

Almanac

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TRUSTEES EXECUTIVE BOARD 9/30/76

At their Executive Board meeting September 30, the Trustees filled two of the major vacancies for which long searches have been under way, and elected an interim director for a third post.

DEAN OF NURSING: DR. CLAIRE M. FAGIN

Succeeding the retired Dr. Dorothy A. Mereness, Dr. Fagin comes to the University in January from Herbert H. Lehman College of the City University of New York, where she has been professor and chairman of the Department of Nursing since 1969. She has held the additional post of director of the Health Professions Institute of Herbert H. Lehman College and Montefiore Hospital and Medical Center since 1975.

She served from 1965 to 1969 as director of the graduate programs in psychiatric mental health nursing at New York University, where she had received her Ph.D. degree in 1964. She is a registered nurse who holds a B.S. degree (1948) from Wagner College and an M.A. degree from Teachers' College of Columbia University.

Dr. Fagin is the editor of several books in the fields of psychiatric and pediatric nursing, including *Family Centered Nursing in Community Psychiatry: Treatment in the Home* and *Nursing in Child Psychiatry*. The former was chosen as the 1970 book of the year in community health nursing and the latter as the 1972 book of the year in pediatric and psychiatric nursing by the *American Journal of Nursing*. She is also the editor of *Readings in Child and Adolescent Psychiatric Nursing* (1972) and is the author of *The Effects of Maternal Attendance during Hospitalization on the Behavior of Young Children* (1966), as well as of numerous scholarly articles in the field of nursing.

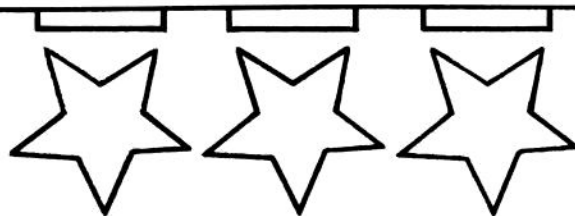
SECRETARY/VICE-PRESIDENT: JOHN C. HUNT

The former vice-president of the Aspen Institute for Humanistic Studies takes office November 1 to succeed interim secretary and vice-president Donald T. Sheehan, who has a two-year assignment including coordination of boards of overseers.

The new post of secretary and vice president consolidates the present duties of corporate secretary and trustee relations with responsibilities for communications and public, governmental, and community relations.

Before becoming vice-president of the Aspen Institute in 1973, Mr. Hunt was director of international programs for France's Royaumont Institute and executive vice-president of its Center for a Science of Man. Earlier he had been executive director of the Salk Institute for Biological Studies, 1968-70; assistant to the executive director (1956-58) and then executive director until 1967 of the Paris-based Congress for Cultural Freedom; and a teacher (of Greek, French and English), track/basketball coach and admissions director of the Thomas Jefferson School in Kirkwood, Missouri.

In a parallel career as novelist, he wrote *Generations of Men* (Atlantic-Little, Brown 1956), winner of the Western Writers



From 'Rag' to Other Riches . . . page 8

Association of America's prize for best western historical novel and a finalist for the National Book Award; and *The Grey Horse Legacy* (Knopf 1968), a Literary Guild alternate that has been widely translated. A play by Mr. Hunt starts in production this fall, and he has two novels in progress.

Mr. Hunt took his A. B. at Harvard College in 1948 after serving as a second lieutenant in the U.S. Marine Corps from 1943 to 1946. He later studied at the Sorbonne and the University of Iowa Writers Workshop.

INTERIM DIRECTOR, MUSEUM: DR. PRITCHARD

Postponing action on a permanent director, the Trustees named the University Museum's Associate Director James B. Pritchard to a year's term as director. Dr. Pritchard, who remains professor of religious thought and curator of Biblical archaeology, took office immediately as Dr. Froelich Rainey's extended term came to an end Thursday.

FINANCE: BALANCED BUDGET IF . . .

Although *The Daily Pennsylvanian's* lead story September 30 said "Gaddis Will Apprise Trustees of Possible \$2.5 Million Deficit," the Senior Vice-President for Management made no reference to such a prediction in the "sunshine" portion of the Executive Board Meeting.

The President did ask Comptroller J. Jerrold Jackson for a report on control of variables in 1976-77 fiscal performance and Mr. Jackson reported (1) favorable savings through jobs left unfilled; (2) cautious optimism about energy savings despite uncontrollables like weather and rates; and (3) income uncertainty in areas such as athletic admission fees, cost recovery on grants and the effect of federal fiscal calendar change on research grant income. Performance will depend greatly on the ability of departments to stay within their expense budgets, he said; the income side of responsibility center budgets will become clearer as tuition is sorted for students enrolled across school lines.

Dr. Jon Strauss, executive director of the budget, said tests of the 1977-78 preliminary guidelines show a deficit projection at this stage, with expense growing faster than income in the estimates.

The Executive Board authorized borrowings, including two for Graduate Hospital. A third borrowing was for expansion of the Levy Tennis Pavilion, with cash and pledges in hand to cover most of the debt. The Board also authorized the start of construction on House B of the Quadrangle project, subject to financing expected from the Pennsylvania Higher Education Facilities Authority.

The SAMP Issue and Basic Research

by Fred Karush

The current debate on the potential and future of SAMP has been obscured by (1) the failure to distinguish between basic and applied (evaluative) research and (2) a restricted view of the social responsibility of academic institutions. The research history and promise of SAMP and the future contribution of the School to the health care professions are central issues in the controversy. In the context of the commitment of the University to scholarship and research these issues have generated a sharp divergence of views with a potential for destructive confrontation. For the judicious resolution of this crisis two perceptions are essential: (1) an awareness of the nature of professional fields of knowledge and the research problems derived from them and (2) a recognition of the distinctive role and societal responsibility of an academic institution such as the University of Pennsylvania.

The programs of SAMP (medical technology, occupational therapy, physical therapy) are directed to the training of health professionals whose knowledge and skills are used primarily in the diagnosis and treatment of human disease and disability. As is the case with other health schools, the educational content of these programs draws heavily on the knowledge provided by a wide range of natural sciences, including biochemistry, microbiology, physiology, pathology and psychology. Because of the health care orientation of the SAMP fields, investigations in these fields are concerned with the improvement of procedures and techniques, as well as development of new ones, directed to the more effective execution of their specific medical responsibilities. This context, therefore, imposes a particular character on research in these fields. This character, which may be described as applied type of research, is more precisely categorized as evaluative investigation. This point is made not for purposes of invidious comparison but rather to emphasize the profound contrast between this kind of investigation, even at its best, with that represented by research in the natural sciences in an academic setting. The latter is concerned with the development of broad principles and general hypotheses and the elucidation of mechanisms which together constitute understanding of natural phenomena.

Like other applied sciences the SAMP fields are sustained in their capabilities and limited in their potentialities by the state of knowledge in the relevant natural sciences. Major advances in the health fields are dependent on continued basic research, primarily in the biological sciences. The consequence of this relationship for a SAMP which could serve as a pioneer in the allied health professions and which would possess the capability of advanced instruction is the same that experience has demonstrated for other health schools in the University. Namely, such a school must be supported by basic science departments (psychology, neuroscience, biochemistry, cell biology, etc.) staffed by a teaching and research faculty of basic scientists. This kind of health school could be worthy of the best tradition of the University of Pennsylvania but it cannot, unfortunately, be generated by the proposed "upgrading" of the present SAMP.

This tradition rests on the contributions of the University, over many decades, to scholarship and to the understanding of humanity and its world. In the natural sciences, in particular, the

University has been historically committed to the search for basic knowledge, and its recognition as a national and international resource in science has been gained by research achievements of its faculty, both in the physical and biological sciences. A university makes its mark in science by contributions to literature devoted to the growth of knowledge in the basic sciences. *The Proceedings of the National Academy of Sciences*, one of the most prestigious journals in science, does not publish papers in such important health fields as surgery, obstetrics or occupational therapy. In its contemporary form it deals, rather, with biochemistry, biophysics, cell biology, genetics, immunology, etc. The concern of the University with these areas is an expression of its social responsibility to do that which it does well and which can be done only by a few educational institutions. This role carries the potentiality of major contributions to the welfare of society. Can we equate the life-saving benefit of the discovery of penicillin to the training of any number of health professionals? If by the study of the biochemical correlates of mental depression we can point the way to the treatment of this condition, would this not far outweigh the education of skilled practitioners? Inescapably, the burden of this responsibility entails judgment and selection based on the criterion of intellectual excellence.

The commitment to intellectual quality at the University of Pennsylvania is not the elitism of a favored group of men and women nurturing its self-image but a profound recognition of the unique and historic role of academic institutions in expanding human horizons through dedication to the freedom and excellence of inquiry.

Dr. Karush, professor of microbiology (Med.) and master of Stouffer College House, served on the 1975-76 Steering Committee of Council which acted as a reallocation review board on the SAMP case (see also highlights of Council discussion, beginning next page). —Ed.

From the AAUP Campus Chapter

TENURE UNDER ATTACK

October 14, 1976 3:30 p.m.
Benjamin Franklin Room, Houston Hall

The University of Pennsylvania Chapter of the American Association of University Professors (AAUP) will present a panel discussion on the utility and futility of tenure. Prof. Morris Mendelson, president of the Penn AAUP chapter, will moderate the discussion. The participants and their topics include:

Prof. Robert Gorman (Law) on *The Legal Limits of Tenure as a Protection to the Faculty*. Prof. Gorman is a member of the National Board of the AAUP.

Dean Donald C. Carroll (Wharton) on *The Disadvantages of Tenure to the Faculty*.

Prof. Phoebe Leboy (Biochemistry) on *The Current Tenure Situation at the University of Pennsylvania*.

All interested members of the university community are cordially invited. Refreshments will be served.

COUNCIL

More than an hour of the September 22 meeting of the University Council was devoted to discussion of A Report on the School of Allied Medical Professions, published as an Almanac Supplement September 21, 1976. The following text is based on a tape recording but has been edited slightly for conciseness and for conversion of extemporaneous speech to printed form.

Highlights of the Council Discussion on SAMP

Before discussion opened, Provost Eliot Stellar said that he and President Meyerson will discuss the SAMP matter with the Council of Academic Deans and with the SAMP faculty before taking a proposal to the Trustees at either their October or January meeting. He also noted that advice was expected from the Undergraduate Assembly.*

PRESENTATIONS

Before introducing 1975-76 Steering Committee Chairman Ralph Amado at the September 22 Council meeting, current Steering Committee Chairman Robert F. Lucid noted the presence of non-members SAMP Acting Dean Eugene Michels, chairpersons Jane Carlin and Nancy Ellis; four 1975-76 Steering Committee members not now on Council: Mrs. Virginia Briscoe, Cyndy Chanenson, Eva Gelernter, and Dr. Fred Karush; and of William J. Hickey on behalf of Dr. Thomas Langfitt, who was out of the country.

Dr. Amado [after tracing the development of reallocation review procedures in the wake of a proposal early in 1975 affecting the Graduate School of Education, and noting that the 1975-76 Steering Committee met 35 times to study documents, interview 25 people, identify questions and reach conclusions; see the introduction to the Steering Committee Report, Supplement page 5]: Since the Report is very long and you have not had a great deal of time to read it I will summarize extremely briefly the main findings. . . . in no particular order. . . .

1. The recommendation that SAMP be phased out is not primarily based on financial considerations.
2. The SAMP educational experience is a very good one, but it is limited in degree and scope. . . . SAMP offers only a bachelor's degree and provides training for beginning professionals in the three SAMP disciplines; and this does not seem to fit naturally into the University of Pennsylvania's norm of undergraduate education.
3. The SAMP professions have important and growing roles in health care.
4. SAMP will need to add graduate programs if it is to keep its position of eminence in its field.
5. The research base in the SAMP disciplines and in the SAMP faculty is weak.
6. SAMP presents valuable educational opportunities for Penn students, particularly women, and a valuable source of diversity in the undergraduate group.
7. The political ramifications of closing SAMP, largely for reasons having to do with what I might call the mission of the University, are uncertain.

The problem was to find a set of recommendations that would deal with the basically mixed value of SAMP. The two recommendations that were made were (1) to retain the School with modest improvement to consolidate its present position and this hinges on improvement such as graduate programs [to stay abreast of] public institutions . . . and (2) to form a combined program with Thomas Jefferson University in which the professional components of SMP would be taken by Jefferson while the liberal arts would remain at Pennsylvania. These recommendations do not grow organically out of our report, nor do they represent the full spectrum of options . . . which proved to be richer than we at first thought. Our committee decided to try to make a couple of recommendations we could support . . . and ask the administration to return to us

*The Assembly's action, taken September 29, favored retention of the School and set up machinery for study and further action on the proposal to phase out the school.—Ed.

I would like to emphasize that the second option is a kind of phase-out, so we did not reject phase-out as the *Daily Pennsylvania* headline said.

Nor are our two recommendations meant to be rank-ordered. Finally, there were degrees of consensus, as we said in the Report: "In recommending the above two options the committee was by no means completely unified in its opinions. The first option to upgrade the present SAMP was considered a viable alternative by eight members of the committee with varying degrees of enthusiasm for such action. It was completely rejected by one member. The second option, a joint program with Jefferson, was considered viable by all members, but again with varying degrees of enthusiasm. In a vote on the matter of preference for the two options, five members voted for the first option, four for the second."

We were aware that there are many technical problems in forming a joint program with Jefferson but considered it outside our scope to explore them further than to discuss them with Vice-President Langfitt.

The 1975-76 Academic Planning Committee Chairman, Britton Harris, recapitulated his committee's report (page 3, Supplement) and noted that the committee felt its role had been partly preempted, "quite properly so," by the Steering Committee, and therefore took a more limited view. "The Committee did not wish to make a hard recommendation, but to define its view of the administration's latitude for action on this matter."

DISCUSSION

Dr. Samuel Klausner: I have three questions, one of them technical: in the footnote on page 7 **

The second question is for Dr. Amado, on criteria: how did we arrive at the criteria used to make judgments? For example, there are manpower projections being used as criteria to decide whether or not to retain a program. And third, did you apply them (criteria) to all of the programs of the University and rank them according to the criteria . . . ?

Dr. Amado: Let me answer the third question, and then the second. We did not consider in any detailed way any other school of the University

**Headings were scrambled in the setting of Development Commission data on profession-school faculty student ratio. The corrected table:

	Students		Faculty	
	Pre-Baccalaureate	Post-Baccalaureate	Full-time	Part-time
Annenberg School of Communications	45*	140	12	5
College of Engineering and Applied Science	490	1000	90	15
Graduate School of Education	475*	600	43	28
Graduate School of Fine Arts	—	463	31	39
Law School	—	657	30	11
School of Social Work	—	MSW 220	32	10
		Post-MSW 55		
Wharton School	1400	Prof. 1100	260	124
			Ph D. 750	
School of Allied Health Professions	300	—	18	22
School of Dental Medicine	—	586	82	250
School of Medicine	—	649	620	1215
School of Nursing Bacc.	152	MSN 100	51	7
BSN	200	MSN 25		
BSN/pt	150			
School of Veterinary Medicine	—	348	105	15

*Students not admitted but taking courses.

besides SAMP . . . —it was SAMP that was before us— except to the extent that the Committee itself became very, very interested in the University. Each [member] brought his or her own perspectives and experience to bear. As to criteria, I wish you could be a little more specific

Dr. Klausner: I gave an illustration There's a comment here that the fields for which SAMP is preparing . . . are not very promising; and that apparently becomes a judgment, so that by implication a manpower projection is used in judgment. Such questions have arisen, of course, in other programs of the University.

[A side debate led by Dr. Nowell ends with clarification that while a Langfitt comment suggests there is no expected shortage of personnel in the SAMP fields, the Steering Committee expected demand for SAMP graduates to be high; Mr. Hickey said there is a "mixed picture" with no consensus in the literature on demand and supply. SSW Dean Louise Shoemaker cited federal funding trends in favor of a steady state, possibly growth.]

Mr. Myerson: We are ignoring what to me is the central point Professor Klausner is raising, namely that in any decision process in the allocation of resources, we must make the choice among a, b, and c. He asks on what basis a set of criteria was established in the review process that would enable one to make a reasonable choice

Dr. Amado: . . . I don't think we went into the business of establishing formal criteria. But let me take a specific example where I think our judgments are based on experience: I doubt that each member sat down and made up a list of criteria, but they all used the experience they have in judging research.

Dr. Nowell: It appears to me that the confusion is in your role as a reallocation review board when your first decision was that this had nothing to do with reallocation of resources or that that was not the key point, but rather as to whether this was a desirable program to have at the University of Pennsylvania. It seems to me that we need a statement by the Vice-President's office as to whether his decision was in terms of a reallocation or not. *[Dr. Nowell is advised there is such a statement.]*

Dr. Stellar: I guess the reallocation of resources question arises from the recommendation to phase out the school. There would be a reduction of resources over time to zero. The same question might have arisen if the proposal was, say, to cut the size of the school in half, and thereby reduce the amount of investment involved. That is how the reallocation question arose originally in connection with the Graduate School of Education.

Dr. Allyn Rickett: When we started, the issue was not whether the current SAMP was a deficit operation. The next time the reallocation of resources question came up was in connection with whether or not SAMP was a desirable school and could continue as such—in its present condition, without expanding its programs. The decision reached by our group was that SAMP would have to be improved in order to continue as a desirable part of the University. Then you do have the question of the investment of resources, and the conclusion we came to was that a certain amount of investment would have to come.

Dr. Nowell: I see Dr. Langfitt writes along the same lines, in about his fourth paragraph [page 1].

Dr. Herbert Levine: Speaking not only from the pride of authorship, there is also a question of what resources would become available for other schools in the University if the SAMP program were phased out. The feeling in the committee led to Ralph's statement that reallocation of resources was not the primary and only consideration but nevertheless was one of the considerations.

Dr. Lucid: As I recall, virtually every person who came to talk with us about this matter was asked, "If the resources now devoted to maintenance and conduct of SAMP were to be withdrawn from that mission, how might they be identified and how might they be traced as being reallocated in some specific fashion within the extant institution which remained?" And no specific and diagrammable response was available.

James Malone: I'm surprised to find no information about other universities in the report. Reference is made to other practitioners, to other professors, but not to other allied medical schools around the country. I think something about how this school stands relative to others

Dr. Amado: One of the difficulties here is that our report tried to fill in missing information. We were provided with something called the Staff Report from Dr. Langfitt's office, and then attempted to fill in some of the missing areas. The area of the relative standings of the schools like ours was dealt with in the Staff Report to some extent. The programs are very highly regarded. They have a high standing among other schools. I don't have offhand a list of the other schools, but as far as I know there are no

undergraduate baccalaureate SAMP-type programs in the Ivy schools. Columbia has a graduate program. Stanford has a graduate program. Most baccalaureate programs are in state schools in the West . . . that information is in the Staff Report.

Dr. Seymour Mandelbaum: I am struggling with the problem of how to think about the problem. If I could get Ralph Amado away from a metaphor for a moment—Ralph said, "SAMP does not fit naturally as presently constituted with the norms of undergraduate education . . ." Using "nature" as if the University were an organism that had a nature and could expel foreign bodies. What we have is a range of undergraduate patterns, and it is a deliberate and harsh decision to narrow the range. It has nothing to do with what is "natural." That helps me to see the harshness of the choice.

Professor Harris: I'd like to comment briefly on the question of standards, criteria, and judgment. This is a very difficult question on which neither of our committees has made great progress, and it should be on the agenda of the new Educational Planning Committee for long-term development.

First of all the Academic Planning Committee under its chairman Lawrence Klein and with the active participation of Julius Wishner, did develop some standards for academic departments which were adopted this year and which are now being reviewed by the deans and the administration for final publication. These standards are not highly specific; one of the difficulties is that the standards you are likely to arrive at are difficult to apply. I refer you to the report of the Steering Committee on page 6 where in two very short paragraphs in the first column of the page the 1973 Development Commission Report is quoted:

An excellent professional school should do three things. It should train highly competent practitioners and prepare them for continuing self-education. It should train excellent teachers to pass on the discipline of the profession to others.

. . . As its third goal, a professional school must engage in advancing the knowledge base on which the profession rests.

When we tried to apply these to SAMP, we discovered that the criteria, rigorously applied, would raise some questions about professional education in other parts of the University. We still feel that this is desirable and feel that these issues will have to be faced when reallocation issues arise in any school on any scale. We are also aware that there are reciprocal obligations on the part of the disciplinary parts of the University with respect to meshing with the professional schools. We think there is a whole area of work here which will have to be dealt with, and I am very sympathetic to the remarks of Professor Klausner and the President

We did not feel we could get too detailed and specific; we regard this as an important piece of pending business for the University as a whole.

Dr. Nowell: An important point. It is good that this discussion dwell on this as well as on SAMP specifically Each test case is going to raise these questions again.

Dr. Rickett: On that metaphor . . . I don't think the Steering Committee felt in any way that it was bound by that metaphor. It is a factor mentioned in the report. During the discussions we also raised the question, why not SAMP? Why do we have to have everything going undergraduate/professional? There was no real answer to that. The concern we had was, however, that in the field of allied medical professions, which is moving ahead very rapidly, the major schools all have graduate programs. Penn is the only school in the top-rated schools that does not have a graduate program. Because of the rapid advancement in kinds of work being done in the field and what other schools are doing, we felt these were major concerns—not some ritual that we must have a graduate program to go with every undergraduate program.

Virginia Briscoe: As a graduate student on this committee I'd like to share with you something about socialization of an academic. I assume I will finish my Ph.D. quite soon and go and teach in a university. Everything Allyn said was part of our deliberation. What troubled me about it was the emphasis on basic research as a way of evaluating any component in a university. If you were to write a dozen articles advancing your field professionally, this was very clearly less important than a contribution to basic research. Now there are an awful lot of fields at this University, particularly in the social sciences, which have long been challenged in terms of basic research—contribution to a knowledge base—and I think we get into what our President has suggested about a great research institution. If we are truly going to put our eggs in the basket of research, does it mean that those of us who see ourselves *both* as performing professionals advancing the field *and* as research people will have to take a back seat? Does it mean that only research will be rewarded, supported at this institution? Ralph is shrinking down

Dr. Nowell: Was that a rhetorical question? Does anybody have a response in the context of SAMP?

Dr. Ivan Cohen: I have a concern similar to Ms. Briscoe's. Something which seems to have been neglected to some degree in these deliberations as put forward in this report is what I consider to be the tremendous influence and beneficial effect the School of Allied Medical Professions has on providing a very valuable health resource: occupational therapists, physical therapists, and medical technologists provide a tremendously valuable service to patients which I am concerned about losing. I think the University has the responsibility to the citizens of Pennsylvania and to those of the United States to produce the benefit of the graduates of these programs. In conjunction with the statement I see as a valuable alternative the alignment with Jefferson: What is the status of this suggestion? Is it just the one sentence that appears in the report or is something proceeding with that?

Dr. Nowell: Is there someone who can speak to the current status?

Dr. Stellar: In general terms the issue was discussed before it went into the Vice-President's letter, and since the report of the Steering Committee there have been some still very general explorations and collection of information and implications of the implementation of the recommendation. Our colleagues at Jefferson are aware of it and are receptive to discussions. I don't think I can say anything more than that . . . It is being pursued.

Dr. Cohen: Does it look like something that would work?

Dr. Stellar: I think they're interested in discussing it. I could answer the opposite question, "Did they say no, that's impossible." The answer to that is, "No, they did not say that."

Dr. Lowery: I just wanted to comment on the suggestion that there has been a lack of emphasis on the importance of these professions in health care. I think the greater part of page 17 speaks to the importance of the three SAMP disciplines in health care, and to the growing importance of them in the future of health care. I believe the same section speaks to the need of the health care market for these people in the next ten years.

Dr. Peter Freyd: There's something that bothers me here. If we're going to set criteria, I would like to hear explicit criteria under which it would ever be possible to phase out a program if it is not finally based upon our judgment of values and substance. I'm a little worried about the *problem*—I'm not talking now about the School of Allied Medical Professions . . . but the decision-making: it must rest finally on the values and judgments of those who have to make the decision on what will increase the likelihood of excellence in the University.

Dr. Rickett: I think there are certain criteria explained in the report. The SAMP faculty are probably as overworked as any in the University. If we look at the student/faculty ratio, it's appalling, and one of the problems that SAMP may face is to find more faculty so that the current faculty and new faculty will have a chance to do the research that we are asking of them. So there are things that can be measured. But in all our discussions I don't think there emerged criteria beyond saying, "Is this a good school in the judgment of its peers around the country?" And that is certainly true. "Is this school appreciated by its students?" You couldn't find a more enthusiastic group of students than the SAMP students. "Is this a school in which the faculty is clearly devoted to teaching?" They certainly are. We could establish certain criteria of the general kind but there is always the question of judgment. Many of your criteria that are measurable such as faculty/student ratio and things of that kind don't solve the problem; they simply create other questions that one must go on to deal with in value judgments.

Dr. Freyd: I said I wasn't talking about this report. I think it's a remarkable analysis of the specific case . . . I was worrying about this idea that you have to have some general criteria before you can be specific. Some of the questions being raised—how SAMP compares with other schools in the University or with other schools in other universities—may not be very relevant. I think the social responsibility question is relevant . . . I like the report; I just don't like some of the things I'm hearing in the discussion.

Mr. Meyerson: I think the most significant questions that are being raised are questions that are not dealt with in the report—not dealt with because they are so difficult to deal with. Dean Acheson liked to have three boxes on his desk: IN, OUT, and TOO HARD. But the great question before us is the one Virginia Briscoe raised for us and that I think Peter and others are groping with as well, namely, what kind of university are we, have we been, and is most appropriate for us to be? I am in no way going to suggest there is a simple and obvious answer to that or that a simple and obvious set of criteria can be used. But I would like to suggest how very fragile the American research university is, how brief its very history is. I think you can reasonably say the American research university is celebrating its centennial: Johns Hopkins was in many ways the beginning of the University as we know it today, regardless of the origin that many of us have in early colonial times. It was not till 1900 that a handful of institutions came

together believing they were devoted to scholarship and research and advanced work. There were 14 of them, and we were one. With two exceptions those institutions continue to be the leading research institutions of today. They have persisted over three quarters of a century, but they have persisted under many kinds of adversity, and they have persisted in a very special setting that was uniquely American . . . not of other countries. We wanted to apply those same kinds of research criteria that made their mark in the German universities, in both the more traditional disciplines and the older learned professions. We were trying to apply some of those same standards and norms and quality . . . examining in imaginative fashion what the alternatives are to the existing situation. We were trying to do that in a variety of applied fields. Sometimes the American university went far astray, and attempted—not in that initial group in 1900 but in other institutions—to have any kind of subject, if there was a demand for it, regarded as suitable for a university. I think this is an excessive view. I don't think we have been excessive in that fashion at our university, but we did—and this goes back roughly two decades—we did develop a very considerable number of applied fields. My own background you must remember comes from an area of applications, a professional school. But the great question we have got to face is whether we could ever afford, within a research university with a special mission of its own, for any part of the University not to be based on research, careful scholarship, and advanced instruction.

I think not. This is in no way to say that there is any part of our university that could not flourish if given sufficient resources. I could be jocular and point out what magnificence could be achieved in athletics and the understanding of athletics by a vast injection of funds. We could study athletics in different cultures, we could study athletics historically, biologically, and psychologically. There is no reason why we could not take intercollegiate athletics and give it a respectability of a kind it has never had in any university. I see many of you smile. And yet that's an option.

The real question is not whether we have parts of the University that are inferior . . . but what Dr. Langfitt was trying to suggest (perhaps not clearly in the light of the fuller discussion that came out) is that when faced with future investment that would have to be very substantial, for parts of the University that do not have a research base but only applications, which of those to we prefer to emphasize. And I think that question, despite the prodigious performance on the part of the Steering Committee, remains unanswered.

Ken Taber: I would like to express what I feel is a current sense of discontent among a large number of undergraduates on this very topic: a lack of commitment at Penn to the actual teaching process. That sense is characterized by discontent with the publish-or-perish syndrome which seems to be prevalent among many departments in the University, especially in the granting of tenure. Secondly, discontent with the fact that a large number of our senior faculty are engaged in research as opposed to the teaching of undergraduates—and as a result many of our undergraduate courses are manned by graduate students, not people that University of Pennsylvania students pay \$7,000 a year to come and listen to. SAMP on the other hand is not a source of such discontent. At SAMP, senior faculty people do teach. There is not the overall commitment to research. And while I'm not saying research is bad—it's not—it is necessary that we keep a certain framework in mind: the importance of teaching and the fact that this University was founded initially as a teaching University.

[Discussion by Dr. Mandelbaum on "choices" treated as "problems" in SAMP program development.]

Dr. Vartan Gregorian: I don't want this accusation that the faculty are not teaching to go unchallenged, for two reasons: one is that the graduate faculty tell me there is too much emphasis on undergraduate education and the other that the undergraduate people tell me there is too much emphasis on graduate education. In order to dispel such myths, I am going to publish at midyear exactly what percentage of teaching is done, . . . and, when it comes out I am going also to ask you to praise the University of Pennsylvania for one thing: because in all the Ivy League, except maybe for Princeton, we have more basic courses being taught by senior faculty. [Dean Gregorian gives details and preliminary data on teaching in FAS.]

Dr. Nowell: We have gone rather far afield . . . Are there other comments relevant particularly to SAMP?

Ted Maciag: What concerns me is not so much the means by which undergraduates are educated as perhaps the end. We so often decry the students' being totally premed or totally prelaw or totally pregraduate, but I perceive this as not only a problem for students. Perhaps it is a rhetorical question to Mr. Meyerson or Dr. Gregorian: What is the role of undergraduate education at this university besides pregraduate, preprofessional? Do you see any role beyond preparation for those careers

in a university which is admittedly potentially research-oriented? Do you believe there is no role for undergraduate education beyond preparation for further study?

Dr. Nowell: Perhaps we should ask the President to prepare some remarks for his next report to the Council rather than encourage him to speak extemporaneously on this subject. Although I am sure . . .

Professor Sol Worth: I want to go back to Dr. Amado's introduction. I'm curious as to how a part of the University begins to get talked about as being phased out. I was curious in the case of the Graduate School of Education. I am curious about SAMP. I read in Dr. Langfitt's letter, "Dear Eliot, As you know, a review of SAMP began in September, 1975, following the resignation of the Dean . . ." Clearly every time a dean resigns we don't think of phasing out a part of the University. That's the only indication I have . . .

Dr. Stellar: Read the rest of the sentence . . .

Professor Worth: " . . . and a request by the department chairmen for clarification . . ." Okay. Does that mean the standard procedure, or the procedure in both cases, or the procedure that is being recommended or that people agreed upon is that the faculty asks for such a review? . . . I'm curious as to how various segments of the University get *chosen* to be cut. I don't think the GSE asked for it.

Dr. Stellar: I wouldn't want to make this into a rule or a precedent, but as a matter of fact the School of Education review . . . came about in a very similar way. That is, the dean resigned; the question was posed by the faculty as to what the future of the school would be and its resources . . . All that was done in the context of the Academic Planning Committee which was struggling with the question of criteria, procedures . . . for implementation of the concept of selective excellence, which we all endorsed in principle. It's in that context—every time you made budgetary decisions, every time you make appointment and promotion decisions—there is a discussion inevitably on the value of what is being proposed; the judgments are being made all the time, they have to be made all the time, by those who are responsible for budgets and promotions and appointments . . . and by those of our colleagues who are delegated to committees such as Academic Planning to develop criteria of implementation. That, I think, is the background against which the issue of SAMP was precipitated. I don't want anybody to believe that because it was similar in Education that this is an established mechanism. I think we have to be reviewing, by this means or by other means and on other occasions, what we are doing and its basis. We reviewed, for example, the physics department last year, and certain recommendations derived from that which led to reallocations—within a school, of course, so they did not come to this body.

Professor Worth: I guess I am going back to Sam's question: in this report there is no feeling of comparison, or that comparison has been made. It is as if either the faculty asked for it, or they are being asked for it rather than, as I gather from you, a continuous review process of all the institution . . . What is the overall review process, or first of all, is there one?

Mr. Meyerson: Eliot, may I interject? . . . It's a great shame to let our discussion go into the cast of "phasing out." The problem is the complete reverse, Sol: how, with limited resources—and they are very limited—do we keep improving the University and its quality? The difficulties arise when you suddenly find that there are a number of areas where significant improvement will involve an influx of new resources. From this point of view, there is a constant effort—which ought to be a good deal more formal, and the new Educational Planning Committee is crucial in this—to assess in terms of improvement. But then this always brings you up again to those parts of the University where a very modest investment will have very significant results.

Dr. Herbert Callen: I had hoped that we would not talk about methodology and forget substance, but since methodology seems to plague us, I would like to talk about it in terms of a hypothetical situation. Suppose one had a university in which there were ten departments, all absolutely identical under every criterion one can think of . . . all mediocre. The administration, the faculty, and the students all aspire to improve them. What criterion of relative choice would possibly lead to improvement? The solution is obvious, a toss of a coin or of some superdie with ten sides. I'm reminded of a problem that's posed in philosophy class on a question of symmetry: a man dying of thirst is walking across a desert, perfectly symmetric, in which there is one palm tree, perfectly symmetric, and directly across there is an oasis: does he have to die of thirst because of inability to go one way or the other? It turns out there is one logical solution: the man backs off and bangs his head against the palm tree and he does it again and again until finally he is released from the curse of logic and can go around and get to the oasis. It seems to me there has to be a way to choose, not necessarily in some abstract way; but some change presents itself in a program—a dean retires, and it happens by pure circumstance to present itself logically for consideration at the time. One has to compare it not with

other departments by absolute criteria but with one's image of what this university wants to be. The way that particular dialog is carried out is in the judicial traditions: that is, we make large philosophy by a series of small decisions. The way this university has been shaped is not by a number of people sitting around deciding what kind it ought to be but taking each little decision, each little step toward sensible improvement . . . If we make many, many wise decisions we will make a great university. This is a chance; we either make a great university by making a decision like this or we let the opportunity go. The way to let the opportunity go is to niggle ourselves to death as to the logic, the criteria of why we should be making this decision . . . rather than some other one which isn't here to be made at the time.

Dr. Nowell: I think this general discussion has been useful . . . and that we will continue to bang our heads against this particular palm tree of procedure over the next few years. I would like to restrict discussion to SAMP . . .

Professor Roma Brown: I think I can provide some better information [on why SAMP faculty asked for a review]. Indeed, the three chairmen did write to the President and Vice-President at a time we were taking on the responsibility of a three-quarter-million dollar grant; it depended upon the philosophy of the central administration to enable us to carry out the responsibility of that grant. We didn't want to take on that responsibility unless we felt the security, the philosophical security, incumbent on the responsibility. Subsequent to that time, I was engaged in a proposal to bring \$500,000 to this university, but that was not dependent on a philosophical security. So I could take it upon myself to bring that half million in because I can carry out that responsibility to that agency without this instruction from the central administration. That is why the letter was written: we did indeed ask for this kind of clarification of philosophy.

Susan Molofsky: I was interested in the proposed Jefferson liaison. Are there alternatives with other medical schools in the area? Were there other explorations?

Dr. Stellar: There were some explorations of possible merger with other schools on this campus—medicine, nursing—but I don't believe there were discussions on joint programs with other institutions in the region. Theoretically there could have been.

Mr. Hickey: Jefferson has several programs in the field, but not physical therapy or occupational therapy, so there's a certain potential symmetry between the programs that are being considered here and what Jefferson does not have.

Ms. Molofsky: I think if the Council is going to consider (joint programs) as an alternative we have to consider the welfare of SAMP even if it leaves this institution, and look for the best liaison, not just restrict it to one institution.

Marc Falkowitz: I realize that resources are short at this university, our financial pie is only so big. I wish I could give you a blank check. Also, I don't think there is any doubt in this room as to the quality of the undergraduate education at SAMP. I believe it is second to none. Furthermore, I don't believe there is much doubt that if funding were available, if you could give them [SAMP] the pile of money they need for a quality graduate program, I believe they can do it. But what I want to address is that one of the drawing cards the University has for undergraduates is its diversity. The reason you have 8000 undergraduates is that you have five different schools: some are very large, some very small like SAMP, with no more than 250 people in it. And yet those 250 people, if I can just make a short analogy, might be like a hand on a body. You can lose a hand and the body will continue to go on, but you're sure going to miss it. Now I know it is not that often that I meet SAMP people—they're in my dorms where I've lived in past years—but I find diversity of the undergraduates very important to me, and I believe it's terribly important to other undergraduates. The total educational experience at the University of Pennsylvania doesn't come just from your own classes. It's meeting other people here with other experiences. Having SAMP here I believe is critically important—just as important as to have FAS, Nursing, Wharton, and Engineering.

Dr. Nowell: Are there other specific comments? I think this has been a very useful discussion . . . I hope it's been helpful to the administration. It will be interesting to see the final decision. I think we can stand adjourned.

NO OCTOBER COUNCIL MEETING

At its September 29 meeting the Steering Committee of Council voted to cancel Council's October session. The Steering Committee will meet in October, however, and Council itself will next assemble on Wednesday, November 10, at 4 p.m. in the Council Room of the Furness Building.

NOMINATIONS: HEALTH EDUCATION INSTITUTE

Faculty and students are invited to nominate a director of planning for the Institute of Health Education at the University of Pennsylvania. The Institute will serve as an interdepartmental and interschool co-ordinating agency, the purpose of which is to improve education in the health professions by integrating the educational resources of the FAS and the various health professional programs within the University. The students educated in this co-operative framework would hopefully be scientifically competent, humanistically oriented and liberally educated.

During the initial phase of the Institute's existence, much of the director's work will consist in building faculty communication among the various teaching components of the University. Later, the Institute will work with individual academic departments, faculty members and students to develop curricula, and will serve as a focus of activity for faculty and students concerned with health education. Inquiries should be directed to Dr. William T. Mellman, professor and chairman of human genetics, 110 Richards Bldg./G4, Ext. 5172.

OPENINGS

The following listings are taken from the Personnel Office's bulletin of September 29. Dates in parentheses refer to the Almanac issue in which a complete job description appeared. The full list is made available weekly 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 two figures in salary listings show minimum starting salary and maximum starting salary (midpoint).

ADMINISTRATIVE/PROFESSIONAL

ASSISTANT DIRECTOR OF ADMISSIONS (9-14-76).
BENEFITS COUNSELOR (9-21-76).
CAREER ADVISOR (9-28-76).
DIRECTOR OF ADVANCED PLACEMENT (9-21-76).
DIRECTOR OF COLLEGE OF GENERAL STUDIES & SUMMER SCHOOL (9-14-76).
DIRECTOR OF RESOURCE MANAGEMENT (9-14-76).
DRAFTSMAN (9-14-76).
FACILITIES PLANNER (9-28-76).
FISCAL COORDINATOR (2) (9-14-76).
JUNIOR RESEARCH SPECIALIST (9-21-76).
LIBRARIAN II (9-14-76).
MANAGER (OPERATIONS) (9-14-76).
OFFICE MANAGER (9-14-76).
SECURITY SPECIALIST (9-14-76).
STATISTICIAN (9-21-76).
SUPERVISOR-MECHANICAL SYSTEMS (4) (9-14-76).

SUPPORT STAFF

ACCOUNTING CLERK answers all questions concerning postal regulations and policy from departments; coordinates billing procedure; serves as supervisor in absence of regular supervisor; handles Xerox complaints. *Qualifications:* Ability to handle people effectively and courteously. Some college preferred. \$6,050-\$7,550.

ADMINISTRATIVE ASSISTANT I (NEW YORK) responsible for all secretarial duties for staff including typing, shorthand. Maintains filing system. Responsible for supplies (ordering, inventory, etc.). Screens incoming correspondence. Handles daily payment of bills and month end report. There are no supervisory duties involved but this person may from time to time be solely responsible for running the office. *Qualifications:* Excellent typing. Good shorthand required (no dictaphone). Several years'

experience helpful; some bookkeeping experience preferred. Must be able to deal effectively with a wide variety of people both in person and on the telephone. \$6,950-\$8,675.

BILLING ASSISTANT (9-28-76).

BOOKSTORE CLERK answers telephone and keeps records. Coordinates and maintains record of supply requests, etc. *Qualifications:* Knowledge of bookstore operations helpful. \$4,900-\$6,125.

CLERK III (3) (9-14-76).

CLERK IV (TEMPORARY) processes all purchase requisitions for the department. Processes all utility bills. Maintains records to reflect usage and dollar changes for each utility by facility. Distributes the monthly costs of steam and electricity to facilities. Prepares petty cash reimbursement entries. Prepares entries and maintains records for the department of all special and/or unusual requests for cash, checks, or other forms of payment. *Qualifications:* Typing, operating standard office machines. High school graduate. Two or more years' college level studies in business administration. Three to five years' experience performing purchasing, accounts payable, or financial reporting functions. \$6,500-\$8,125.

FACILITIES COORDINATOR (9-28-76).

FOREMAN schedules hours, shifts, and determines locations for coverage of parking lots. Responsible for proper operation of equipment. Reports to Physical Plant all repairs needed on lots and garages. Handles daily complaints received by the Parking Office. Arranges necessary towing of unauthorized parked cars. *Qualifications:* Good mechanical aptitude. Experience in dealing with people, preferably in parking or police work. *Salary to be determined.*

HARD SURFACE (8) cleaning the hard surface areas of campus and other duties as assigned. *Qualifications:* Mechanical ability and Pa. driver's license. Operates machines and equipment. *Salary to be determined.*

MC/ST OPERATOR programs and types materials on IBM Mag Card machine, including newsletters, acknowledgment letters, mailings, statistical tables. Occasionally instructs other secretaries on the use of the machine. *Qualifications:* Experience with modern word-processing equipment desirable, but not essential. High school graduate with excellent typing skills. \$6,500-\$8,125.

RECEPTIONIST, MED/DENT. large outpatient obstetrics clinic. Answers phones, makes appointments, and obtains laboratory test results; fills out appropriate forms, both financial and medical. Types letters. *Qualifications:* Typing, willingness to work quickly and efficiently. High school graduation, some experience. \$6,050-\$7,550.

RESEARCH LABORATORY TECHNICIAN II (2) (9-14-76).

RESEARCH LABORATORY TECHNICIAN III (11) (9-14-76).

SECRETARY II (8) (9-14-76).

SECRETARY III (5) (9-14-76).

MEDICAL SECRETARY (4) (9-14-76).

SECRETARY III (9-14-76).

TYPIST II to type stencils for news releases and other copy; types letters for writing staff; drafts letters when necessary. Shares responsibilities on

From time to time the Personnel Office authorizes the insertion of non-University jobs in its listings. Note that the one below is neither a University position nor a HUP one; the employee will be on a group practice payroll.

SECRETARY, SURGERY

Personal and private medical secretary for professor of surgery. Must be mature with proven experience in the management of a busy private practice, academic and business affairs. Heavy patient contact in scheduling office appointments, hospital admissions, and patient testing. Must have practical knowledge and experience in medical insurance and billing procedures. Typing experience in the surgical specialty of medicine and manuscripts for scientific publications required. Applicant should have had stable employment record in the past. University experience preferred. This is an interesting, challenging position with good benefits and starting salary. *Contact HUP Business Manager Charles Farrell, 662-2061 (227-2061 from University phones).*

reception desk, including call director for all offices and University information calls. Varied duties including filing and coordinating mailing lists. No dictation is required. Runs off stencils on mimeograph machine and envelopes on address-printer. *Qualifications:* Ability to operate electric typewriter (55 words per minute), mimeograph machine, collator and stapler, and addressograph machine. High school graduate; approximately two years' experience helpful; pleasing voice (for telephone) and pleasant personality. Knowledge of University helpful. \$5,625-\$7,025.

SECRETARY I (PART-TIME) prepares and types varied material including stencils. Arranges appointments conferences, and meetings, under the direction of supervisor. Responsible for maintenance of files. Performs related duties as assigned. *Qualifications:* Accurate typing at 45 wpm; good clerical aptitude, good telephone manner. Graduation from high school. Two years' secretarial experience. \$2.30-\$3.00 per hour.

SECRETARY II (PART-TIME) with primary duty to undergraduate chairman of department; keeps undergraduate records. *Qualifications:* Typing, shorthand, filing. High school or business training, some experience if possible. \$3.00 per hour.

PENNCENTENNIAL FOOTBALL

Almost 100 years ago, after Penn played its first football game against Princeton, the Penn team served the visitors dinner. The November 11, 1876, game was also the first in which uniforms were worn.

Appropriately, a dinner is being held this year to honor the first 100 years of Penn football. George Munger, alumnus ('33 Ed) and former coach (1938-53), will serve as honorary chairman of the dinner. Michael Burke, '39 W, and George Burrell, Jr., '69 W, '74 L, will speak. The affair begins in Gimbel Gymnasium at 6 p.m. with a reception, followed by dinner at 7. Tickets are \$25 per person, \$40 per couple, and \$10 for children under 14. For reservations, call Walter Cowan, Ext. 6110. Uniforms are not mentioned on the invitation.

MAGAZINE MINDS ITS OWN BUSINESS

Volume I, Number I of a new business journal, *The Wharton Magazine*, is off the press and in the mail.

While the magazine replaces the *Wharton Quarterly* and its first issue was sent free to some 45,000 Wharton School alumni, it is "not what is familiarly called an 'alumni magazine' replete with class notes." Publisher and Dean Donald C. Carroll wrote in a letter accompanying the first issue. "It is a dead-serious business venture that will be expected to earn its way on advertising revenues."

Editor Leonard Zweig, who has also been senior editor of *Innovation* and editor of *Trans-action*, predicts that the subscription base will be up close to 5,000 by the time the second issue is published at the end of December. More than 1,300 alumni have already responded positively to a pre-publication subscription appeal. Another 30,000 of the second issue will be sent gratis to prominent individuals in the business and financial world, but, said Zweig, "that's the last of the freebies." The projection for self-sufficiency is to have 10,000 subscribers by the end of the first year of publication.

The first 72-page issue sets the magazine's basic theme with articles based on scholarly research into the management environment; current comment on trends; and a standing centerfold giving the Wharton Econometric Forecast with essays by Dr. Lawrence Klein and his associates. Authors will be a mix of Penn-related and outside writers, as in the fall number: Peter Drucker on corporate boards, Gail Sheehy with an excerpt from her *Passages*, Robert Leone on pollution controls, Jack Guttentag on house-selling, John Van Maanen on rookie training, Philip and Betty Jacobs on automation, and a variety of columnists.

Complimentary copies have gone to Wharton faculty as well as to alumni, but after the first issue faculty, too, must subscribe in order to receive it (at \$12 a year, \$22 for two years, or \$30 for three years) or buy their individual copies from the Penn bookstore (\$2.50 special price for the first issue). Contact Rick Silver, Ext. 7195, for subscription information.

Note to our readers: *Almanac* is compiling a directory of all campus publications—scholarly journals, alumni magazines, newsletters in disciplines, school and departmental news sheets, students papers, etc. To make sure that your publication is included, send a brief description of it to *Almanac*, 515 Franklin Building/16.

PHYSICAL PLANT EMERGENCIES

Service calls can now be phoned directly to the Physical Plant Department around-the-clock, Assistant Director Anthony R. Capuano has announced.

Instead of reporting physical plant emergencies to Safety and Security after hours and on weekends, callers should use Physical Plant's regular daytime numbers: Ext. 7207 and 7208.

During normal physical plant working hours (8 a.m. to 4:30 p.m. Monday through Friday) residence units have a separate number to call: Ext. 6877.

THINGS TO DO

THEATER

Susanna Hackett, the second performer in the Second Annual Mime Festival of the Wilma Theatre Project, presents *An Evening of Decroux* every evening from October 7 to 10 at 8 p.m. The performances at the CA Auditorium are based on the work of Etienne Decroux, the teacher of Marcel Marceau and others; \$2.50 admission.

The *Medal of Honor Rag* run at Annenberg ends on Sunday, but *A Streetcar Named Desire*, produced by the McCarter Theatre Company, begins October 26. Tickets from Annenberg Center box office, Ext. 6791.

Before *Streetcar*, however, the Annenberg Center plays host to the *French Contemporary Arts Festival*, October 17-22. A bicentennial spectacular, the festival includes plays (*The Ik*), forums, workshops (with people like Jacques Tati and Alain Robbe-Grillet), films, music (by our Collegium Musicum, their *Musique Vivante*), and a musical (*Le Pavillon au Bord de la Riviere*). For schedule and tickets, call Ext. 6791.

LECTURES

Dr. Steven Lukes, fellow of Balliol College at Oxford, speaks on *Power and Structure—How Are the Structural Constraints on the Exercise of Power to Be Identified?* It will take him three lectures, to be sure, and they begin tomorrow at 7:30 p.m. in 285 McNeil. The second and third installments of the colloquium, sponsored by the sociology department, will be on October 13 and 20.

Bicentennial lectures at the University Museum this month include *Excavations in the Sanctuary of Demeter at Cyrene* by Dr. Donald White, associate professor of archaeology, tomorrow, and *Biblical Archaeology* by Dr. James Weinstein, associate curator in the Egyptian section of the Museum, October 13; 3 p.m. in the Rainey Auditorium.

FILM

The Annenberg Documentary Film Series examines the documentary as social narrative with *Mother* (1926) and *Professor* (1970) October 13; Studio Theater of the Annenberg Center; 4 and 7 p.m.

Avenue of the Americas, whose scriptwriter has since been murdered by the Chilean junta, is a documentary of the Allende regime and part of the Christian Association's documentary series, "Real to Reel." October 13, 8 p.m., \$1, CA Auditorium.

The University Museum begins its fall film series Sunday with a Renoir classic, *The Crime of Monsieur Lange*; Harrison Auditorium, 2:30 p.m.

MIXED BAG

This Saturday the Christian Association is holding a workshop on *Spirituality and Sex* from 9 a.m. to 10 p.m. You don't have to take sides, but a fee of \$5 will be charged; supper included; call Cynthia Adcock, EV 6-1530, for details.

Faculty and staff and their families are welcome at the *Family Day at the New Bolton Center* sponsored by the General Alumni Society Sunday. Reservations and information, call Alumni Relations, Ext. 7811.

ALMANAC: 515 Franklin Building (16) Ext. 5274

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