

# Almanac

Tuesday, October 27, 1981

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'Amid Pageantry and Protests,' as *The New York Times* headlined it, Penn inaugurated Sheldon Hackney as president Friday. The planned pageantry was laced with medieval symbols, from traditional academic robes to the banners and badge of office made for the occasion, while guest speaker C. Vann Woodward literally traced "University Vicissitudes" from twelfth century to twentieth (p. 2). The day's principal protest was in its own way counterpageant: with chants in unison, then in motionless silence and finally in moving song, minority students demonstrated against racism at home and apartheid in South Africa. The day ended quietly; but Sunday night, obscene threats came anonymously over the switchboard to DuBois House, vilifying guest Dennis Brutus (the South African poet-activist scheduled to speak at last night's divestment symposium), DuBois residents, and campus blacks in general. This prompted the unanimous message from Penn's senior academic and nonacademic administration, below.

## Rejecting Intolerance

October 26, 1981

### To the University Community:

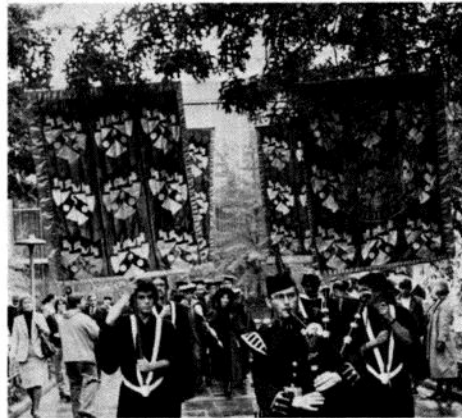
We are outraged by racial threats telephoned last night to DuBois House. All possible steps are being taken to identify those who made the threats and to deal with those persons most severely.

Over the past month, other incidents have also occurred that trouble us deeply. Some involve bigotry. Others involve sexual harassment. Neither can be tolerated on this campus. We will do everything we can to ensure that the harshest penalties are imposed on those responsible.

None of these incidents, we are convinced, reflect the view of more than a tiny fraction of the University community. The overwhelming majority recognize that the University can function properly only if all people are viewed on their merits as individuals, not through the distorted prism of intolerance. We solicit the help of all, individually and collectively, in promoting a campus environment that rejects intolerance as wholly unacceptable.

President Sheldon Hackney  
Provost Thomas Ehrlich  
Vice President William G. Owen  
Vice President Thomas W. Langfitt  
Acting Vice President Arthur F. Hirsch  
Acting Associate Provost Richard C. Clelland  
Acting Vice Provost Alan J. Heeger  
Vice Provost Janis I. Somerville

Dean George Gerbner	Acting Dean Jack Nagel
Dean Robert H. Dyson, Jr.	Dean Robert R. Marshak
Dean D. Walter Cohen	Dean Donald C. Carroll
Dean Joseph Bordogna	Dean Louise Shoemaker
Dean Lee G. Copeland	Dean Edward I. Stemmler
Dean Dell H. Hymes	Dean James O. Freedman
Dean Claire M. Fagin	Secretary Mary Ann Meyers



Philadelphia Inquirer photos by John Paul Filo

Daily Pennsylvanian photo by David Fields

The following was sent by Dr. Clelland October 20 to the deans concerned, and is shared as noted below:

## Ph.D. Fellowship Allocations: Call for Campus Views

Several years ago Provost Vartan Gregorian made a decision concerning the method by which Ph.D. fellowships were to be awarded at the University of Pennsylvania. He stated that this procedure was an interim one. Now that several years have elapsed and the University has a new administration, it is desirable to review present practice and decide upon a permanent procedure for this fellowship allocation.

Consequently Provost Thomas Ehrlich has asked me to coordinate a wide-ranging review of this matter. Would you please organize a discussion of Ph.D. fellowship issues in your faculty this fall and send me a summary and recommendations based upon this discussion? I am also asking GSAC to consider this matter; it will also be discussed in the Graduate Council and by the Task Force on Graduate Education.

Because the history of this issue has involved a certain amount of strong feeling, the Provost wants to make sure that all who hold opinions have an opportunity to express them. Consequently I am sending copies of this memorandum to *Almanac* and to *The Daily Pennsylvanian* requesting that it be published soon.

Persons who wish to advise the Provost by letter are asked to address their communications to Professor Richard C. Clelland, Acting Associate Provost, 106 College Hall/CO before the end of the semester.

## Faculty Senate Fall Meeting

Wednesday, November 18  
3 to 5:30 p.m.  
Room 200 College Hall  
(Agenda to be announced)

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## Introduction by Thomas Ehrlich

Welcome to this glorious celebration. First and foremost, it is a celebration of this University and its future. As one who was welcomed to your midst just this fall, I still have enough of the outsider's perspective to state with fervor how impressed I am by the extraordinary array of intellectual talent here—in the liberal arts and in the education of professionals. My personal report card to you on the academic state of the University can be simply summarized: A+. The restless, bursting brainpower of this place is staggering. I am excited by both students and faculty members and by the range and reach of their academic inquiries and their abilities to expand the bounds of knowledge and deepen our understanding of ourselves.

On a personal level, this has been a wonderful experience. Washington—my last stopping place—is not always a joyous place these days; the University of Pennsylvania is. It is joyous precisely because everyone is not only allowed, but encouraged to think otherwise—to ask questions, to doubt, to take nothing for granted, to challenge every assumption except the importance of knowledge. Skepticism is the only dogma for a University—although it is quite inadequate as a national policy. This University is exhilarating precisely because the inquiring mind is in complete control.

It is, of course, sometimes tempting to suppose that scholars in this and other great universities should be harnessed primarily to help in the resolution of urgent national and global problems. And, God knows, we face enough of those problems. But as my mentor, Judge Learned

Hand, put it almost fifty years ago: "You cannot raise the standards against oppression," he said, "or leap into the breach to relieve injustice, and still keep an open mind to every disconcerting fact, or an open ear to the cold voice of doubt. I am satisfied that a scholar who tries to combine these parts sells his birthright for a mess of pottage: that, when the final count is made, it will be found that the impairment of his powers far outweighs any possible contribution to the causes he has espoused."

No one better represents the merits of that stricture than our inaugural speaker today, Professor C. Vann Woodward, historian extraordinary and—of special relevance today—Sheldon Hackney's teacher and mentor. Santayana notwithstanding, I do not think that "those who cannot remember the past are condemned to fulfill it." Rather, I believe with Nicholson that "if history can teach us anything, it can teach us the folly of prophecy and the wisdom of patience." Nonetheless, I also know that those who ignore history are condemned to live without the benefits of current insights applied to past problems in the interests of solving future concerns. Each of us stands on the shoulders of our predecessors. For my part, I have benefited enormously from the wisdom and experience of past provosts, most particularly that remarkable fellow—Louis Girifalco.

Over the course of the past months, I have also seen, firsthand, our new president draw on past history in grappling with future concerns that face this University. He will speak shortly on those future concerns. But first, let us hear, in a sense, how we arrived—through the wisdom of his mentor. It is a great pleasure to present to you Professor C. Vann Woodward.

## University Vicissitudes by C. Vann Woodward

The university is a European institution of medieval origin, the first of them dating back to the twelfth century when five universities gradually emerged at Salerno, Bologna, Montpellier, Paris and Oxford. The next century added seventeen more in Italy, France, Spain, Portugal, and England, and by the end of the fifteenth century seventy-eight universities had been founded in Europe. Most of these had survived, and more were to be added. The University of Paris petitioned the pope to stop the proliferation and spare it bothersome competition. The proliferation slowed down sharply but did not stop.

In the years of their greatest autonomy, independence, and glory—generally before the establishment of powerful nation states—the universities were centers of power and prestige as well as spiritual and intellectual authority. Emperors, princes, and popes courted and deferred to them and consulted their faculties again and again on vital questions of church and state. In the fourteenth century the theological faculty of Paris humbled a pope and extracted abject apologies; and in the early Reformation days when Martin Luther found himself pitted against Pope Adrian VI, the momentous debate was led by a theologian from the University of Wittenberg on one side and a theologian from the University of Louvain on the other. Great nobles, powerful clerics, and men of wealth and influence chose a career of learning in universities and took pride in their institutional identifications. The famous figures in the history of western culture—scientists, philosophers, scholars of all fields, though more rarely the artists—were university people. Huge numbers of students attended these universities and it is thought that toward the end of the middle ages a greater proportion of the population received university educations than in modern times before the massive student expansions in the twentieth century. It is little wonder that, as Sir Maurice Powicke says, universities of that time were "intensely self-conscious and self-important."

But those were times of triumph, and it is the times of trouble in universities that concern us here. There were plenty of troubles in those as well as in later times. The rising power of nation states enabled princes, sovereigns, and parliaments to violate university autonomy, intervene in their internal affairs, discharge and appoint professors at will, and mock the traditional pride of the masters. Diminished in autonomy and reduced to dependence, universities sometimes became timid instruments of Crown and Church, centers of orthodoxy and censorship more than centers of creativity and intellectual leadership. By the late fourteenth century the faculty at Paris virtually supplanted the Inquisition in northern France, and it was they who prepared the articles convicting Joan of Arc of heresy.

Bloody conflicts with local authorities and mobs also afflicted the old universities. Writing of the many town and gown riots in Oxford, Hastings Rashdall says, "there is probably not a single yard of ground in any part of the classic High Street that lies between St. Martin's and St. Mary's which has not, at one time or another, been stained with blood. There are historic battlefields in which less has been spilt." In a violent organized assault in 1355 townsmen beat, tortured, and killed university scholars. For this offense the Crown imposed penalties on the town that were not fully removed until six centuries later at a ceremony in Oxford in 1955 that it was my privilege to attend in the regalia of the university.

I mention these tribulations of the old universities in part to make a point. The point is the proven toughness and durability, the marvelous capacity for survival of these medieval institutions and their later offspring. They constitute, by the way, the most vital heritage of the Middle Ages that still graces our modern society. I mention the troubles of the past also for such perspective as they offer on the troubles of the present and recent past. In speaking of the bloody clash at Oxford in



1355 I am reminded of events in New Haven five centuries later in the 1850s when the townsmen, after the murder of citizens attributed to students, trained their cannons on the walls of Yale. Only the forceable spiking of the guns prevented them from opening fire. Troubles came from inside as well as from outside academic walls in early America. I trust it is not too inappropriate on an occasion of the present sort to mention that the first president of Harvard, Henry Dunster, was fired for heresy.

## Modern Times of Trouble

It is not my intention to review the history of American academic vexations for the three and a half centuries since president Dunster's misfortune, but rather to concentrate on the vicissitudes of our own times. Of course, "our own times" will vary considerably in length. For my part, I have spent well over fifty years as a member of one university community or another, with time out for one foreign war and the usual sabbaticals. It is hard for me to imagine choosing any other way of life. I shall not take you back to the 'twenties, when that half century of university experience began, nor pause over the 'thirties or the 'forties—as rich in instructive adversities as they were. I will instead turn first to the 'fifties, when more of you will begin to share my years of experience. Then I will compare those years with the 'sixties and both eras finally with the present period, which so far resists a conventional decade tag. Each of these three periods was a time of troubles for universities, but each was distinctive—distinctive in the source as well as the nature of the troubles. Much depended on whether the threat came from outside or inside, whether from the right or the left, and how clearly one identified the enemy.

In many ways the 'fifties are my favorite time of troubles, if one may have favorites among adversities. Everything seemed so clear at the time. We knew who our enemies were and who our friends were. The enemy was almost entirely outside the walls and on the right—the far right. Inside the walls unity, solidarity, and righteous conviction appeared to prevail, along with a general readiness to spring to arms. Let the barbarian howl at the gates. Our cause was righteous and our hearts were pure—or so we thought at the time.

The 'fifties were the era of the Red Menace and the Egghead Conspiracy, the House UnAmerican Activities Committee and the redoubtable Senator Joseph R. McCarthy, his points of order, and the lists of subversives that, he said, "I hold in my hand." It was the time of the Silent Generation, the Fellow Traveller, and the Loyalty Oath: "I am not now, nor ever have been, a member of any organization which . . ." It was the time of hearings before congressional investigating committees, a time when the Fifth Amendment acquired a new and ominous significance and the word "intellectual" became a term of opprobrium. The voice of the informer was heard in the land, and strangers appeared in college classes taking notes. Who were one's classmates and intimates in the early 'thirties? Why did one make a tour of Russia in 1932? What books were on one's shelves? Which were assigned and quoted? What petitions did one sign? Whom did one recommend for this or that job? Were you ever at any time a member of any organization among a list of 150?

Looking back now it is clear that in the excitement of the battle, moments of victory and heroism are easier to remember than instances of defeat and cowardice. Unity within the walls was not invariably solid, for there were evasions and betrayals and shameful compromises. People got hurt, terribly hurt, and universities suffered losses in honor and esteem. The AAUP censored six universities for, among other offenses, dismissing faculty members who took the Fifth Amendment. A faculty group at Columbia headed by Lionel Trilling described the temper of the time well as "an atmosphere of apprehension and distrust that is jeopardizing the cause of free inquiry and threatening the right to dissent." If anything remains to be said for the choice of the 'fifties as my favorite period of adversity it is simply that we fought hard and that we survived—though we still nurse some of our wounds.

The 'sixties are my *unfavorite* period of adversity. The issues were so confused and the enemy so hard to identify, for he often came wearing our own cloth. The threat came both from the outside *and* the inside,

and from the left this time rather than from the right. A further complication was that The Movement advocated some causes that engaged our support as well as some that offended our principles. For the two main *public* causes the students championed—the rights of black people and the end of an unrighteous war—there was powerful support within the universities and their faculties and much sympathy and admiration for student protest on those issues. The Movement also won some academic applause for its shrill indictment of sham and pretense and dullness and injustice in American life. Any just appraisal of The Movement would remember these positive contributions as well as the negative ones.

The troubles and the negative contributions came when the leaders tried to use the university to reform society or to make it a model for their ideal social order. Since the working class was horrified at their antics and the blacks withdrew in self-segregation, the only available class for the revolutionaries to recruit were students. And students were not a class but a condition, and a temporary condition at that. They would start by converting the university itself into an egalitarian community of their dreams by politicizing, polarizing, and radicalizing all aspects of academic life. That included as many of the faculty as possible—and surprising numbers of faculty proved eager to be co-opted and become "relevant." As Socrates said of their counterparts in fifth-century Athens, they are "loath to be thought morose and authoritative, and therefore they adopt the manners of the young." All distinctions were abhorrent, including those of merit, learning, experience, and rank—not to mention distinctions between faculty and students. Classes met to "rap," not to learn. All authority was equally abhorrent, whether that of tradition, teachers, classics, talent, or science—not to mention that of administrators. The ultimate appeal was to force, confrontation, a "bust" in the argot of the time. The standard doctrine for freedom of speech assumed the right, if not the duty, to shout down or disrupt any speaker giving voice to opinions that met with majority disfavor.

The tumult and the shouting of the 'sixties died down suddenly in the early 'seventies, and two student generations have passed along to whom the nouns a "bust" or a "pig" or the verbs "to rap," or "to jive"—the language in which scholarly discourse was often conducted ten years ago—have now no special meaning. The passing of the weird argot, the fantastic costumes, and the outrageous manners of The Movement, however, has not left the universities without a recognizable heritage. That is still to be found in the inflated grading which awards everyone an A who will not settle for a B; in the lowering of admission and appointment standards; and in the trivialization of the curriculum to accommodate the latest fads. Another familiar heritage is the faculty member with tenure dating from the 'sixties who still sits in our councils and wears our cloth but does not share our values.

## Two Threats of the 'Eighties

We now face a new time of troubles while we live as best as we can with the heritage of the two previous ones. Of the two periods of the recent past that we reviewed, I believe that of the 'fifties rather than the one of the 'sixties is the more analogous to our present time of trouble. For once more the threat comes from outside rather than from inside our walls, and from the right instead of the left. It is still a bit early to discern fully the nature and strategy of the attack and whether it will be more identified with the 'eighties or the previous decade. So far it seems a general movement of reactionism that does not single out the university as a special target. But such movements always get around to academic targets before long, as did the one of the 'fifties. At least we can identify the main sources of threat.

One of these sources both your new president and the present speaker have special reasons for refusing to identify as "populist," though we both understand the reasons for the misuse of the term. Speaking in the name of a "Majority" proclaimed to be "Moral," this group designates all opposition by inference as immoral, beyond the pale, not to be tolerated. The recrudescence of an old bigotry, this new manifestation would, if it could, preclude all debate, discussion, and dissent and com-

pel conformity to its proclaimed truth. It professes a particular animus for so-called "secular humanists." The tide is rising and will soon bring to our gates another set of barbarians.

A second source of threat is the government, federal and sometimes state, which manifests not so much specific hostility as general indifference or heedlessness to learning in pursuit of certain economic theories. That heedlessness is apparent in the drastic cuts in the appropriations for support of the humanities, the arts, the sciences, and scholarship generally, particularly historical scholarship. More directly the universities feel the impact of these policies in the curtailment of student loans, research grants, and other government sources of support. When the universities turn to private donors to make up for losses in government revenues, they find that new federal income tax laws have obliged by reducing the tax incentives for private donations.

Such are some of the cheerful prospects that greet your new president upon the eve of his inauguration. As a historian, learned in his profession, he may derive such comfort as he can from the knowledge that in the eight centuries since the first universities were founded he will not be the first to confront a time of troubles as head of a great university. He will need all the wisdom he can command, all that he has gained and exhibited in his services to some of your sister institutions such as Yale, Princeton, and Tulane. He may need even more wisdom than that. On the sources of wisdom he may appreciate a story that originates in our common native region, the South. There was an old man who somehow acquired a reputation for wisdom. Asked to explain this, he said: "Well, wisdom is the product of good judgment. Good judgment is the product of experience. And experience is the product of bad judgment."

## 'With Prospects So Fair...'

by Sheldon Hackney

Great universities *are* resilient. Though their fortunes may ebb and flow within limits, they have a habit of self-renewal, a happy tendency to adapt creatively to the challenges of successive eras, so that they continue to play a leading role in the world of learning over a long period of time. By so doing, they develop personalities which tend to persist, to mold the behavior of faculty and students, to establish expectations in the various publics to which a university responds, to set the limits of aspiration and define the modes of getting there.

The ingredients of such resilience are many: a fortunate access to resources, appropriate leadership at crucial times, the dedicated support of those whose lives the university touches—these and more. Two traits, however, must be present. The institution must remain true to its own personality, and it must maintain the integrity of its academic life.

Threats to the institution's integrity arise from time to time in various forms and originate from different quarters. Periodically, forces in society outside the university, sometimes operating through government and sometimes as vigilantes, have sought to limit the search for truth or punish those in the academy whose version of the truth deviates from a prescribed orthodoxy. At other times, the enemy has been within. Partisans of one good cause or another have wanted to capture the university in order to further a purpose having more to do with some brand of social justice than with education or the advancement of knowledge. To be sure, the university must remain open to all forms of competing truths, but must be the exclusive presence of none. Most importantly, it must uncompromisingly conduct its academic affairs so as to pursue knowledge at the highest level of quality of which it is capable.

Recent history provides ample evidence of threats from all possible directions: McCarthyism, the Moral Majority, authoritarians of the left and right, and even the unintended consequences of otherwise admirable efforts: to compensate for past oppression, to stop an unjust war, to achieve a greater measure of social justice at home or abroad. Our passage has been harrowing.

Now, we face not only a possible recrudescence of those sorts of threats that are rooted in some political ideology, but two new, non-ideological sources of concern. In our eagerness, individually and institutionally, to aid the process of technology transfer, to get ideas from the academic laboratory to the marketplace as profitably as possible, we run a grave risk of losing our essential integrity. The possibility of great financial gain may temper too much our habits of skeptical thinking, may alter our practice of circulating new ideas quickly and freely among our peers for criticism because our professional peers now loom as commercial rivals, may undermine our academic drive to advance the fundamental knowledge in our field because the monetary rewards

are to be found in the applications, may distort the traditional criteria by which we appoint and reward faculty because commercial value at times competes with intellectual value. Academics are human. When the stakes on the table begin to mount, one's commitment to the free flow of ideas within the scholarly community and to the other desired attributes of the search for truth tend to fade.

A second new and subtle cause of concern stems from the government's legitimate desire, in the interests of national security, to limit the flow of high technology to unfriendly nations. There are regulations that require this, and they are being used. The problem arises because in this area knowledge is power and ideas are tantamount to the machinery or devices themselves. In addition, because knowledge is also profit, there is the temptation to limit the flow of ideas to our friendly competitors. Thus, we are now seeing worrisome attempts to police the activities of foreign students and scholars, to limit their participation in certain research projects, to restrict their access to certain conferences, and to inhibit the free flow of information among people interested in the same field. There is no easy answer to this dilemma, but it is a serious concern.

Beyond the ideological threats and the potential dangers residing in new forms of government regulation and in the commercialization of knowledge, there are several forces working together to form a hostile environment for higher education in the coming decade and beyond. It is not that universities are becoming less prominent or less important in the life of a nation increasingly dependent upon knowledge, for quite the reverse is true, but the boom time of the 1950s and 1960s is over and has been over for almost a decade.

We are in the midst of a great sea change in demography that has already begun to lower the number of young people between the ages of 18 and 22, a decline that will become precipitous in the last half of the decade of the 1980s. The implications are enormous. The growth that individual institutions depended upon to open up new fields and improve old ones is no longer there. Because of the absence of prospective growth in undergraduate enrollments, and because of the age structure of a professoriat that underwent tremendous expansion in the 1960s, the outlook for academic jobs is very tight. The response has been a decline nationally since 1975 in applications to Ph.D programs and in Ph.Ds earned. There is also a widespread suspicion that some of the best and brightest students in the humanities and social sciences who might formerly have pursued an academic career are now going into medicine, engineering or business, a trend that threatens the vitality of research in

(continued past supplement)

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the humanities and social sciences on campus today, and the steady production of new insights and perceptions in the future because of this "lost generation of scholars."

There are problems beyond demography. Inflation, high interest rates, and slow economic growth combine to accentuate the iron law of university finances: expenses tend to rise faster than standard sources of revenue because productivity gains are so hard to achieve in the cottage industry of education. Into this already foreboding mix, stir a sudden reversal of federal government policy on student financial aid, a serious cutback in research support, and the diminution of tax incentives for charitable contributions, and one has the prescription for the 1980s. They will be testing times.

Fortunately, the University of Pennsylvania is not a mere imitation of an ideal notion of a university, or a pale reflection of some other university, but an institution that has grown organically over 242 years from its unique beginning. It has a very strong personality of its own and a rich heritage of accomplishments that bears witness to its strength.

Whatever the immediate effects of Benjamin Franklin's document of 1740, *Proposals Relating to the Education of Youth in Pensilvania*, in which generally the "practical" received equal treatment with the "ornamental," the University of Pennsylvania has been characterized by the juxtaposition, and increasing interaction, of liberal learning and the practical or applied branches of knowledge.

In research, as well as in graduate and undergraduate education, there are numerous cross-cutting strands that link individuals, departments, and schools in fruitful combinations. Joint degree programs carry students across school lines. Multiple appointments attach faculty to the various academic units in which their interests lie but are pursued from different angles. Graduate groups bring faculty together to govern the offering of a particular degree no matter where in the University the faculty primarily reside. Research centers and institutes bring together investigators from different disciplines who share an interest in a subject. Within the School of Arts and Sciences, for instance, there are five majors offered by the faculty of other schools, and fifteen interdisciplinary majors most of which are strengthened by scholars from outside the faculty of Arts and Sciences, not to mention the fifty or so students pursuing individualized majors at any one time. We teach public policy in at least four different schools, do energy-related research in at least three different schools, examine linguistics in four departments and two schools, and our faculty in the life sciences are sprinkled generously over five schools.

One could go on, but the point is clear. Penn brings its faculty together in extraordinary ways.

The result is an academic community that is exceptionally dynamic, that is more than the sum of its parts because of the creative combinations and recombinations, that exploits the advantages of diversity. Diversity applies to people as well as programs. For a long time, Penn has had a reputation as the most heterogeneous of the Ivy League schools in terms of the social backgrounds of our students, a trait of which we should be very proud. The presence of 1600 foreign students adds to the mix in educationally useful ways. Along with the more-than-fifty exchange agreements we have with foreign universities and a globe-trotting faculty, this gives Penn a decided international dimension.

## Scrappy and Competitive

Finally, there is a quality in the Penn personality that is difficult to quantify but exerts a dominating influence. I refer to the energy level of intellectual activity and especially to the thriving self-help ethic in the faculty. Perhaps because we have had such a slender endowment as compared to other universities of our quality, Penn has developed an entrepreneurial style that has served it well. We typically rank among the top ten universities in the country in securing outside support for research, and the campus is salted with institutes and programs that are monuments to some faculty member's vision, drive, and ability to raise funds. We are a scrappy, competitive, loosely structured community that puts a great deal of emphasis upon individual initiative.

Our task over the next decade or so is to take advantage of the strengths of our own special identity. Given the challenges, we are in a favorable position. We must maintain our entrepreneurial character, providing incentives and rewards for those who help themselves. At the same time, we need to provide some greater coordination among the units of the University to minimize the loss of energy through friction. This will not, of course, provide a total answer to the problem of adequate resources. We will have to be both aggressive and imaginative in soliciting support from all of the traditional supporters of the University. In addition, we will need to search hard for nontraditional sources of revenue, and to find ways for the University to share in the profits of "technology transfer" without compromising our academic integrity.

No matter how successful we are in this search for support, we will still face the challenges of demography. In order to continue to bolster the quality of our undergraduate programs, we will have to pay greater attention to teaching, advising, and the total residential experience. This must not be simply a place where professors rent laboratory space and students contract to meet faculty periodically in classrooms. It should be a community of people with a shared devotion to learning and to critical thought, and it must promote a full and rounded experience for young adults in their formative years.

The challenge of graduate education is dual. The nation is now underproducing scientists and engineers. Our responsibility is to educate as many as our situation will allow. On the other hand, in the humanities and the social sciences, the problem is to attract enough students of the highest quality to maintain the vitality of our programs and to provide a cadre of junior faculty when tenured positions start to open up in the 1990s. We will be seeking ways to support graduate students financially and to maintain the vitality of our graduate programs given the shrinkage of the graduate student population in certain fields.

## A Community of Trust

As practical problems get much more complex, less amenable to solution through a single discipline, and as the world of knowledge changes so that the interesting new breakthroughs increasingly occur at the periphery of traditional disciplines, and as old problems yield new insights when attacked by different disciplinary tools, one would predict that large intellectual payoffs in the next decade or so might well be available by combining disciplinary interests, by bringing together different disciplines to attack a problem, by seeking to integrate knowledge that is increasingly fragmented. Penn is especially well suited to do that, not only because it is strong in traditional fields of knowledge, but because of its matrix organization, its intellectual heterogeneity, and its existing tradition of traffic across intellectual tariff barriers. We must plan carefully to put our major efforts and resources into those things at which we have a head start because of our demonstrated faculty strengths and which promise to be the most intellectually fruitful into the foreseeable future.

If we do all these things well, and if we continue to cherish our institutional integrity, we will not only survive the test of the 1980s but strengthen the University in the process. This is a lively, marvelously energetic and diverse University that is still in the process of evolving into a single community of trust. We must encourage that evolution. The campus helps in this knitting together. In its beautifully consolidated form, it both symbolizes and facilitates the community we seek to be. It is a campus that is at the same time separate from, yet still open to, the city from which it draws so much sustenance and returns so much strength. It has now the opportunity to demonstrate that a heterogeneous community can function with mutual respect, and even intense loyalty, if the common goals are well understood and the contributions of every different element are appreciated. Penn can be that place, that warmly supportive human community that encourages the highest intellectual standards in all its components, and delights in the contributions to human welfare it makes through its pursuit of learning.

With prospects so fair, I invite all Pennsylvanians to join me in an affirmative renewal of dedication to our University. We have much to do if we are to fulfill the promise of this marvelous institution, and we can only do it together.

# ON CAMPUS

## October 27-November 8

### Children's Activities

#### Films

**October 31** The Black Stallion  
**November 7** The Phantom Tollbooth

Films are free, screened Saturdays at 10:30 a.m. in Harrison Auditorium of the University Museum. Recommended for children aged five and older.

#### Exhibits

**October 27-November 30** Alumni Relations presents *The Cartoons of Bo Brown* at the Faculty Club.

**October 27-February 21** *Camera And I: The Belau of Micronesia*, a collection of photographs by Harvey Reed, at the Sharpe Gallery, University Museum.

**Through October 30** *Portraits of the University's Former Chief Executive Officers* at the main floor reading room, Fine Arts Library.

**Through November 1** *Big Trees of Southeastern Pennsylvania*, the Morris Arboretum's award-winning Harvest Show exhibit, including a computer-operated large-scale map showing the locations and providing descriptions and color photographs of several of the state's largest trees, at the Arboretum's Hillcrest Pavilion.

**Through November 22** *Wayne Thiebaud Painting* at the Institute of Contemporary Art. ICA's first fall exhibition features work in the realist tradition.

**Through January, 1982** *The Genesis of Pennsylvania: England in 1681/1682* at the Rosenwald Exhibition Gallery, 6th floor, Van Pelt Library.

**Extended thru January 10, 1982** *Echoes of the Samurai: Japanese Arms and Armor* is an exhibit of helmets, weapons, samurai swords and body armor dating from the 17th-19th centuries at the University Museum.

**Ongoing** *The Egyptian Mummy: Secrets and Science*. This exhibition explains Egyptian ideas about life after death and health and disease patterns revealed by X-ray and autopsy studies of mummified remains; at the University Museum.

**Ongoing** *India At The University Museum* is a display of Indian textiles, jewelry, ceramics and sculpture dating from 2500 B.C. to the 19th Century A.D.; at the Museum.

#### Gallery Hours

**Faculty Club**, 36th and Walnut. For hours call Ext. 3416.  
**Fine Arts Library**, in Furness Building, is open Sunday 1-11 p.m., Monday-Thursday 9 a.m.-11 p.m., Friday 9 a.m.-10 p.m., Saturday 10 a.m.-5 p.m.

**Hillcrest Pavilion**, Hillcrest Avenue in Chestnut Hill, phone 242-3399, open every day 9 a.m.-5 p.m.

**ICA Gallery**, in the Fine Arts Building, is open Tuesday, Thursday and Friday, 10 a.m.-5 p.m.; Wednesday 10 a.m.-7:30 p.m.; Saturday and Sunday noon-5 p.m. Closed Mondays.

**University Museum**, 33rd and Spruce, phone: 222-7777, is open Tuesday-Saturday, 10 a.m.-4:30 p.m.; Sunday, 1-5 p.m. Closed Mondays and holidays.

#### ICA Gallery Talks and Tours

**October 28, 31, November 4, 7** Gallery tours of the *Wayne Thiebaud Painting* exhibition at the ICA, 6:30 p.m. Wednesdays; 1 p.m. Saturdays.

#### University Museum Gallery Tours

**October 28** *Ghosts, Goblins & Things That Go Bump In The Night* (Special for Halloween)

**November 1** *Africa*

**November 4** *Peru Before the Incas*

**November 8** *Mesopotamia*

The gallery talks and tours are free and begin at the main entrance of the University Museum at 1 p.m.

#### Films

##### Exploratory Cinema

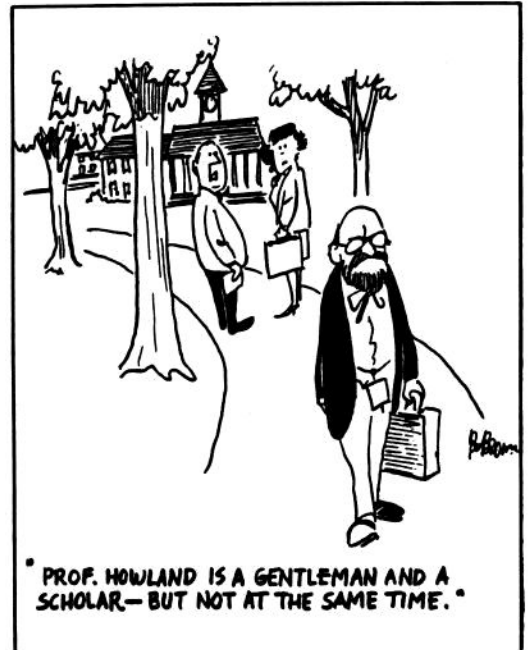
**October 28** *The City, U.S.A. and Zem Peiwa (The Earth Sings)* Czechoslovakia.

**November 4** *They Also Serve*, Great Britain; *The Battle of San Pietro*, USA; *Memphis Belle*, USA; *Le Retour*, USA.

All screenings are held at Annenberg Center's Studio Theatre on Wednesday evenings at 7:15 and 9:30 p.m. Admission: \$2 for students with ID and \$3 for others.

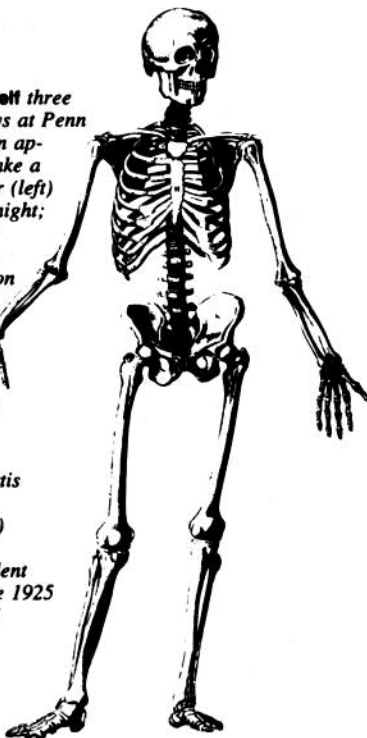


*Bo Brown, a 1928 College grad whose extra-curricular dawdling as editor-in-chief of Punch Bowl and columnist for The Daily Pennsylvanian led him away from law school and into an award-winning cartoonist's career, has fifty drawings on display at the Faculty Club starting tonight. (See Exhibits.) Above, the famous Professor Quagmire he created for the Pennsylvania Gazette greets Ben Franklin; at right, one of his several comments on academic life.*



**Scare Yourself three different ways at Penn as Halloween approaches: Take a Museum tour (left) Wednesday night; fit in one or more of Friday's Houston Hall or GSAC film showings (below);**

**and finish up on Saturday night with the Curtis Organ at Irvine (right) backing the otherwise silent horror of the 1925 Phantom of the Opera.**



#### International Cinema

**October 28** *The Whole Shootin' Match*, 7:30 p.m., Philadelphia premiere.

**October 29** *Rush to Judgment*, 7:30 p.m.; *The Whole Shootin' Match*, 9:30 p.m.

**October 30** *The Whole Shootin' Match*, 4 p.m.; *Rush to Judgment*, 9:30 p.m.

**November 4** *Bye Bye Brazil*, Portuguese with English subtitles, 7:30 and 9 p.m.

**November 5** *In The Year Of The Pig*, 7:30 p.m.

**November 6** *In The Year Of The Pig*, 4 p.m.

All International cinema films are held at International House. Admission \$2.50 for evening shows and \$1 for matinees.

#### PUC Film Alliance

**October 29** *Kind Hearts and Coronets*

All PUC films are shown in Irvine Auditorium at 10 p.m. Admission \$2.

#### University Museum Series

**October 25** *The White Dawn*

**November 8** *Ludwig*

Films in this free series are screened Sundays at 2:30 p.m. in Harrison Auditorium of the University Museum.

#### Meetings

**November 5** *Women's Faculty Club First Fall Meeting* in honor of the newly appointed and newly promoted women faculty, 4 p.m., in the Rare Books Room, Van Pelt Library.

#### Music

**October 31** The Curtis Organ Restoration Society presents *The Phantom of the Opera*, the original 1925 film with Lon Chaney and musical accompaniment by John A. Jackson, Jr., Kevin D. Chun and Ben Epstein on the Curtis Organ; 8, 10, 12 p.m., in Irvine Auditorium, admission \$2.

**November 1** The University Museum presents a concert in Harrison Auditorium at 2:30 p.m. Works by Boccherini, Damase, Bax and Ibert will be performed.

**November 6** The University Symphony Orchestra presents a concert in celebration of the nearly completed restoration of the Curtis Organ with conductor, Eugene Narmour and guest organist, E. Robert Irwin, 8:30 p.m. in Irvine Auditorium. Tickets are \$1 and are available at the door, in advance from the music department or the music performance office in the Annenberg Center.

#### GSAC Film Series

**October 30** *Spirits of the Dead*, Halloween Special at 7:30 and 10 p.m.

GSAC films are shown at Stiteler Auditorium, admission \$1.

#### Houston Hall Films

**October 30** *Halloween*, 8, 10, midnight.

**November 6** *The Stunt Man*, 7:30 p.m.; *Rebel Without a Cause*, midnight.

**November 7** *Private Benjamin*, 7:30, 10 p.m.

All Houston Hall films are screened in Irvine Auditorium, admission \$1.25.



## Religion

**Asbury Church** Sunday Worship, 11 a.m. 3311 Chestnut Street. For more information and special events call 895-2522 or 386-0724.

**Ecumenical Eucharist** Friday services, 12:10 p.m., at the Christian Association Chapel, 3601 Locust Walk. A gathering for new and informal ways of sharing communion. For information call 386-3916.

**Episcopal** The Holy Eucharist is celebrated each Sunday at 8 and 10:30 a.m. at St. Mary's Church. For more information call 386-1530.

The Eucharist is celebrated each Monday-Thursday at noon in St. Philip's Chapel, main Church building.

**Jewish** Orthodox services take place each Friday at sundown in the Hill Chapel, 202 South 36th Street; Conservative services take place each Friday at sundown in the C.A. Auditorium; Reform services take place each Friday at 6:30 p.m. in the High Rise East, 2nd floor lounge, 3820 Locust Street. For information on special services call Ext. 7391.

**Lutheran** Eucharist service is held at 11 a.m., Sundays at the Lutheran Student Center. Information call 387-2885.

**Muslim** Jumaa Service and meeting every Friday, 1 p.m., Houston Hall, 2nd floor, room 245. For more information call 727-1261.

**Roman Catholic** Mass is celebrated at 11 a.m. on Sundays at the Newman Center, 3720 Chestnut Street. For information call Ext. 7575.

**UCC/Presbyterian**, Common Worship, each Sunday at 10 a.m.; Korean Service, each Sunday at 2 p.m. 3700 Chestnut Street. For more information on special events call 386-4100.

## Special Events

**October 27** Faculty Mission To Israel, meeting and orientation, 8 p.m., Penn Hillel, call Ext. 8265 for reservations.

**October 28** Arranging Dried Flower Wreaths, Morris Arboretum course, fee. Call 247-5777.

**October 29** Penn Hunger Action and Dining Service present World Food Night, 6 p.m., Stouffer Commons, \$4 fee, call 387-2967. Guests will be served foods from the first, second or third worlds.

Winterizing Your Garden, Morris Arboretum course, fee. Call 247-5777.

**October 30** The Department of Nursing and The Center for Continuing Education, School of Nursing present a symposium on the patient's perception of his world, *The Unaskable/Unanswerable Question*, 8:30 a.m.-4 p.m., room 16, Nursing Education Building.

An Evening of Films with filmmakers Frank and Caroline Mouris, at International House, 7:30 p.m.; registration required, call 387-5125.

**October 30, 31** The University Museum Shop presents *American Indian Jewelry and Crafts: Show and Sale*, collected and sold by Wayne Bailey, trader from Albuquerque, New Mexico, 10 a.m. to 4 p.m. in The Museum Shop.

The Alumni Society presents several events in conjunction with Homecoming Weekend, including a Young Alumni Cocktail Party and a Homecoming Picnic. For information call the Alumni Society at Ext. 7811.

**October 30-November 1** The Black Alumni Society in conjunction with Homecoming Weekend presents *Black Alumni Weekend* with parties, lectures and special events. For information call Ext. 7811.

**October 31** The Faculty Club presents *Homecoming Brunch*, 11:30 a.m.-1 p.m.; cost: \$6.50 for adults, \$3.50 for children under twelve plus 12% service charge, in the Faculty Club Dining Room.

Visiting Filmmakers Workshop: *Pushing Through/Moving On with Frank and Caroline Mouris*, at International House, 1 p.m.; registration required, call 387-5125.

**November 4** *Passive Solar Greenhouse Design*, a Morris Arboretum course, 7 p.m., fee, call 247-5777.

**November 5** *Houseplants for Cool Places*, a Morris Arboretum course, 10 a.m., fee, call 247-5777.

**November 6** The Engineering Alumni presents its *Annual Dinner* with President Sheldon Hackney as guest speaker at the Chinese Rotunda, Upper Egyptian Gallery, University Museum. For reservations call Ext. 6564.

*Scenes From Childhood* with visiting filmmaker Alfred Guzzetti, at International House, 7:30 p.m., registration required, call 387-5125.

**November 7** The Alumni Society presents *Family Day at Franklin Field*. For information call Ext. 7811.

Visiting Filmmakers Workshop: *Looking at and Listening to a Film*, with filmmaker Alfred Guzzetti at International House, 1 p.m.; registration required, call 387-5125.

**November 9** The School of Social Work presents an *Institute on The Social Aspects of Health Care*, 8:30 a.m., Irvine Auditorium; fee, preregistration required, call Mrs. Marie Stutzman, Ext. 5544.

## Sports (Home Schedules)

For more information on sports call Ext. 6128; for ticket information, Franklin Field pick up window at Ext. 6151.

Locations: Franklin field: *Varsity Football, Women's Field Hockey, Lightweight Football, Freshman Football and Men's Soccer*; Fairmount Park's Belmont Plateau: *Men's and Women's Cross Country*; Penn's Landing: *Sailing*; Lott Courts: *Women's Tennis*; Weightman Hall: *Women's Volleyball*; Palestra: *Men's and Women's Basketball*. **October 27** Men's Soccer vs. Drexel, 7:30 p.m.; *Women's Volleyball* vs. Ursinus, 7 p.m.

**October 30** Men's Soccer vs. Princeton, 9 p.m.; *Women's Field Hockey* vs. Dartmouth, 7:15 p.m.; *Freshman Football* vs. Princeton, 1:30 p.m.

**October 31** *Varsity Football* vs. Princeton, 1:30 p.m., Homecoming/Parents Weekend: *Lightweight Football* vs. Princeton, 10 a.m.

**November 6** *Freshman Football* vs. Columbia, 2 p.m.

**November 7** *Varsity Football* vs. Delaware, 1:30 p.m.; *Women's Cross Country*, EIAW Regionals, 11 a.m.

## Talks

**October 27** The Respiratory Group of the Department of Physiology, The Institute for Environmental Medicine and The Department of Anesthesiology present Dr. William Claypool, Penn Department of Physiology, on *Hydrophobic Apoproteins of Rat Lung Surfactant*, 12:30 p.m., Physiology Library, 4th floor Richards Building.

**October 28** The Rare Book Room Colloquium presents Siegfried Wenzel, Penn professor of English, on *Editing a Medieval Text*, noon, 6th floor reading room, Van Pelt Library.

The Department of Pharmacology Faculty Seminar presents Dr. N. Krieger, Penn's pharmacology department, on *Pyramidal Neurons in Limbic Cortex Are Targets for Antipsychotic Drugs*, noon, mezzanine, room 153, Medical Education Building.

The Women's Studies Luncheon Seminar presents Laura Hayman, chairperson, nursing, CHOP, on *Parent Behaviors Relate to Sex Role Orientations in Two Groups of Undergraduate Women*, 12:15 p.m.; room 106, Logan Hall. Bring your lunch; coffee or tea will be provided.

The Graduate School of Education Center for Research in Literary Communication presents Bambi Schieffelin, assistant professor of education, on *Learning to Read in a Nonliterate Society*, 7:30 p.m.; room B 27, GSE.

**October 29** Department of Bioengineering presents Dr. J. Ultman, Penn State University, on *Application of Oxygen Polarography in the Measurement of Blood Flow*, 11 a.m., Towne Building.

The South Asia Seminar presents Dr. Brian Spooner, Penn associate professor of anthropology, on *Technology in Arid Areas*, 11 a.m., Classroom II, University Museum.

The Department of Physiology presents Dr. Henry Forman, Penn department of physiology, on *Molecular Mechanisms of Oxygen and Paraquat Toxicity in Lung Cells*, 4 p.m., Physiology Library, 4th floor Richards Building.

**October 30** The Moore School of Electrical Engineering

## Training for Hiring Officers

The Personnel Relations Department, in conjunction with the International Year of Disabled Persons, is sponsoring a series of brown bag meetings on *Sensitivity Training for Hiring Officers* who interview disabled persons. The purpose of the sensitivity training is to provide hiring officers with a framework for interviewing disabled persons. As a result of building this framework, it is hoped that hiring officers will feel more at ease during the interviewing process and more inclined to hire a disabled applicant. The speakers at the meetings are from organizations that provide training and placement for disabled persons.

The meetings will be held at noon at the following locations: November 2, Lecture Room A, Medical Laboratory, School of Medicine; November 4, Room C11, School of Education; November 5, Lecture Room S1, Evans Building, School of Dental Medicine; November 6, Room 720 Franklin Building and Harrison-Smith-Penniman Room, Houston Hall.

presents William Whistler, design research specialist, Valley Forge Research Center of the Moore School, on *New Test Facilities at the Valley Forge Research Center Laboratory in Malvern, Pa.*; noon, room 109, The Moore School.

The Graduate School of Education presents Dr. Robert Zemsky, Higher Education Finance Research Institute, on *The Impact of Public Policy on Corporate Training and Education*, noon, Room C-34, GSE.

The English Department presents Professor Jerome McGann, California Institute of Technology, on *Romantic Ideology With An Example From Wordsworth*, 4 p.m., 1st floor conference room, Van Pelt Library.

**October 31** The Black Alumni Society presents a *Panel on Black Student Life*; participants include Jacqueline Wade, associate director for developmental programs, office of student life; Janis I. Somerville, vice provost for university life; Willis J. Stetson, Jr., director of admissions; Gary M. Kelsey, director of minority recruitment; Dr. Joseph Bordogna, dean of the School of Engineering and Applied Science; Cora M. Ingram, assistant to the dean of SEAS; and Dwayne E. Everett, president of the Black Student League; 10:30 a.m., room 200, College Hall.

**November 2** The Communications Colloquium presents Martin C. J. Elton, The Interactive Telecommunications Program, New York University, on *Teletext—Who Needs It? Progress Report on a Current Field Trial*, 4 p.m., Colloquium Room, Annenberg School of Communications.

The Department of History and Sociology of Science presents Professor Ron Johnston, University of Wollongong, Australia, on *New Models For Contemplating Technology*, 4 p.m., room 107, Smith Hall.

The Friends of the Library of the University of Pennsylvania presents Moorhead C. Kennedy, Jr., executive director, Cathedral Peace Institute, on *Contemplation Under Duress: The Role of Books*, 4 p.m., Lessing J. Rosenwald Gallery, Van Pelt Library.

**November 3** The Center for the Study of Aging Seminar Series presents Dr. Thomas Fogarty, Penn assistant professor of regional science, on *An Outline of the Community Development Strategies Evaluation Project*, 4 p.m., room 110, Nursing Education Building.

The Committee on Latin American and Iberian Studies Tinker Lecture Series present Victor Sorrell, art historian with the National Endowment for the Humanities, on *The Mexican and Chicano Mural: A Study in Continuity and Change*, 4 p.m., Harrison-Smith-Penniman Room, Houston Hall.

**November 4** The Rare Books Room Colloquium presents Ruth Dean, professor emeritus, medieval studies, on *Palaeography: Mystique and Techniques*, noon, 6th floor Reading Room, Van Pelt Library.

The Women's Studies Luncheon Seminar presents Barbara Mitchell, chairperson, women's studies advisory committee, Philadelphia School District, on *Sex Equity in Public Schools: Where is Women's Studies?*, 12:15 p.m., room 106, Logan Hall. Bring lunch; coffee/tea provided.

**November 5** Department of Dermatology, School of Medicine presents the sixth M. H. Samitz Lectureship on Cutaneous Medicine by Samuel L. Moschella, M.D., Chairman, Department of Dermatology, Lahey Clinic, Boston, on *Palisading Granuloma—Its Clinical Significance*, 10 a.m., Children's Hospital Auditorium.

Department of Bioengineering presents Dr. D. Brown, Post-doctoral Fellow, Bioengineering Department, Penn., on *Middle Ear Clearance Mechanisms in Otis Media*, 11 a.m., Towne Bldg.

The South Asia Seminar presents Dr. Michael Meister, Penn associate professor, history and art and South Asia studies, on *Temple Building in South Asia*, 11 a.m., Classroom II, University Museum.

The Department of Pharmacology presents Dr. Jonathan Cohen, department of pharmacology, Harvard Medical School, Boston, Massachusetts, on *Permeability Control by an Acetylcholine Receptor*, noon, Dunlop A, Medical Education Building.

The Department of Physiology presents Dr. Allan Jones, department of physiology, University of Missouri, on *Ionic Transport Properties in Vascular Smooth Muscle and Significance of Altered Transport in Hypertension*, 4 p.m., Physiology Library, 4th floor Richards Building.

The Christian Association presents U.S. Congressman Robert Edgar, an ordained Methodist minister, on *The Role of Religion in Politics*, second of a four-part lecture series addressing the relationship between personal values and public policy, 7:30 p.m., CA auditorium.

**November 6** The Departments of Comparative Literature, Philosophy, and Religious Studies present Peter Kemp, director, Philosophical Institute, University of Copenhagen, Denmark, on *The Relationship Between Hermeneutics and Ethics*, 4 p.m., 310 Logan Hall.

**November 7** The Lilly-Pennsylvania Program presents Jacob Zabara, Temple University, on *Epistemology, Mathematical Models and the Mechanism of the Brain*, 9:30 a.m., Alumni Hall, Towne Building.

(On Campus continues)



Herb Foster, Robert Lanchester, Jill Tanner and Peggy Cowles in a scene from the *McCart Theatre Company* production of *Just Between Ourselves*. The American premiere production directed by Nagle Jackson presents Alan Ayckbourn's comedy about married life and the twists and turns of contemporary living. See November 3-8 at right.

## Theatre

**Through December 5** Mask and Wig Club presents its 94th annual show, *Between the Covers*, a musical revue which takes a satirical look at an un-named news magazine; Wednesday-Saturday at the Clubhouse, 310 Quince Street. For information and reservations call WA3-4229.

**October 30 and 31** The Annenberg Center presents Uta Hagen in *Charlotte*, Friday at 8 p.m. and Saturday at 2 and 8 p.m. in the Annenberg School Theatre. For ticket information and reservations call Ext. 6791.

**November 3-8** *Just Between Ourselves*, the American premiere of this comedy by Alan Ayckbourn; Tuesday at 8 p.m., Wednesday at 7 p.m., Thursday at 1 and 8 p.m., Friday at 8 p.m., Saturday at 2 and 8 p.m. and Sunday at 2 p.m., in the Zellerbach Theatre. For ticket information call Ext. 6791.

**November 8** The International House Living in Balance series presents *Problem Solving Theatre*, where the audience is asked to be the playwright; 2 p.m., International House. Tickets are \$4, \$3 for members and residents. Call 387-5125 for more information.

## To list an event

Information for the weekly Almanac calendar must reach our office at 3601 Locust Walk/C8 the Tuesday prior to the Tuesday of publication.

# OPPORTUNITIES

Listings are condensed from the personnel bulletin of October 26, and therefore cannot be considered official. New listings are posted Mondays on personnel bulletin boards at: **Anatomy-Chemistry Building:** near Room 358; **Centenary Hall:** lobby; **College Hall:** first floor; **Dental School:** first floor; **Franklin Building:** near Personnel (Room 130); **Johnson Pavilion:** first floor, next to directory; **Law School:** Room 28, basement; **Ledy Labs:** first floor, outside Room 102; **Logan Hall:** first floor, near Room 117; **LRSB:** first floor, opposite elevator; **Richards Building:** first floor, near mailroom; **Rittenhouse Lab:** east staircase, second floor; **Social Work/Caster Building:** first floor; **Towne Building:** mezzanine lobby; **Van Pelt Library:** ask for copy at Reference Desk; **Veterinary School:** first floor, next to directory.

For further information, call personnel services, 243-7284. The University is an equal opportunity employer. Where qualifications include formal education or training, significant experience in the field may be substituted. The two figures in salary listings show minimum starting salary and maximum starting salary (midpoint). Some positions listed may have strong internal candidates. If you would like to know more about a particular position, please ask at the time of the interview with a personnel counselor or hiring department representative. Openings listed without salaries are those in which salary is to be determined. Resumes are required for administrative/professional positions.

## Administrative/Professional Staff

**Administrator, Data Communications** (4259).  
**Application Programmer Analyst II** (4439) provides technical support in the administrative computer support systems, including documentation, programming, and customer interaction (two-three years' Cobol or PL/I programming experience on IBM hardware; CICS experience; ability to assume project leadership responsibilities on specific assignments) \$16,350-\$22,600.  
**Assistant Controller** (4441) assists comptroller in planning, formulating, and administering all accounting policies and procedures; assists with reports and reporting procedures, assists in maintenance of job order control systems (degree in accounting or business administration; two-four years' experience in responsible accounting positions) \$14,500-\$19,775.  
**Assistant Dean** (4117) \$16,350-\$22,600.  
**Assistant Director II** (4418) \$16,350-\$22,600.  
**Assistant Director III, Alumni Relations** (4315).  
**Assistant Director, Bookstore Textbook Department** (3997) \$14,500-\$19,775.  
**Assistant Director, Student Financial Aid** (4134) \$14,500-\$19,775.  
**Assistant Registrar** (4309) \$16,350-\$22,600.  
**Assistant to the Director, Alumni Relations** (4311) \$12,000-\$16,100.  
**Associate Development Officer** (4373) \$14,500-\$19,775.  
**Associate Development Officer III** (4371).  
**Associate Director** (4410).

**Cataloger** (4414) \$14,500-\$19,775.  
**Clinical Supervisor** (4394).  
**Compensation Specialist** (3675) performs job analysis and evaluation; assists in development of new system including computer applications; develops generic job descriptions and detailed position descriptions (degree; two years' experience in personnel and/or computer-related activities; wage and salary administration experience) \$16,350-\$22,600.  
**Coordinator I** (C0350) \$12,000-\$16,100.  
**Coordinator, Clinical Education** (C0179) \$16,350-\$22,600.  
**Coordinator of Education I** (4386) \$12,000-\$16,100.  
**Counseling Psychologist II** (3945) \$16,350-\$22,600.  
**Director** (4420).  
**Fiscal Coordinator** (C0358) administers daily operation of interdisciplinary research laboratory; manages multiple budgets, purchasing records (degree; some accounting/finance experience; ability and willingness to learn) \$12,000-\$16,100.  
**Jr. Research Specialist** (C0355) obtains specimens; performs technical aspects of mixed lymphocyte culture in tissue typing laboratory; deals directly with patients and subjects for various clinical research studies (degree; cell culture experience) \$12,000-\$16,100.  
**Jr. Research Specialist** (10 positions) \$12,000-\$16,100.  
**Librarian II** (2 positions) \$14,500-\$19,775.  
**Manager, Billing and Collection** (4356) \$12,000-\$16,100.  
**Placement Counselor** (4355) \$14,500-\$19,775.  
**Programmer Analyst I** (C0222) \$14,500-\$19,775.  
**Programmer Analyst II** (2 positions) \$16,350-\$22,600.  
**Publications Editor/Writer** (C0032) \$14,200-\$19,625.  
**Repair and Utility Shop Foreman** (4363) \$14,500-\$19,775.  
**Research Coordinator** \$14,500-\$19,775.  
**Research Specialist I** (3 positions) \$13,100-\$17,800.  
**Research Specialist II** (4 positions) \$10,575-\$19,775.  
**Research Specialist III** (C0174) \$14,500-\$19,775.  
**Research Specialist IV** (C0019).  
**Senior Staff Writer** (4313) \$16,350-\$22,600.  
**Supervisor V, Data Processing** (4368).  
**Systems Analyst** (2 positions).

## Support Staff

**Administrative Assistant I** (4038) \$9,925-\$12,250.  
**Air Conditioning and Refrigeration Mechanic** (4332) Union wage.  
**Billing Assistant** (C0328) \$9,925-\$12,250.  
**Budget Assistant** (3790) \$10,575-\$13,100.  
**Clerk I** (2 positions) \$6,775-\$8,175.  
**Clerk II** (4205) \$8,825-\$10,725.  
**Clerk IV** (4416) \$9,375-\$11,500.  
**Coordinating Assistant I** (2 positions) \$10,575-\$13,100.  
**Data Entry Operator** (4440) enters and verifies alphabetic number information in prescribed formats; performs related duties as assigned by supervisor (high school graduate; two years' data entry experience; experience on IBM 129 and IBM 3741 Data Entry Station) \$9,375-\$11,500.  
**Dental Assistant** (2 positions) \$10,450-\$12,675.

**Duplicating Operator I** (C0361) copies; assists in all phases of printing/duplicating finishing work (high school graduate; experience with photocopying and/or printing equipment; mechanical aptitude and ability to work independently) \$7,725-\$9,350.  
**Information Systems Technician** (4432) \$11,225-\$14,000.  
**Laboratory Assistant** (4388) \$7,450-\$8,925.  
**Materials Control Supervisor** (4437) selects, assigns, and supervises stockroom personnel; suggests procurement sources and expedites deliveries; controls inventory; manages security and petty cash; performs related duties (high school graduate, business or college-level courses desirable; five years' experience in stockroom operations; familiarity with construction, maintenance, and repair materials; ability to supervise others; ability to move about actively) \$12,225-\$15,375.  
**Office Automation Operator I** (C0338) \$8,775-\$10,725.  
**Operator Data Entry** (4423) \$9,375-\$11,500.  
**Operator I, Duplicating Machine** (C0127) \$7,725-\$9,350.  
**Project Budget Assistant** (4 positions) \$9,925-\$12,250.  
**Research Laboratory Technician I** (2 positions) \$9,150-\$11,000.  
**Research Laboratory Technician II** (2 positions) \$10,175-\$12,400.  
**Research Laboratory Technician III** (12 positions) \$10,700-\$13,125.  
**Research Machinist II** (3732) \$12,775-\$16,375.  
**Secretary II** (3 positions) \$8,775-\$10,725.  
**Secretary III** (7 positions) \$9,375-\$11,500.  
**Secretary IV** \$10,575-\$13,100.  
**Secretary, Medical/Technical** (3 positions) \$9,925-\$12,250.  
**Steward, Catering** (4299) \$10,550-\$13,500.  
**Technician, Information Systems** (4526) \$11,225-\$14,000.  
**Technician, Vet Anesthesia** (4378).

## Almanac

3601 Locust Walk C8  
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ALMANAC October 27, 1981