick paper with brief summaries about the original wearers. *I Pinch of Sunshine, ½ Cup of Rain* by Ruth Cavin (Antheneum, \$5.95) is a collection of natural food recipes and sound practical tips for the new cook who wants to exchange processed foods for a healthier, do-it-yourself diet.

A special gift for the young writer would be *Journeys: Prose by Children of the English-speaking World* (Simon and Schuster, \$4.95) or *Miracles* (Simon and Schuster, \$5.95) a selection of poems by the same group, collected by Richard Lewis.

Gift-boxed collections of *Charlotte's Web*, *Winnie-the-Pooh* and other works are always favorites, along with more recent classics like *The Giving Tree* by Shel Silverstein (Harper and Row, \$3.95). Tales of Peter Rabbit and Flopsy Bunny by Beatrix Potter, have been recorded by Claire Bloom; texts and records are available in *The Peter Rabbit Look and Listen Collection* (Caedmon, \$13).

The record department has several special sales this month. A limited quantity of Angel recordings are selling for \$3.99, (and even though the sale continues through December, go early for the best buys). Other budget-label classical recordings are on sale at \$1.79 or three for \$5. Certain pop and rock records will go for \$2.99. Faculty and staff already get a 10 percent discount on all audio equipment; this month, another 10 percent has been knocked off KLH and Sansui component systems.

Hours: Monday-Thursday, 9:30 a.m.-6:30 p.m.; Friday 9:30 a.m.-5 p.m. This year, the Bookstore remains open during the week between Christmas and New Year's: December 26 and 27, 9:30 a.m.-5 p.m.

THE DORM SHOP

Dorm Shop may be a misnomer for the shop west of the Class of '49 Bridge. We don't recall any Marimekko sheets (\$6.60, \$7.60) on our chaste bunk beds or Lenox table linens (\$8.99) gracing our cafeteria table—and no Friday night brew was ever sipped from such French cognac glasses (set of six, \$15). Ah, austerity!

Dorm Shop excels in small appliances. For the aesthete who requires kindness and quality in the morning, Mr. Coffee (\$39.99) makes several perfect cups of drip-brewed coffee and keeps them warm, and a Proctor-Silex Juicit (\$14.99) renders "fresh-frozen" passe.

During holidays the gourmet can attack his hoarded truffles with "the most beautiful can opener made" by Rival (\$8.99), offer guests daquiris or snowcones from a Waring Blendor Ice Crusher (\$10.99) sit cross-legged in front of the fireplace munching what comes out of his Presto Automatic Buttering Corn Popper (\$14.99) and tidy up with paper napkins of several different colors and sizes (\$.49-\$1.50).

If the decor needs a lift, Japanese grass mats (6' x 3', \$4.25) or Indian rugs (44" x 68", wool: \$45, cotton: \$19) can be unrolled for the floor or hung on the wall. Especially good is a selection of wicker *objets d'art* including a set of three unusual woven baskets that can double as stools (\$25); and smaller baskets for fruit, plants, at various prices. Nor must the amenities be sacrificed when the great outdoors calls. For the discerning camper, the Dorm Shop carries an especially large selection of freeze-dried foods from shrimp cocktail (\$2.45) to vanilla ice cream (\$1.30) with several entrees for in-between. The lazy ecologist will be pleased with the already-soft, recycled jeans that are available alongside ample supplies of windbreakers, parkas and Mexican ponchos.

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From the Vice President for Management

ENERGY CONSERVATION

The University of Pennsylvania along with other public and private institutions is facing an unprecedented escalation of energy costs due principally to the levying of large fuel surcharges. Energy costs at the University this year are projected to be 50% above last year's levels, an increase of over \$3,000,000.

To respond to this situation, which is essentially an energy emergency, difficult steps must be taken in the near future. Several measures are now under consideration by the administration. In order to allow members of the University community to begin to develop alternative plans, we are providing at this time a general outline of our energy conservation program.

Throughout the remainder of the 1974-1975 heating period, heat settings will be reduced generally throughout the University.

Energy use must be drastically reduced during the forthcoming holiday period from December 21 to January 5 inclusive, and the sacrifices of these reductions must be shared in both administrative academic buildings and in residence buildings.

In the academic/administrative buildings we will reduce heat and may adjust working hours during the holiday period. There will be necessary exemptions to this heat reduction policy in that selected administrative areas must be staffed throughout the entire holiday period. Examples are: admissions, payroll and controllership, and development (because this is a peak period for year-end giving). Other areas have technical requirements which necessitate their remaining open and heated—animal colonies, computer operating units, and certain laboratories.

In regard to residence buildings, the Quadrangle and Hill House are always closed during the holiday period and the period extending up to the beginning of classes; this will continue. Those undergraduate residences normally open to students prior to the beginning of classes will be operated at a substantial reduction of heat to the level of marginal comfort. Students occupying these residences are strongly urged not to return to the University until the start of classes and we are considering the possibility of levying a utility surcharge to cover certain kinds of occupancy during the period before classes begin.

A continuing effort is underway to determine what additional long range measures should be taken to conserve energy at the University. Specific items under study include:

- Comprehensive consideration of calendar changes which may result in energy savings.
- Analysis of capital investment potentials, under which engineering projects will offer the University a quick pay-back in terms of reduced energy costs. For example, centralized monitoring and control of campus buildings, power factor correction in our electrical system, etc.
- Consideration of imposing utility surcharge upon dormitory occupants for academic year 1975-1976.
- Steps which have impact upon accustomed campus lifestyle. For example, rescheduling of athletic/recreational activities to minimize or eliminate night floodlighting of Franklin Field.

An Energy Conservation Council, which will be advisory to the administration, will be formed under the chairmanship of Paul Gaddis, Vice President for Management. The Council will have members representing all campus constituencies and will welcome suggestions on programs and actions which will help to reduce energy costs at the University.

FIVE-YEAR PROJECTIONS

Scheduled for release Monday, December 9, from the Office of the Vice President for Management were figures showing five-year financial projections for the University based on current economic factors. Data will appear in full in *Almanac* December 17, but will be circulated earlier in the *Daily Pennsylvanian*. It should be noted that the figures appearing there constitute *projection*, but not *prediction*, in that the University's ability to plan and to carry out its plans can reverse trends now identified.

RESEARCH PROPOSALS: DECEMBER 18

The Office of Research Administration will be closed from December 25 to January 1. Proposals for sponsored projects which are due during this period must be received by *December 18, 1974* to assure submission prior to the holidays.

The fall and winter issues of DÆDALUS, the distinguished journal of the American Academy of Arts and Sciences, make a two-volume study called AMERICAN HIGHER EDUCATION: TOWARD AN UNCERTAIN FUTURE. Eighty-two articles by academic and intellectual leaders of the nation review the past decade of "university troubles" and consider where we may be going in the ten years ahead. President Martin Meyerson has articles in both volumes, and Trustee Carl Kaysen is represented in Volume II with an article based on his address to our 1973 Commonwealth-wide conference on undergraduate education. The following excerpts are from Volume II: AFTER A DECADE OF LEVELERS IN HIGHER EDUCATION: REINFORCING QUALITY WHILE MAINTAINING MASS EDUCATION.

Reinforcing Quality While Maintaining Mass Education

by Martin Meyerson

The tension between mass opportunity for and quality of education can be benign. But in the decade since the Berkeley free speech movement, it has not been so. The extraordinary growth in numbers of students in higher education since World War II has been part of a complex social process. It was based on the assumption that cultural advantages, and not only political and economic advantages, ought to be shared by the many. Moreover, having half the young people of the country in some kind of schooling beyond high school created a dynamic of its own. No longer were college and university students a relatively small elite.

It was clear to many students in the sixties that blacks and chicanos were, to a disproportionate degree, excluded from higher education. This was also a time when the clothes, much of the speech and music, and the assumed spontaneity and licence of the poor minority ghettos were adopted by middle-class white college and university students; to some it appeared that the higher the institution's status, the more rapid and responsive this cultural transformation was. The transformation included an acceptance of drugs and occasional violence, scorn of painstaking work and regularized activities, disdain for those in authority, sexual liberty, and apparent disregard for material goods, but not for such rewards as stereos, cars, and travel.

Some parallels with late-eighteenth and nineteenth-century European romanticism are clear. There was a similar concern with the limits of reason, the individual, the mystical, the exaltation of the senses. The earlier movement idealized the peasant and the native; its later counterpart concentrated on the poor and the black. But whereas the earlier romanticism helped produce Goethe, Schiller, Blake, Wordsworth, Coleridge, Byron, Shelley, Melville, Hawthorne, Berlioz, and Delacroix, this recent mood could not point to such achievements in the arts—in part, I believe, because the new romantics did not identify themselves with a sophisticated set of cultural forms. They tended to be so democratic that they considered the works of these earlier romantics elitist, a term they used pejoratively.

The tendency which came to dominance in the sixties and early seventies was a leveling one. The new levelers, like their progenitors in the time of Cromwell, were eager to extinguish privilege. But the romantic leveler was a far cry from his proselytizing Puritan ancestor. The latter-day romantic levelers did not attach themselves to the great artistic traditions or even the political iconoclasm of the past. If they read works on political dissent, they were more apt to be written by Fanon or Guevara than by Marx or Engels. Laing found favor before Freud, Vonnegut before Zola. Science, of course, was ignored. The contemporary dominated, and particularly a mass culture of television, films, illustrated magazines, and Sunday supplements to the press. Visual and aural content surpassed the written. High-culture figures of the late twentieth century were co-opted by the mass culture media, but rarely for the elevation of the latter.

In such a setting it is not surprising to find that the American university has been subject during recent years to an extraordinary leveling pressure, and one significantly tinged with romantic overtones. That same leveling pressure [though usually without the romantic overtones] had an unlikely parallel on the politically conservative right. New conservatives, like Ronald Reagan, were sympathetic with much of the critique of universities formulated by many vocal students and their young [and not so

young] faculty allies. The "know-nothing" tendency on the right was matched by the fears of elitism among the angry young, who rejected a sense of the past and of honor distinctions, and indeed of all distinctions, such as subject-matter requirements. The demands of the young for education that was relevant, that dealt with contemporary problems, resonated with the common conservative view that education was too remote and impractical. The two groups differed greatly, however, over proposed solutions to any given problem. But, of course, it was easy for both worlds to unite against the neglectful professors and the professorial administrators; after all, "professor" had been a term of reproach in America for some time. . . .

Retrieving Quality

The rise of the American university as a research institution capable of producing work of extraordinary quality was paralleled by the emergence of a pattern of mass higher education involving close to ten million students and a million faculty and supporting professional staff. Most of these students and staff are unaware that the knowledge base on which they must depend is provided by perhaps fifty favored institutions.

I have argued that, during this last decade, the rise of leveling tendencies within the nation generally and on the campuses in particular has led to a peculiar symbiosis. Angry young people whose political sympathies lie mostly on the left have joined angry political leaders and citizens of rightist persuasion in the belief that teaching—especially undergraduate instruction—has been neglected in favor of research and advanced graduate study. (Indeed, they consider levels of graduate study excessive in light of estimates of future demand made by Allan M. Carter and others). Both groups hold to the populist notion of large numbers, and both are attached to the concept of "relevance" in education, though each defines the term differently. Had there been less disillusion and hostility embedded in their critique of higher education, the heavy pressures for leveling might have resulted in more leveling upward. Such an inclination exists—as, for example, when those in former normal schools wish their institutions to be escalated to graduate centers.

The core of the 85 Theses* dealt with qualitative improvement. If we are now in a quiescent period with respect to higher education—one more like the late nineteenth or early twentieth century than the turbulent years just past—then perhaps the Theses can continue to serve as an agenda for a thoughtful reform of universities and colleges. The present tranquility may also create a climate auspicious for profound reflection on the scope and the quality of higher education.

With this in mind, I discuss in the following parts of section IV three addenda to the Assembly Theses. The first, on national

* of the Assembly on University Goals and Governance, sponsored by the American Academy of Arts and Sciences and headed by Mr. Meyerson.

universities, in a sense continues the section on state systems and suggests how foundations and other private sources and the federal government might maintain and enhance a limited number of institutions that have the mission of adding to new knowledge. The other two—one on a renewed relationship with secondary education for colleges and universities, the other on the professoriate—are based more on the premise of the Theses which were singled out in the first section; namely, that the biggest challenge to colleges and universities is not how to get more funds from the federal or state government, but how to help themselves in new and imaginative ways for which funds are not the primary limiting factor.

The National Universities

The two great achievements of American higher education have been the extension of higher schooling to a greater proportion of young people than at any other time or place and the development in the last three decades of a few dozen centers of extraordinary distinction. Indeed, it is hard to imagine a list of the world's twenty-five or thirty great universities which would not have the majority in the United States.

Yet that level of achievement is in jeopardy. With research and advanced graduate work as costly as they are, the most prestigious American universities are suffering from cutbacks in federal support (including support for advanced students). Nor is private and state support keeping up with rising costs of equipment, books, utilities, and staff assistants. While many research universities are retrenching in their advanced programs, institutions less able in advanced work are pursuing graduate students who will be supported by teaching introductory courses for large numbers of undergraduates. Extending equality across a continent has been a great American accomplishment in education. But in the past it was done in a setting which preserved and enhanced the institutions of highest quality. That is not the case now.

To counteract the leveling tendencies which are affecting the highest quality institutions (particularly the research centers), twenty-five or more universities and institutes of technology ought to be designated as national centers, drawing their support and students from throughout the United States. Clearly they should not be designated in a fashion which would freeze them in favored status for all time. Alan Pifer, president of the Carnegie Corporation, made a similar proposal in the sixties, when he called for a federally funded system of national universities. His recommendation was received coolly on the ground that it would be too difficult politically. (This federal approach might itself also quickly acquire the problems of a big state system of universities.)

In a paper published by the American Association for the Advancement of Science in 1971, Allan M. Cartter also urged the federal government "to identify a category of 'national universities,' perhaps 75 to 100 in number, and guarantee certain minimum support levels for graduate education, research and student aid." He added that should the task of identifying institutions appear to be "too difficult or too politically explosive," a workable alternative might be to select 50 to 75 departments from each of the major disciplines and provide federal funds only for those most eminent in any single institution.

Given the increasingly interdisciplinary nature of research, departmental support may be the wrong approach. Yet the designation by the federal government of a limited number of institutions dedicated to the advancement of knowledge flies in the face of past political practice. (The Federal Model Cities program, for example, was intended as an effort in which a few cities would be selected as examples of how government action could drastically improve urban life; it was transformed almost immediately, however, into a program in which support was divided among most cities. As a result, resources were spread too thinly for substantial improvement anywhere.) Congressional approval is most easily won when a proposed program is shared by

all Congressional districts or, at the least, by all states. Many states do not have private or public institutions of higher education which could or should be designated as major national resources.

Nevertheless, the time has come to attempt to persuade the President and Congress that certain institutions are significant national resources and ought to receive special federal financing. One desirable way to start would be with a federal fund of 10 per cent of the research and other grants provided to universities and colleges. Presently there is hardly a one-to-one ratio between the amount of federal support and the quality of an institution's research. Yet a 10 percent award would give several million dollars a year to each of a number of distinguished institutions, and few states would go without significant support.

It can be argued that funds for general institutional support will not accomplish the desired aims and will be used for paying deficits. But such deficits frequently represent a line against greater losses in quality. In other words, financial deficits are incurred in universities after they have cut back on junior faculty appointments, deferred repair of plant, frozen student aid, reduced the number of graduate students, and lowered the rate of library accessions—and they are incurred to avoid further qualitative loss.

Sometimes the federal government provides support more readily if foundations lead the way. Thus, a major effort should be made to convince foundations that they make a grave error in not generally supporting, as they have in the past, the major public and private research universities. Many philanthropic organizations, following the lead of the Ford Foundation, are concerning themselves mostly with action projects, while the knowledge base of the nation—on which such projects depend—is in danger of erosion. Twenty-five percent of the annual giving of major general purpose foundations would provide over a quarter of a billion dollars a year—a sum that could have enormous impact on selected research universities and still leave the foundations with most of their resources for other programs. Even if the foundations should conclude that they do not wish to make across-the-board institutional grants, they could, as a group, decide to assist broad subject areas, such as the humanities, the natural and social sciences, or key professions at various institutions.

If the foundations were to follow this recommendation and the federal government were to provide the 10 percent fund suggested, the national corporations might also see that they have an obligation to support this limited number of universities. It is difficult to imagine an aim of greater significance to our national future than support of those national resources that create the basic knowledge on which our economy and entire society depend.

The Adoption of Basic Education by Universities and Colleges

The last Thesis of the 85 in the Assembly's First Report called for universities and colleges to accept responsibility for helping primary and secondary education. This Thesis was placed *last* with the thought that it was quite difficult and yet extraordinarily critical.

It would be hard to point to major new achievements in this area with respect to secondary schooling over the past ten years. Schools of education have continued to work with school systems, but the gains have been in primary education. The universities ought, however, to concentrate their efforts on the secondary schools. The rudiments of reading, writing, and arithmetic are conveyed to most (though, alas, not to all) in the primary schools. But the preparation for further education is most deficient in the secondary schools.

Even in the most selective universities and colleges, undergraduates often arrive unequipped to write a paper because they have received no instruction in sustained writing (as they

would have in many British grammar or public schools). Similarly, with the exception of such schools as the Bronx High School of Science, boarding schools like Exeter, and certain suburban schools, it is practically impossible today to receive a high-level secondary school education in mathematics and the natural sciences (as one can in a German *Gymnasium*). Furthermore, almost no American students are exposed to important philosophical texts and questions during their secondary schooling, even though young persons at this age are often intrigued by issues of values, ethics, and belief. (In a good French *lycee*, such exposure would be possible and even required.)

European secondary education should hardly be the standard for America; and, indeed, the European schools appear to be declining significantly. Yet the American situation is serious. It is said that students from economically disadvantaged backgrounds require remedial work. Unfortunately, those from economically advantaged backgrounds are frequently so educationally disadvantaged in their secondary schooling that they also need remedial work.

The cooperation with the schools called for in the First Report is desirable. But much stronger action is demanded since in many basic education systems there is no one with whom such cooperation can be established. It is hard to evaluate any complex bureaucracy, but there appears to be an overall decline in capability among secondary school teachers despite the influx of some able young teachers. Scientists and mathematicians, for example, have been able to find careers of higher status (and often higher pay) in industry and government, as well as in colleges and universities. Moreover, careers as elementary and secondary school teachers, though much improved economically, have carried the psychic costs of big-city school violence, suburban school insouciance, and bureaucratic rigidities.

Therefore, I have two proposals. The first is that colleges and universities begin accepting many students after two years of secondary schooling. The able student at all but a few American secondary schools will waste his or her time in those last two years. I happen to believe that the situation is worse in the secondary schools than it was a generation ago. (At least then there were distinguished secondary schools that were singled out from the secondary-school universe for special attention. Boston Latin School was an example, but the pressures of the new egalitarianism have made it today much more like the other Boston high schools.) But even if my contention that the schools have been worsening is wrong, this direction would be sensible. Inadequate previous preparation has plagued higher education for a long time.

In making this proposal I am not necessarily saying that the length of time devoted to formal education could be reduced by two years. But it certainly could be reduced, and more efficaciously than by cutting a year from the bachelor's degree. (Incidentally, the notion that a degree should be awarded for a fixed number of years of attendance or a collection of semester credit hours is nonsense; it ought to be a mark of achievement and not of perseverance alone.) The principal aim is for young people to exploit fully their capabilities in mastering or understanding a range of subjects and their methodologies. Even with all the limitations of collegiate teaching, such a process can best take place in institutions of higher education, as can the igniting of new and future interests.

My other proposal is that colleges and universities return to running preparatory schools. They probably gave up running schools for two reasons, in addition to the expense. The first was pride. Because many American institutions of higher education had their origins in academies, maintaining such instruction was symbolically threatening. The second was that these schools were often run by faculties of education as training grounds for their students. It is fashionable to malign schools of education as being primarily concerned with procedure rather than substance or even

the process of teaching. This conventional view is an exaggeration, but basic education programs run by faculties of education have nevertheless rarely provided any advances over other schools.

I would urge that major colleges and universities run schools, perhaps concentrating on the seventh to tenth grades, but not restricted to faculties of education. Such schools would be intended as models not of teaching methods, but of substance. Children in such schools would be expected to achieve fluency in their native tongue (including that rarity, writing it well) and in another tongue (along with the literature and culture associated with it), as well as in mathematical communication sufficient to become literate in the natural sciences and the quantitative social sciences. They should be conversant with the benchmarks of Eastern and Western cultural and diplomatic history as well as some of mankind's great texts and musical and visual accomplishments. As a means of enriching curricula, I envision lectures, supervision, and other participation by professors willing to contribute to the edification of the very young.

Such schools would set standards for other schools. But they would also be educating substantial numbers of students. I have not dealt with their finances; some would have to be privately financed. The number of families considering private education is growing. The financial problems would be small if chits were made available by government for families to use in alternate school arrangements such as the one proposed here. (A national experiment with chits is currently underway.)

The Academic and the Intellectual Modes— Remaking the Professoriate

Until the Civil War, the American professor was usually a clergyman turned schoolmaster and his charges were very young, while most curricula consisted of the narrowest combination of the study of the classics and mathematics. Henry Adams would write in his *Education* that it was a wonder his formal education at Harvard (class of 1858) did not ruin all participating in it.

When the scholarly university began to develop, the professor came to see himself less as a schoolteacher and more as a scholar-scientist. A fair number of scholar-scientists in those days had far-ranging intellects. Sometimes persons with such minds had the greatest difficulty getting placed. Thorstein Veblen is a case in point; he wandered from Chicago to Stanford to Missouri, with never a major post.

By the end of World War II, the notion triumphed that the professor need be competent only in the narrowest possible subject matter. In the competitive atmosphere of the academic marketplace, a specialty shared by almost no one else placed the scholar in a favored position. When Cornell opened in 1868, it was with an injunction from its patron, Ezra Cornell, to be "an institution where any person can find instruction in any study." This department-store model became widely admired, but could only be fully accommodated in the mid-twentieth century when funds were plentiful.

Emile Durkheim, in his great study *The Division of Labor in Society*, pointed out how work in an industrial society metamorphosed into tasks so narrow and limited in scope that, though productive aims were furthered, an extraordinary disorganization and separation (he called this 'anomie') resulted. There was little sense of the social function the work was serving or of how the specialized task related to the rest of the work assignment. This alienation may not always have been apparent to the workers, but their activities had little meaning.

Durkheim was discussing industrial work, but academic efforts have been moving in the same direction. Even at tutorial institutions such as Oxford and Cambridge, it has become difficult to read economics or biology with a tutor. Now the student must choose price theory or the study of the cell. All the pressures continue to cause those who wish an academic career to

be as narrow as possible in their graduate studies and in those years that lead to a permanent appointment.

The intellectual mode, as contrasted to the academic one, ought to encompass both academic specialization and the breadth that can relate that specialization to cognate knowledge and theory. It also requires knowledge of past and present civilizations, as well as an understanding of basic methods of the sciences and the humanities.

The intellectual mode is necessary for the most vivid learning. Students cannot reasonably be asked to synthesize and integrate knowledge on their own. They need as models teachers who are educated persons. It is a rare university today (and a rare liberal arts college as well) where more than a small fraction of the faculty can be regarded as intellectuals rather than academics. Such a situation harms the research function as well as education (and not only the education of undergraduates). Many kinds of significant scholarship are not even conducted because researchers do not possess a broad enough scope to raise the relevant questions; such issues often transcend the professor's own narrow expertise. Frequently scholars cannot even converse with their colleagues in other departments. And, unfortunately, their graduate students become replicas of them.

That American academic invention, the department, developed largely at the turn of the century and performed an extraordinarily valuable function. It not only mediated between the professor and the institution, but, more importantly, it provided the link to the national guilds that were defining standards and expectations for the disciplines. At first these standards and expectations aped those that had been formulated in Europe. But as Nazism and then war put academic Europe into eclipse, American universities became the standard-bearers of higher education—particularly in the newer fields, but also in the traditional ones. And it was the departments that jealously guarded and furthered American achievements.

Today these functions are still required. Given the greatly expanded size of universities, institutional affairs could not be conducted without departments to serve as intermediaries. But departments pose two sets of problems. Sometimes the subject matter they superintend was defined seventy-five years ago, and that definition may have little applicability currently. Constant review is thus needed. More significant is the overwhelming tendency for departments to replicate themselves. Since the model has become one of narrow specialism, only narrow specialists pass muster as candidates for new appointments or promotions.

What is needed is a recruitment and advancement pattern that operates on a university-wide basis (or for a sector of the university such as the humanities) *and* on a departmental one. Whereas the departmental focus will be on specialized academic talents, the university focus ought to be on intellectual breadth, on those capacities that relate a specialization to cognate areas and include a reasonable comprehension of man's civilization. Unless the academic mode gets bonded to the intellectual one, both university teaching and research will be far short of their potential.

In review, then, how can the tendencies toward leveling in the quality of higher education be reversed?

Many Americans, however disenchanted they may now be with higher education, have come to view it as both a secular church—the institution through which they can see worked out many of their most idealistic tendencies—and a semi-political institution through which some of their dreams for a new democratic reality can be accomplished. The conflicting ideals of equality for all and achievement for everyone have helped lead to the leveling we see in education: the assurance that no one is more equal than others.

Within higher education itself, I believe that the tendencies toward leveling can only be reversed by once again stressing

pluralism as the American path to equality. Diversity, it should be recognized, is significant not only for quality, but for reinforcing mass education. Only through diversity can education for many millions be effectively based on individual differences so as to insure that each person reaches his or her particular potential. Over time we have developed unconsciously a division of labor among institutions of higher learning. The rough distinctions were known to those attending the schools, to those working within them, and very likely to those supporting them. No one inside California, or outside for that matter, confused Merritt Junior College in Oakland with Mills, or Mills with Stanford, or Stanford with Davis. Yet there was a certain respect offered to all. Distinctions, too, may have been glossed over because the reality of each institution was not fully comprehended, or because the American dream of some education for many was being achieved, or because education until recently was not seen as a crucial social and economic component of the nation. The important characteristic to note is that the distinctions which were known were not considered invidious. But when a variety of forces converged to cause institutions to be more and more similar to one another, they began to envy one another's salaries, budgets, and physical accoutrements. As a result, considerable pressure developed to erase distinctions. On the most elementary level, a greater degree of equality of experience can be achieved through more homogenized education than through differentiated education. But in the most important ways—those giving each individual a setting in which to develop individual tastes, interests, and talents—homogenized education reduces equality. Students must find and develop themselves in many different ways: some in small liberal arts colleges, some in state universities, some in private research universities and some not in higher education at all. They must discover the specialized community best suited to them and their talents.

Equality through pluralism will permit enlargement of choices and thus the enhancement of quality. At the same time it can also serve to reinforce mass education. Equality through pluralism will not eliminate distinctions, but status distinctions can be reduced if they are treated in a more matter-of-fact (and less envious) fashion. If there are to be national research institutions with special subventions, as I believe there must be to preserve the quality of all education, then they need to be identified as such, but not proclaimed as the only desirable places to attend. Distinctions should be made on the basis of institutional purposes.

There are more than 2,500 institutions of higher learning, and differentiation is essential, although policies that would encourage it are difficult to fashion. I have suggested a 10 percent addition to federal funds for education, to be distributed among the national research universities to strengthen quality research and advance education. I have recommended a moratorium on state multi-campus systems and state coordinating systems to dampen the pressures for conformity. I also believe that foundations and governments should grant funds for curricula rethinking and reform—not on an individual campus basis, but for a limited number of institutions jointly to explore options which are congruent with their educational capital and objectives. I have particularly in mind the joint exploration of the relationships between the arts and sciences and the professional curricula.

There undoubtedly are many other ways to encourage differentiation and equality through pluralism. There are other paths, too, to reinforcing mass education, although none I think so effective as working for equality through diversity and its concrete recognition. Educators and those concerned about education ought to devote concentrated efforts to devising policies that enhance not only the qualitative strengths of our great educational achievement, but our American dream of equal opportunities as well. That is no small challenge.

SENATE

ACTION BY THE ADVISORY COMMITTEE

At its December 4 meeting the Senate Advisory Committee selected its nominees for the Senate Nominating Committee for 1975-76.

1. In accordance with the requirements of the Senate Bylaws, Sec. 8(c) and Sec. 11(b), official notice is herewith given to the entire Senate Membership of the Senate Advisory Committee's 9-member slate of nominees for the Nominating Committee for 1975-76. The nine nominees, all of whom have indicated their willingness to serve, are:

Elizabeth Flower (Philosophy)
Ward Goodenough (Anthropology)
Peter Hand (Veterinary)
Robert Hanna (Landscape Architecture
& Regional Planning)
Ella Haugaard (Medical)
Howard Lesnick (Law), Chairman
John Quinn (Engineering)
David Solomons (Accounting)
Vincent Whitney (Sociology & Demography)

2. Again pursuant to the Bylaws, Sec. 8(c) you are herewith invited to submit "additional nominations, which shall be accomplished via petitions containing at least twenty-five valid names and the signed approval of the candidate. All such petitions must be received no later than fourteen days subsequent to the circulation of the nominees of the Advisory Committee. Nominations will automatically be closed fourteen days after the circulation of the slate of the Advisory Committee. If no additional nominations are received, the slate nominated by the Advisory Committee would be declared elected. Should additional nominations be received, those nominated by petition have the right to learn the names of all other candidates and withdraw within five days after closing of petition. A mail ballot would then be distributed indicating which nominees were nominated by petition and which by the Advisory Committee. The ballot shall be circulated no later than fourteen days subsequent to the close of nominations. Voting shall be noncumulative, ..."

Because of the closing of school between Christmas and New Year the closing date for receipt of nominations by petition will be extended to January 13. Please forward any nominations by petition to the Faculty Senate Office, 303A College Hall/CO.

—*Maria Z. Brooks, Secretary*

OPENINGS

The following listings are taken from the Personnel Office's weekly bulletin and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail. Those interested should contact Personnel Services, Ext. 7285, for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially.

The University of Pennsylvania is an equal opportunity employer. Qualified candidates who have completed at least six months of service in their current positions will be given consideration for promotion to open positions.

Where qualifications for a position are described in terms of formal education or training, significant prior experience in the same field may be substituted.

The three figures in salary listings show minimum starting salary, maximum starting salary (midpoint) and top of salary scale, in that order.

ADMINISTRATIVE/PROFESSIONAL (A-1)

ASSISTANT DIRECTOR, Houston Hall, to work with students, faculty and staff in the planning and development of cultural, recreational and social programs; handle contracts, films and concerts; publish monthly activities calendar; coordinate summer school social and cultural programs; advise college union programming organization which includes committee counseling and evening work. *Qualifications:* College

graduate, master's degree preferred; at least one year's experience in a campus center or in student activities. Demonstrated ability to plan film series, organize pop/rock concerts and work with college students. \$8,075-\$10,050-\$12,000.

DEAN OF ADMISSIONS (11/26/74).

DIRECTOR OF ADMINISTRATIVE SERVICES (11/26/74).

EDUCATIONAL COORDINATOR, Morris Arboretum, to conduct popular education courses and horticulture training for all levels. *Qualifications:* At least two years' study in a recognized horticulture school or equivalent. Teaching experience in schools or workshops in the growth and care of plants and plant oriented crafts. Knowledge of basic horticulture techniques. \$8,075-\$10,050-\$12,000.

FISCAL AND BUDGET COORDINATOR, Wharton (11/26/74).

FISCAL EDP COORDINATOR (11/19/74).

JUNIOR RESEARCH SPECIALIST, biochemistry lab (9/3/74).

OFFICE MANAGER, medical research area (11/19/74).

PROGRAMMER ANALYST, Phila. Social History Project, to use computer technology to study urbanization and industrialization in 19th century Philadelphia; explore the shift from batch processing to interactive computing. *Qualifications:* Degree or equivalent experience in large scale management information retrieval necessary. Working knowledge of PLI, APL, MARK IV, IMS and "canned" computer program packages for social science analysis like SPSS desirable. \$10,675-\$13,275-\$15,875. *Originally published in Almanac, November 19. Job description has been revised by Personnel.*

RESEARCH SPECIALIST, Phila. Social History Project, to generate tables using SPSS, a "canned" program; teach students and faculty how to use "canned" programs and perform related administrative duties. *Qualifications:* Social science degree. Experience in social science research, methodology; strong background in statistics and use of SPSS to generate and analyze data necessary. Knowledge of PLI and APL preferred. \$10,675-\$13,275-\$15,875.

RESEARCH SPECIALIST, biochemistry (11/12/74); surgical research lab (9/24/74).

SENIOR SYSTEMS ANALYST to investigate financial systems for UMIS, including purchasing, accounts receivable and student financial services departments. *Qualifications:* Business administration degree preferred, accounting major required. At least five years' experience as a systems analyst with a minimum of three years' experience as a financial systems analyst. Working knowledge of COBOL preferred. \$14,125-\$17,600-\$21,050.

SUPPORT STAFF (A-3)

BILLING ASSISTANT, health services, to bill patients' insurance carriers; do electromyography studies and reports for department chairman; refund overpayments and maintain tax data on funds. *Qualifications:* Bookkeeping and accurate typing skills; aptitude for figures, knowledge of medical terminology and pleasant telephone manner. Experience as a medical secretary and some understanding of computer print outs preferred. \$6,550-\$7,925-\$9,300.

CLERK II, business office. *Qualifications:* Accurate typing skills required. Two years' experience preferred. Ability to work with figures and deal effectively with people, both in person and by telephone. \$5,300-\$6,225-\$7,150.

CLERK III, University Press, to be trained to handle rights and permissions, process orders, and compute royalties. *Qualifications:* Good typing skills. \$5,700-\$6,750-\$7,800.

CUSTODIAL SUPERVISOR, 40 hrs/wk, late shift (11/26/74).

DRAFTSMAN to draw from architect's plans, maintain drawings, prepare charts and graphs and supervise space surveyors. *Qualifications:* At least seven years' experience and completion of drafting program. Ability to organize work. \$8,925-\$10,800-\$12,650.

DUPLICATING MACHINE OPERATOR IV to operate and maintain duplicating center, including billing; supervise student staff. *Qualifications:* Ability to operate AM total copy system, Xerox #2400

system, AB Dick mimeograph and ditto machines and showcard sign press. \$6,125-\$7,325-\$8,525.

JUNIOR ACCOUNTANT (2) (11/26/74).

MEDICAL SECRETARY/RECEPTIONIST, Medical School, to handle departmental billing, greet patients, type correspondence, arrange conferences and meetings and coordinate program for large scientific organization. *Qualifications:* Two years' secretarial training plus two years' experience. Excellent typing and stenographic skills; knowledge of medical terminology; ability to assume responsibility and work independently. \$7,050-\$8,600-\$10,150.

PROGRAM COORDINATOR to serve as urban workshop assistant for communications, monitor field work projects, maintain records of student projects and coordinate programs and curriculum planning; to act as Fine Arts placement coordinator, initiating employment data collection and record system, establishing contacts for summer jobs and matching students with prospective employers. *Qualifications:* Degree in urban studies, related discipline or equivalent experience. Significant experience in community work or governmental agency networks. Some typing skills; ability to organize work and deal with people. \$7,050-\$8,600-\$10,150.

PROJECT BUDGET ASSISTANT (11/26/74).

RESEARCH LABORATORY TECHNICIAN II, enzyme assays (11/26/74); biochemical assays (11/5/74).

RESEARCH LABORATORY TECHNICIAN III to assist with scientific equipment, blood and blood gas processing and animal surgery. *Qualifications:* Bachelor's degree in science; advanced degree and experience preferred. \$7,900-\$9,450-\$11,000.

RESEARCH LABORATORY TECHNICIAN III. Five positions announced September 3 through November 26, including tissue cultures, enzyme assays, hormone immunoassays, blood gas and amino acid analyses.

SECRETARY II (6); SECRETARY III (2) (10/29/74).

SECRETARY IV, Dean of Students Office, to type and do considerable drafting of correspondence; organize meetings; handle appointments and inquiries and work with University offices on readmission and athletic eligibility. *Qualifications:* Two years' college preferred. At least three years' office experience, including dictaphone, accurate, fast typing, excellent telephone skills and an ability to deal with people. \$7,050-\$8,600-\$10,150.

SENIOR ACCOUNTING CLERK for a variety of clerical work involving cash disbursement, accounting and distribution of expenditures. *Qualifications:* High school graduate with a (high school) course in bookkeeping. \$5,700-\$6,750-\$7,800.

SENIOR COLLECTION ASSISTANT (11/19/74).

SENIOR MAINTENANCE ENGINEER, New Bolton Center (10/29/74).

TECHNICAL SECRETARY to type in English and Spanish, gather data from English and Spanish journals and work with statistical/computer data. *Qualifications:* At least two years' secretarial experience. Fluent Spanish, good typing skills and an ability to work with figures. \$6,550-\$7,925-\$9,300.

TECHNICAL TYPIST for technical material, manuscripts, letters and classwork. *Qualifications:* At least two years' office experience; accurate typing skills; an ability to work with minimum supervision. \$5,700-\$6,750-\$7,800.

HOURLY RATE (A-4)

Hourly rate is negotiable on the basis of qualifications.

SECRETARY for internal auditor, 2 days/wk, to type, file and answer phones. *Qualifications:* Some office experience; ability to type statistical reports.

TYPIST II, FAS philosophy department, 20 hrs/wk, to type manuscripts, coursework, exams, correspondence; duplicate material using xerox and ditto machines; answer phones and deal with students and faculty. *Qualifications:* Some office experience; excellent typing skills.

TECHNICAL TYPIST, Dental Medicine, 20 hrs/wk, four days preferred, to type manuscripts, do budget work, file and answer phones. *Qualifications:* Excellent typing skills; knowledge of biological terminology and accounting.

CHRISTMAS CONCERT: MOVED TO ST. MARY'S

The President and Provost have invited the University community to a performance of Handel's *Messiah* (1758 Foundling Hospital version) by the Pennsylvania Pro Musica this evening at 8 p.m. Dr. Franklin B. Zimmerman, director of the Pro Musica, will give an *Introduction to Handel's Vision* at 7:30 p.m., St. Mary's Church, 3916 Locust Walk (not Room 200 College Hall, as originally announced).

MOLLY BLOOM: TONIGHT

Actress Beatrice Manley performs *Molly Bloom's Soliloquy* from James Joyce's *Ulysses* in a special appearance sponsored by the Faculty of Arts and Sciences, the Leon Lecture Series and the Annenberg Center. Prince Theatre, December 10, 8 p.m. Free tickets at Annenberg Center Box Office.

SHOPPING SPREE continued from page 2

THE MUSEUM SHOPS

The highest standard holds at the Museum; we couldn't find anything we wouldn't want there. Wall hangings ranging in price from \$25 to \$500 are a special feature at the Museum Shop this year. Among the choices: cotton-loom hangings from Colombia in bright colors (\$35); a nubby Peruvian tapestry of a white sun with yellow rays (\$68.50); brilliant, fantastic animals appliques on black or white cotton, from Dahomey (\$35-\$50); and, from Alaska, animals of inexpressible charm on duffle cloth (\$35).

At the jewelry counter, works by Hungarian sculptor Pal Kepenyés, who lives now in Mexico, are a Museum exclusive. A bronze cuff bracelet shaped like a woman's torso, with golden chains for hair, is as handsome as it is shocking; so are earrings shaped like tiny arms and, as a necklace, a bronze arm ending in a skeletal hand with a blue stone ring (prices on request).

Hours: Tuesday-Saturday, 10 a.m.-4 p.m.; Sunday, 1 p.m.-4 p.m. Also open December 21, 10 a.m.-4 p.m.; December 22, 1 p.m.-4 p.m.; Christmas Eve, 10 a.m.-3 p.m.

The Pyramid Shop, in the education wing, is specially for children: as one young visitor noted, "They have totem poles and everything." Other favorites were Japanese chop-sticks (10c the pair); clay whistles in the form of birds (25c) or owls (50c); and Venetian glass and other beads to choose and string yourself (35c-50c-75c). Games from over the world include Shishima from Africa (meaning source of water), involving a board and tokens (\$5.95) and the Hindu pyramid game played by temple priests to help them achieve patience (\$4.50). A child with a shopping list and five dollars would do extravagantly well at the Pyramid Shop, and so would a grown-up. Hours: Monday-Friday, 11 a.m.-4 p.m.; Saturday, 11 a.m.-3 p.m.; Sunday, 1:30 p.m.-4:30 p.m.

WCT CRAFT STORE

Best buys at the Crafts Store run by the Women's Cultural Trust (ground floor, CA) are quilts from all over the South: \$180, but handmade from time-honored patterns. Also pillows and hammocks; pots, mugs and bowls aplenty; samplers, jewelry, paintings and prints. Hours: Tuesday and Friday, 10:30-6; Wednesday, 10:30-5; Thursday, 3:30-8; Saturday, 1-5. (A WCT bookstore across the hall stocks feminism in print: books, posters, buttons, et al. Monday-Friday 11-6; Saturday 1-5.)

THINKING REALLY BIG?

For major buying, remember Purchase Power—a consumer group covering Delaware Valley which all faculty and staff may join at no charge by calling the Administrative Assembly's Bob Ferrell at Ext. 7215.—M.M.M./J.L.W.

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