

Almanac

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IN BRIEF

Statements on the Thouron Awards

Two documents inside this issue respond to material published elsewhere. Starting February 20, *The Daily Pennsylvanian* ran a series of articles quoting candidates for the prestigious Thouron Awards as critical of the selection process. Following a meeting with candidates, three faculty members of the selection committee issue their views (page 2) and President Sheldon Hackney reviews the British-American exchange program's history, goals and values.

Spring Religious Holidays

Provost Thomas Ehrlich reminds faculty and students that Monday evening, April 16, begins the first two days of Passover, which include Tuesday, April 17, and Wednesday, April 18. Furthermore, April 20 is Good Friday. No examinations shall be given or assigned work made due on these days.

Monday, April 23, is the last day of Passover, which some students also plan to observe. Although our religious holidays policy does not prohibit examinations on this day, students who are unable because of religious observances to take examinations then must make arrangements with their instructors by Friday, March 23. If instructors are informed of such observances by March 23, the students have a right to make up examinations given on April 23.

Good Friday Reminder

As announced this fall, because classes are held on Good Friday, the University adjusted its holiday schedule to remain open on Friday, April 20, 1984.

Supervisors should be aware that an employee, with supervisory approval, can use a vacation day, personal day or his/her *floating day* (a day which may be taken for any reason when scheduled mutually with one's supervisor) on Good Friday, but that the University will be operating and classes will be held as on any other regular working day.

Employees are allotted one (1) floating day per fiscal year. The 1983-84 floating day must be taken by June 30, 1984.

—Office of Human Resources

Research Grants: Reminder

March 16 is the spring cycle award deadline for proposals to the University Research Foundation. For more information about appropriate proposals and the proper format see *Almanac*, January 24, 1984. Late proposals will be held for the next award cycle.

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Presidential Awards: Seven for Penn

Seven young faculty members at Penn are among the 200 engineers and scientists to win the nation's first Presidential Young Investigators Awards, announced last week from the Office of Science and Technology Policy at the White House.

Five engineering members, one in physics and one in biology will have their research funded at up to \$100,000 a year for five years through the new program, which combines an NSF base award of \$25,000 a year with NSF matching grants up to \$37,500 for private funds raised by the home institution.

The five in engineering, and their research areas, are Drs. John L. Bassani, solid mechanics; Haim H. Bau, heat transfer; Gershon Buchsbaum, bioengineering; Douglas A. Lauffenburger, biochemical engineering; and Jan Van Der Spiegel, microstructures engineering.

Dr. Andrew H. Binns, in plant developmental biology, and Dr. Paul A. Heiney in condensed matter physics, complete the Penn roster of Presidential investigators.

For the 200 awards, the White House received 1549 nominations from 232 colleges. The awards granted will fund research in 74 institutions in 35 states.

Graduate Research Assistant Tuition: Procedures for July 1

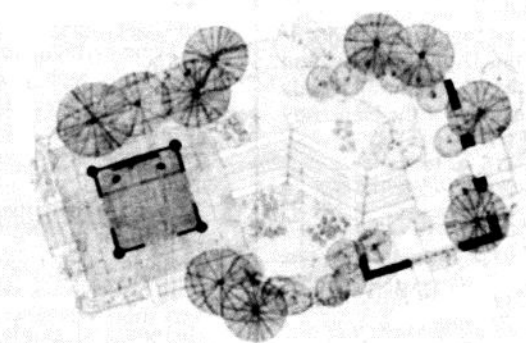
As announced by President Hackney in "Building Connections" (*Almanac Supplement* October 25, 1983) and his statement on the FY 1985 budget (*Almanac* January 24, 1984), beginning on July 1, 1984, the University will provide one-half of a graduate research assistant's tuition cost when an externally-funded research grant or contract provides the other half. The following criteria have been established for this subsidy:

1. Only graduate students supported on research agreements funded through a 5 ledger account are eligible;
2. Only those students who are performing research on the sponsored research agreement as evidenced by their receiving compensation as a Research Assistant (Subcode 133) or a Research Fellow (Subcode 136) will be eligible;
3. The University will provide an amount for tuition equal to the amount charged to the sub-ledger 5 account; and
4. Graduate students supported by training grants and fellowship awards or from other sub-ledgers (2, 4, or 6) are not eligible.

Procedures for processing and accounting for the payment of the tuition subsidy which have been developed by the Office of the Comptroller are as follows:

1. Tuition remission application forms should be processed in the manner as outlined in Comptroller's Bulletin No. 105, dated April 23, 1981.
2. New accounts for each school have been assigned to record the one-half tuition subsidy. This account must be identified on the application form as the source for one-half the total tuition. The remaining one-half should be charged to the appropriate research grant (sub-ledger 5 account).
3. The Senior Business Officers of each school should be contacted regarding the appropriate tuition subsidy account number.

Questions concerning the eligibility of particular students or groups of students should be addressed to Anthony Merritt, Director, Office of Research Administration (Ext. 7293). Exceptions will be granted only upon recommendation of the cognizant Dean and with the approval of the Vice Provost for Research. Questions concerning the processing and accounting for the tuition subsidy payments should be addressed to Alfred F. Beers, Comptroller (Ext. 4920).



Sketch by Collin Franklin, Andropogon Associates

Share the Orient with Us Every Day

is the Penn message at the 1984 Philadelphia Flower Show, where the University Museum and the Morris Arboretum have pooled some of their renowned Far Eastern resources to show a ruined Buddhist Temple (the Ramma wall panel and other antiquities) surrounded by some 25 varieties of plants the Buddhist monks would have brought from their travels throughout the Orient. The title and brochure of the joint exhibit—one of 54 major landscapes in the show—reminds 200,000-plus visitors March 11-18 at the Civic Center that these and even richer offerings are on view year-round at the Museum on campus and at the Arboretum in Chestnut Hill.

The Thouron Awards and Their Meaning

The Thouron Awards are the most distinguished fellowships available to students at the University of Pennsylvania. I wish here to underscore their importance, explain their background, and comment on the selection process.

The Thouron Awards were established to promote better understanding and closer friendship between the peoples of the United Kingdom and the United States. The fellowships were conceived by Sir John and Lady Thouron of Unionville, Pennsylvania, and are entirely and generously supported by their gifts.

Sir John Rupert Hunt Thouron was born in Cookham, England. His American father came from Pennsylvania and his mother from England. During World War II, he was commissioned in the Black Watch, served as a paratrooper and was a member of the Special Allied Airborne Reconnaissance Force. In 1967 he was awarded the Cross of the British Empire, and in 1976 he was created a Knight of the British Empire. Both of these honors were made in recognition of his dedication to strengthening Anglo-American relations.

Sir John's wife, Esther du Pont Thouron, was born near Wilmington, Delaware. She has been closely involved with the Thouron program and with the development of the New Bolton Center of Penn's Veterinary School. She received an honorary doctorate in Humane Letters from the University in 1967.

Sir John and Lady Thouron established the Thouron Awards to strengthen Anglo-American friendship by ensuring that a number of future leaders of the United Kingdom and the United States would better understand the importance of that friendship. They established the Thouron program to enable young men and women of exceptional ability from each country to come in contact with the ideas and peoples of the other nation.

Since 1960, when the Thouron Awards were established, 453 students have received them. These students have been chosen from over 5,900 applicants. They include 242 students from the United Kingdom who have studied in graduate and professional programs at the University of Pennsylvania, and 211 students from Penn who have attended British institutions of their choice. Over the years, the program has become not only one of the largest international exchanges operated by any American university, but among the most prestigious.

University of Pennsylvania students who receive a Thouron Award pursue a degree program or its equivalent at a British educational institution. The awards are not intended for the conduct of research except as research is required for a British university degree. The awards are granted for one year. A second year may be approved when it is required for the degree or its equivalent and upon reports from the institution involved of satisfactory progress toward fulfillment of the degree program.

Each year many students from the University of Pennsylvania apply for Thouron Awards. Because the primary goal of the program is to promote better understanding and friendship between the peoples of the United Kingdom and the United States, the most important criteria for selection are clear indications of leadership capabilities and interests, and abilities to work well with men and women in all environments and from all walks of life. To ensure as broad an impact as possible, selections are made to include a balance among potential leaders in business and industry, in politics and public affairs, in the professions, and in the arts and intellectual pursuits.

From the many applicants for the Thouron Award, a group of finalists is selected each year for interviews in mid-February. The Thouron Executive Committee recommends to the University President the members of the Selection Committee. The Executive Committee currently consists of John J. Thouron, son of Sir John Thouron; Paul Miller, chairman of the University's Board of Trustees; Professor Esmond Wright, the head of the British Selection Committee; James B. Yarnall, of the University's Office of International Programs; and the president of the University of Pennsylvania.

In earlier years, decisions of the Selection Committee were based on very short interviews as well as on written recommendations. Some years ago, it was decided that a more extensive selection process would help to

(continued on page 7)

From Three Thouron Committee Members

Now that there has been a meeting of this year's Thouron finalists and University administrators, we would like to express the viewpoint of three faculty members who have been on the Thouron selection committee for the last several years.

First, we regret *The Daily Pennsylvanian's* unsubstantiated innuendo of wrong-doing during the assessment weekend. There wasn't any. We recognize, however, that some of the women felt a disadvantage that the men did not experience. The selection committee, because of absences, had present only two women out of nine members. Also, we committee members are of an older generation and are still learning about the sensitivities of the new generation—both men and women—in social interactions.

Second, there is the significance we see in the Thouron program. This annual program covers full costs for about ten Pennsylvania students who wish to study in Britain for one, two or even three years, and for a like number of British students who come to study at our University. The selection process requires a written application, including a statement of plans and aspirations and letters of recommendations, mostly from professors on our campus. Twenty-five to thirty finalists are selected from a pool of 80 to 100 applicants. Following a frequent scholarly assessment practice, the finalists are invited to spend a weekend with the committee, interviewing, taking part in discussion groups, and interacting socially at meals and in informal gatherings. We recognize that the students are under pressure and have tried to counteract that pressure by these informal settings. Clearly we must do more to obviate any feelings of discrimination due to gender, or to any other basis, for that matter.

Third, the Thouron program bases its selection not only on academic talent and achievement, but also on personal characteristics that will make the Thouron scholars effective representatives of the United States in Britain. It is for this reason that there are nonacademic members of the committee, particularly people with extensive experience in Britain. Two members of the Thouron family, Jane and John Thouron, Jr., have been especially helpful in this regard. They participate and vote in an effort to reach consensus just like the other committee members, but do not play a dominating role.

Finally, we point out that the Thouron program is in the finest academic tradition with the highest standards of scholarship and personal excellence. Thouron scholars have become leaders in all walks of life. Furthermore, in the last half dozen years, there has been a higher proportion of women finalists than of men when compared with our undergraduate proportion. The same is true of those who have received the awards in this period, even though the proportion of male and female winners fluctuates from year to year. Thus, there is no actual discrimination. To the extent, however, that there is a *perceived* discrimination on the part of women, it should be addressed and dealt with.

The important thing is that we continue to have this splendid program for the benefit of our students and not lose it because of irresponsible and ill-founded articles in the student newspaper. At the same time, it is our intention to propose a review of all aspects of the selection process with the aim of improving them.

We are embarrassed by the unnecessary and thoughtless hurt *The Daily Pennsylvanian* articles have caused the Thouron family and want to express our appreciation for all that Sir John and Lady Thouron and Jane and John Thouron have done for the University of Pennsylvania.

—Robert Lucid, Professor of English

—Martin Meyerson, Professor of Public Policy
Analysis and City & Regional Planning

—Eliot Stellar, Professor of Physiological
Psychology in Anatomy

Academic Issues in Federal Policy

Below and in the following three pages, members of the University community discuss recently proposed—and in part temporarily suspended—federal directives, and their potential impact on research and scholarship. Two members of AAUP committees, Professors Lowery and Mendelson, give an overview starting on page 4. On pages 5-6, Provost Thomas Ehrlich provides for the record the testimony he prepared for the Governmental Affairs Committee of the U.S. Senate.

To the University Community

We are deeply concerned with proposed changes in Federal policy respecting freedom of communication. Those changes, if implemented, would impede the conduct of research and the free flow of information that is vital to the academic enterprise at Penn and other universities.

The principle that students, faculty, and staff may communicate freely and openly guides this University. This tenet not only is fundamental to a democratic society; it is essential to the pursuit and advancement of knowledge. Any threat to freedom of communication must be viewed with alarm.

Suggested changes in Federal policy could result in restraints on the free exchange of research findings relating to scientific and technological information, through export controls and other measures. Such policies, if implemented, would have precisely the opposite effect they are intended to produce. By restricting the communication of research findings, the scientific and technological research base we wish to expand is likely, instead, to contract.

We endorse the statement by the Committee on Research and will communicate this position forcefully to our elected representatives in Washington, to Administration officials, and to appropriate scientific and educational associations.

Sheldon Hackney
Thomas Ehrlich

Freedom of Communication in Research

A Statement of the Committee on Research

1. This Committee recognizes that free communication of information is essential for academic pursuits, as well as for the health of science and technology of the Nation. We therefore reiterate the long-held University of Pennsylvania position that research conducted at the University or under University auspices concern only projects which do not contractually infringe on the University community's right to freely communicate research results.
2. The Committee objects strenuously to federal efforts to impose unilaterally ex post facto restraints on communication and publication of results of research projects. We urge:
 - a) the University to defend by all means at its disposal the inviolability of contractual commitments;
 - b) the Federal Government to observe due process and not to seek to impose such restraints except in the gravest matters of national security and then only after full consultation with the University and the principal investigator.
3. With increasing apprehension the Committee has witnessed the gradual erosion of scholarly exchanges between the USA and other countries. Exchanges of scholars represent another facet of free flow of information on which the health of academic pursuits depends. The Committee therefore urges the Federal Government to encourage and facilitate such scholarly exchanges by implementation of pertinent recommendations of the Report of the National Academy of Science Panel on Scientific Communication and National Security (the Corson report) released on September 30, 1982. It is recommended that the adopted resolution be forwarded by the President of the University:
 - a) for publication in *Almanac*, in order to inform the University community;
 - b) to Dr. George A. Keyworth, II, Science Advisor to President Reagan;
 - c) to the Honorable D. Walgren, Chairman, House Subcommittee of Science, Research and Technology;
 - d) to the National Academy of Sciences, Association of American Universities, American Association of University Professors, the American Association for the Advancement of Science, and other relevant organizations.

Chair: *Helen Davies (microbiology in Med.)*

Faculty:

Morris Hamburg (statistics)
Robert A. Kraft (religious studies)
Alfred Mann (physics)
Janet Meininger (nursing)
Ervin Miller (finance)
Gary Saul Morson (Slavic languages)
Janet Pack (public and urban policy)
Trevor Penning (pharmacology)
Eric Weinberg (biology)
Jay Zemel (electrical engineering)

Students:

Harold Cooper (Col '85)
Bruce Rollman (Col '84)
Earle Taylor (Gr Fac)
Prashant Vankudre (Gr Fac)

Ex officio:

Barry Cooperman (vice provost for research)
Anthony Merritt (director, Research Administration)

Consultant:

Arnost Kleinzeller (physiology in Med.)

The views of two members of the University who are serving on national AAUP committees:

Freedom: Under Attack on Three Levels

Freedom of speech comes close to being an absolute value. Without it all other values are in jeopardy and their defense impaired. Not only is academic freedom an aspect of freedom of speech, but any impairment of it is an impairment of the freedom of speech. That freedom is not preserved by not exercising it. Any and all attempts to erode it must be resisted vigorously.

Anyone reviewing the history of the Third Reich should be impressed with the gradualness with which anti-free speech measures were introduced so that no step, in comparison with those that had already been taken, triggered significant resistance. If academic freedom is destroyed, it is likely to be destroyed gradually rather than in one fell swoop. Each curtailment will be accompanied with a plausible rationale until there is little or nothing to be preserved. The old observation that the price of liberty is eternal vigilance is an enduring truth, not merely a cliché.

Perhaps to no institution is the freedom of speech more important than to institutions of higher education. As a consequence, some of the measures taken by the federal government warrant great concern in the academic community—and very vigorous resistance.

An attack by the federal government on academic freedom and freedom of speech has taken place on three levels. The attempt to require all federal employees and officeholders to clear subsequent writing for the rest of their lives is possibly one of the most pernicious and misguided gag rules that has ever been conceived in a democracy. The second level is embedded in Executive Order 12356, which expands the power of government officials to classify material. The third level is the utilization of export control laws and visa regulations to impede the flow of scientific and technological information.

It must not be forgotten that while academic freedom is very important to the individual professor, the primary purpose of that freedom is not the well-being of the professor, but the advancement of general welfare. Not only does evolutionary, in contrast with revolutionary, change require open discussion, but the growth of our intellectual capital requires freedom of thought and communication. That growth is stunted if researchers are walled in and denied the ability to share the results of investigations with colleagues at home and abroad. National pride and the penchant for secrecy should not blind us to the fact that we are not the most advanced country in every aspect of science and technology.

The central concern of the American Association of University Professors (AAUP) has been the preservation of academic freedom. The Association has alerted the academic community and spoken out against these infringements in "Federal Restrictions on Research: Academic Freedom and National Security" (*Academe*, pp. 18a-20a, September–October, 1982), "The Enlargement of the Classification System" (*Academe*, pp. 9a-14a, January–February, 1983), and "Government Censorship and Academic Freedom" (*Academe*, pp. 15a-17a, November–December, 1983). It is gratifying to know that the administration of this university has also taken a firm stand. Indeed, it is my understanding that Provost Ehrlich is addressing the issue of gagging government employees in this issue of *Almanac*. Although we have not read his piece, we are confident that it is as vigorous a condemnation of that aspect of censorship as we are trying to make this discussion of the other two aspects of government censorship.

The academic community must not labor under the illusion that

government measures affect only government employees, ex-government employees, and those researchers who have been financed with government grants. The measures also affect the publication of the research results of any academician, whether financed by government or not, "which contains information the unauthorized disclosure of which reasonably could be expected to cause damage to the national security," as evaluated by bureaucrats and political appointees ("The Enlargement . . .," p. 10a). Such papers are subject to being classified as "confidential."

The publication of information that would give an enemy "significant near term military advantage" can reasonably be controlled and has been subject to classification for a considerable period of time. However, in contrast with the predecessor orders, Executive Order 12356 no longer seeks "to preserve the public's interest in the free circulation of knowledge by limiting classification authority, by defining precisely the purpose and limits of classification, and by providing procedures for declassification." It no longer requires that damage to national security be identifiable. It resolves doubt in favor of classification. It provides for both indefinite classification and reclassification of information already in the public domain. Perhaps most important of all, it provides for the classification of "nonclassified research developed by scientific investigators outside the government." ("The Enlargement . . .," p. 12a).

It should be clear that, given the "protect-the-rear" mentality of bureaucrats and the superzealousness of political appointees, all doubts will be resolved in favor of classification, pending a final determination within thirty days in case of doubt notwithstanding.

Given the need to classify material of direct military significance, there is much to be said for a carefully circumscribed system which invokes classification before the research is done. Given the clear stand of most major universities, that they will not be parties to secret research, the authority to classify academic research results that were born unclassified is tantamount to a breach of contract and undermines the ability of universities to make informed decisions about their research.

When classification imperils the freedom it is designed to protect, it is counterproductive. Aside from undermining the ability of universities to make informed decisions about their research, the environment created by the regulations:

- Magnifies the hazards to academic freedom.
- Threatens the capacity of scholarship at the cutting edge of knowledge.
- Inhibits scholars and institutions from undertaking important research that is potentially classifiable or making the long-term intellectual investment that makes that research possible.
- Fosters duplication of research effort.
- Inhibits sharing of research with colleagues and robs the researchers of the enriching comments of their colleagues at home and abroad.

Lest the academic community labor under the illusion that these fears are "academic," it is well to note that:

- The American Vacuum Society was forced by the Department of Commerce to withdraw invitations to East European scientists to attend an international conference on magnetic bubble devices.
- A Soviet postdoctoral researcher at an American university was not allowed to attend a conference at San Diego where a paper he

had co-authored had been submitted.

•The University of Minnesota and Stanford University were asked by the Department of State to deny access to *unclassified* information to resident visiting scholars from China and the Soviet Union respectively. When Stanford refused, the Soviet scientist was denied entry into the country.

It is gratifying to see that the Council Committee on Research is alert to and the University administration is vigorously opposing these misguided attempts of the federal government to gag faculties. There appears to be little that most of the faculty can do now, but all faculty members should be ready, when modifications of the relevant laws and regulations are proposed, to make clear to the appropriate parties the importance that we attach, and think should be attached, to academic freedom—and the repugnance with which we view

measures which impair it.

A special responsibility is borne by the members of the faculty engaged in government funded research. They must be on guard against over-zealous government negotiators and refrain from accepting restrictive clauses that infringe upon academic freedom and may set precedents for increasingly restrictive clauses.

The authors are, respectively, the campus legislative liaison for the AAUP (national), and member of the AAUP (national) Committee on Government Relations. The opinions expressed herein are their own. They would, however, appreciate hearing from the faculty relevant concerns and experiences.

—Barbara J. Lowery,
Associate Professor of Nursing

—Morris Mendelson,
Professor of Finance

The Provost's statement prepared for the Governmental Affairs Committee of the U.S. Senate.

More Than a Chill . . . No Less Than a Deep Freeze

Mr. Chairman and members of the Committee:

I am pleased to appear before you, though deeply troubled by the Presidential Directive and accompanying regulations that occasion this hearing.

My appearance is on behalf of the University of Pennsylvania, where I serve as Provost and Professor of Law. That University includes about 1800 members of the standing faculty, and more than that number of associated faculty. All of them are potentially affected by the directive. Its possible impact on the 19,000 undergraduate and graduate students at the University is indirect, but no less real.

I also appear on behalf of three of the most important associations that represent institutions of higher education throughout the country. They are the Association of American Universities, which includes fifty-two leading research universities throughout the country, the American Council on Education, which represents 1600 colleges and universities of every type and in every state throughout the country, and the National Association of State Universities and Land Grant colleges. In total, these organizations involve institutions with well over 250,000 faculty members and eight million students.

As you know, Mr. Chairman, those of us in academic life put a high premium on disagreement. Virtually the only absolute that we hold in common is that there are no absolutes, and that every issue is open to discussion, debate, and—most important—disagreement. It is profoundly significant, therefore, that I know of no individual in academic life who supports the Presidential Directive that is the subject of these hearings. Virtually alone among important public issues in recent times, the reaction of those in academia to the Presidential Directive is completely uniform and completely negative. I cannot overstate the dangers we see in the approach it adopts.

As you know, in April 1982, the Administration issued Executive Order 12356, establishing new standards for classifying information. That Executive Order, among many other troublesome provisions, eliminated the requirement that officials consider the public interest in judging how to classify material or whether to release it, and authorized officials to classify documents without basing their decisions on any "identifiable" potential damage to national security.

Against the background of that Executive Order, the President issued National Security Decision Directive 84, entitled "Safeguarding National Security Information" on March 11, 1983. That Directive contains two key provisions that trigger our deep concern.

First, paragraph 1.b. of the Directive requires that "all persons with authorized access to Sensitive Compartmented Information (SCI)

shall be required to sign a non-disclosure agreement as a condition of access to SCI and other classified information. All such agreements must include a provision for pre-publication review to assure deletion of SCI and other classified information."

Paragraph 1.a. of the Directive requires "all persons with authorized access to classified information . . . to sign a nondisclosure agreement as a condition of access." Although this paragraph does not actually require pre-publication review as does paragraph 1.b., the remedies for breach of each paragraph are exactly the same and the implementing regulations make plain that all signatories to paragraph 1.a. would be justified in acting as though a pre-publication review requirement applied to it as well. Although my subsequent comments will focus exclusively on paragraph 1.b., therefore, the concerns I express apply to the Classified Information Disclosure Agreement as well.

Under the SCI Nondisclosure Agreement Form to be required of government employees, and presumably others with access to classified information under government contracts, pre-publication review is required of "all materials, including works of fiction . . . prepared for public disclosure, which contain or purport to contain: (a) any SCI, any description of activities that produce or relate to SCI, or any information derived from SCI; (b) any classified information from intelligence reports or estimates; or (c) any information concerning intelligence activities, sources or methods."

It is hard to imagine a broader definition of materials that must be screened by unnamed and unidentified government officials. As the Justice Department's implementing regulations make clear, coverage is not limited to classified information, but includes any information that is "required to be considered for classification pursuant to Executive Order 12356, Section 1.3(a)(4)." Further, even if no classified or classifiable information is actually contained in a proposed publication, pre-publication review is still required in an incredibly broad spectrum of circumstances. Even oral statements—in a classroom or otherwise—are covered if they "may contain SCI or other classified information." A caveat is included concerning "material that consists solely of personal views, opinions or judgments. . . ." It is immediately overridden, however, by this exception to the caveat: "of course, in some circumstances the expression of 'opinion' may imply facts and thus be of such a character as to require prior review."

I could go on in more detail, but I know the Committee has received extensive analyses of the Directive from others as well. As a lawyer and law professor, I could also join with those raising the most

fundamental questions about the constitutionality of the provisions I have just cited. Others, however, more expert than I in constitutional law, have given compelling testimony on that score.

My role today rather is to emphasize, in the strongest possible terms, why this Directive and its pre-publication requirement will have disastrous effects on the quality of our government in terms of those who enter and leave public service from academic life. Those consequences can be clustered in two broad categories.

First, the Federal Government depends on expertise from a wide range of different backgrounds, including those in academia. Indeed, it is a distinctive virtue of our Federal Government that one in academic life may be called to serve for a period of years and then return to her or his college or university. Those faculty members bring expertise and insights, analytic powers and experience, that are a unique resource. Colleges and universities are not the sole repository of talent, but they are an enormously important one.

A main reason why women and men from academic life take time out to serve in the Federal Government is, of course, because they feel an obligation to do so. It is also true, however, that work in the Federal Government provides an opportunity to experience problems and to test ideas on a first-hand basis. Those of us in academic life are often accused of living in an ivory tower, and sometimes not without reason. Federal Government service offers a chance to gain a first-hand perspective on matters that a faculty member has been analyzing from afar. It is hardly surprising, therefore, that a key inducement of government service is that the first-hand perspectives, once gained, will be then used—in scholarly publications, in classroom lectures, and in other ways as well.

Under the Presidential Directive, far more than simply a chill would be cast over that inducement. The result would be no less than a deep freeze. Who could be sure that any particular piece of prose would not be found by some unidentified bureaucrat to contain some information that, if not classified, should be classified? I can think of no single step that would be more likely to deter the best of those in academic life from service in the Federal Government than this one.

There is a second, and perhaps even more serious concern. I believe with some passion that good government depends on good criticism. Those who have served in the Federal Government from academic life, and have then returned to that life, are often in the best position to provide that criticism. This is not, of course, a matter of partisan politics. Over the last decades, thousands of women and men from our colleges and universities have served in Republican and Democratic administrations. When they return to their academic careers, the quality of our Federal Government was immeasurably benefitted by their analyses of their predecessors and successors.

Under the Presidential Directive, the risk is grave that these benefits would be seriously impaired. I cannot quantify the danger, but I can assure you it is clear and present.

If I may, Mr. Chairman, let me use my own career as a case in point. During 1962 to 1965, I had the privilege of serving in the Department of State, as special assistant first to the Legal Advisor and then to the Under Secretary of State. Subsequently, I became professor of law and then dean at Stanford University. I taught and wrote particularly about international law, and believe my academic work was immeasurably strengthened by my years in the State Department.

In preparing for this testimony, I reviewed the books and articles that I wrote during my years at Stanford. Some were extremely critical of actions and inactions by the Johnson Administration, and by subsequent Administrations as well. Would those writings have withstood the scrutiny of the pre-publication clearance required by the Presidential Directive? I do not know.

In working with Under Secretary George W. Ball, I had access to a great deal of classified information about United States' involvement in Viet Nam. In the years after I went to Stanford in 1965, I spoke out

against United States military involvement in Viet Nam. It does not take much imagination to craft an argument that my "opinions" were based on "facts"—using the words of the Justice Department interpretations—to a degree that would have made it very tempting for those in the Johnson and then the Nixon Administration to seek my silence.

I wrote a book about the international legal aspects of the crises in Cyprus from 1964 to 1974. My initial knowledge of the problems on that unhappy island came during my State Department years. Subsequently, while I was teaching and writing at Stanford, American policies changed concerning Greece, Turkey, and Cyprus a good many times. It does not seem to me paranoiac to suggest that some might have found my book inappropriate for publication.

More recently, I served as the first Director of the International Development Cooperation Agency, with responsibilities for United States policies concerning international economic development. Soon after I left that position, I wrote an article spelling out a number of proposals about United States economic relations with Third-World nations and raising a variety of concerns about the new Administration's approach to those relations. During the course of my government term, of course, I had access to literally thousands of classified documents. Many related solely to economic conditions in one or more countries and had no justifiable basis for being classified. Indeed, as I am sure you know, overclassification is endemic throughout the Federal Government as it is such an easy way to avoid being called wrong in public. In all events, I do not believe I ever have misused classified information, but I can well imagine that some in this or another administration might think otherwise.

In fact, when my article on international economic development appeared, I received a thoughtful letter from a staff member of the National Security Council criticising my criticisms of the current Administration and arguing why the Administration's approaches were justified. That sort of exchange is, of course, wholly proper. How tempting it would have been, however, if one in the National Security Council could not only criticize my criticisms, but stop or at least delay their publication.

Multiply those examples, if you would, Mr. Chairman, thousands of times over and you will begin to gain some sense of why the academic community in this country is so concerned about this matter. Part of our concern, of course, is parochial. We want to be able to serve from time to time in the Federal Government, and to benefit from that experience in terms of our scholarly work. A far more important concern, however, is the crippling impact on good government that we believe would occur if critical analyses of the type I have suggested by example were to disappear in future years.

Am I overdramatizing? Is it absurd to suppose that a vast bureaucracy of censors would seek to silence former Federal Government employees? Would, as I predict, the most talented from our colleges and universities cease to serve in the Federal Government? Is all this concern exaggerated because it is 1984? I think not, and all those in academic life with whom I have discussed the matter think likewise.

Mr. Chairman, when I left law school I had the great good fortune to work as law clerk for Judge Learned Hand, among this nation's greatest jurists. He was my mentor, one who urged me particularly to teach. One of his most powerful speeches was made over three decades ago, at the height of the McCarthy era. At this time, and in this context, an excerpt from that speech bears repetition. "The mutual confidence on which all else depends can be maintained only by an open mind and a brave reliance on free discussion. I do not say that these will suffice; who knows but we may be on a slope which leads down to aboriginal savagery. But of this I am sure: if we are to escape, we must not yield a foot upon demanding a fair field and an honest race to all ideas."

Mr. Chairman, in my judgment and that of my colleagues, this directive would hobble the race beyond measure. Thank you.

— Thomas Ehrlich

ensure that the Selection Committee has a full understanding of the applicants' character and talent for leadership and that a balance is achieved among potential leaders in various fields.

Each year members of the Selection Committee have stressed the difficulty of choosing among the finalists. All finalists have superb academic credentials and strong records of achievement in many activities, both within and outside the University. This year was no exception.

My colleagues and I have listened to the comments of a number of this year's finalists—including some who were successful and some who were not. We have also written to each of the finalists, requesting suggestions of ways to strengthen the selection arrangements. There are many positive aspects of the interview experience, but there were also some perceptions of differential treatment of women and men among the finalists, and some women finalists felt that they were at a disadvantage. We are confident that, whatever the misunderstandings, no discrimination was intended or occurred. Indeed, during recent years, there has been a higher proportion of women finalists and award winners than in the undergraduate student population.

It is important, of course, that the experience of being a final candidate for a Thouron Award be as positive and fulfilling as possible and that it be perceived as a fair process by all those who take part. Considerable effort has been expended over the years to accomplish that goal. We believe that there are ways to improve still further the selection arrangements, and to ensure that the sorts of misunderstandings that arose this year are avoided in the future. We will discuss our ideas with members of

the Thouron Executive Committee. It may be possible, for example, for the selection Committee to include a component of young men and women who are former Thouron winners, as well as men and women from the Thouron family, University trustees, and faculty. It may also be possible for all participants to be given a fuller appreciation of the goals of the Thouron program and how the selection process itself contributes to those goals. At the same time, it should be understood that any process in which a few are chosen from a group of the University's best students is bound to involve some tensions.

Finally, I believe we all recognize the extraordinary importance of the Thouron Awards to the University of Pennsylvania and to the cause of Anglo-American friendship. They provide unique opportunities for University of Pennsylvania students to attend British universities. No less important, the British students who come to Penn from throughout the United Kingdom bring a great diversity of talents to our campus. They enrich our University in countless ways.

I cannot overstate the value of the Thouron Awards and our deep gratitude to Sir John and Lady Thouron for making them possible. No single step has done more in strengthening the international dimension of our institution. All of us at the University of Pennsylvania—students, faculty, and staff—are deeply in their debt. I know I speak for the entire University community in expressing our appreciation.

Sheldon Hackney

SPEAKING OUT

Tackling Central American Issues

The Penn Faculty Committee on Central America was recently formed to raise awareness about United States policies in Central America and to express our opposition to those policies. Individuals in the group have a range of different views, but we share opposition to the "secret war" against Nicaragua and to U.S. support for the current regime in El Salvador. We see little to be gained by the Administration's policies of militarizing the region and we reject efforts to understand the problems of Central America as simply another arena of East-West conflict.

The Committee has already planned several activities: We intend to bring some scholars from other Universities to campus to give talks; we will have a literature table on Locust Walk; and we are working along with some other groups on campus to organize a series of events, including a teach-in, to occur during a National Central America Week from March 18 to 24.

If you are interested in participating with us or if you want further information, please contact either of us at the numbers below.

—Elizabeth Spelke, Psychology
(Ext. 6273 or 5341)

—Edward Herman, Finance (Ext. 7628)

A Newcomer's Look

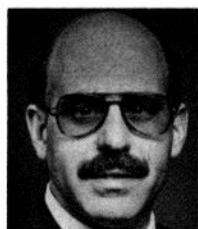
It happened on Christmas Eve day that I received a call from the personnel director of my diocese that I was changed in assignment. I was in the middle of my fourth year at Cardinal Dougherty High School (my eighth year as a Catholic priest) teaching Senior Religion and being Campus Minister. The personnel director told me I was going to the University of Pennsylvania as Director of the Newman Center. After I recovered from shock, I felt sadness at leaving the students of Cardinal Dougherty in mid-year. After that, I felt a great sense of excitement in coming to PENN!

I've now been here at Penn since the beginning of this semester. I guess that makes me a First Semester Freshman, but I feel at home at the same time. I really have felt welcomed and accepted ever since I came. A lot of that welcome comes from the warmth of the staff and students of the Newman Center. I find myself among a very talented and generous group of people. They have certainly made me feel I belong.

I'm truly grateful to have this opportunity to be here at Penn and getting to know all of you. I hope to meet a lot more of you faculty and staff as well as students. Please introduce yourself to me if you see me wandering around the campus. You are always welcome at the Newman Center at 3720 Chestnut Street. My door is always opened. May the Lord who made us all, bless us and keep us in His love!

—Rev. William McGowan
Director, Newman Center

SPEAKING OUT welcomes the contributions of readers. Almanac's normal Tuesday deadlines for unsolicited material is extended to THURSDAY noon for short, timely letters on University issues. Advance notice of intent to submit is always appreciated.—Ed.



Jeffrey Roberts



Rev. William McGowan

Newman Center: Rev. McGowan

The Rev. William McGowan, a native Philadelphian who has been teaching at Cardinal Dougherty High School, is the new director of the Newman Center. He succeeds The Rev. Charles H. Hagan who is now a professor and school minister at Cardinal Dougherty. Rev. McGowan received his B.S. in philosophy from St. Charles Seminary and took his Masters in Divinity from the theology school there.

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He then spent four years as the associate pastor of St. Patrick's Church in Malvern. (See his message in *Speaking Out*, above.)

Morris Arboretum: Mr. Roberts

Jeffrey P. Roberts, former curator at the Atwater Kent Museum, the history museum of Philadelphia, is the director of development at the University's Morris Arboretum. In his newly created position, Mr. Roberts will be responsible for planning and implementing the Arboretum's fund-raising activities. He was one of the founding partners and treasurer of Clio Group, Inc., a Philadelphia consulting firm specializing in architectural and historical studies for private industry and government. He was a member of the Economic Development Task Force of the "Philadelphia: Past, Present and Future" project sponsored by the Center for Philadelphia Studies. Mr. Roberts is vice president of the Museum Council of Philadelphia.

Almanac

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University Council

Synopsis of Minutes, February 8 Meeting

The January meeting was cancelled due to snow. The first item taken up at the February meeting was discussion of the recommendations regarding the Student Judicial Procedures, the administration, and the Undergraduate Assembly. The principal issues and the varying approaches to them were identified (see pp. 4 and 5 in 1/24/84 *Almanac*). Discussion centered on the composition of the hearing board, and a sense was reached that panels should consist of two faculty members and three students: two undergraduates and one graduate student when the respondent is an undergraduate and vice versa when the respondent is a graduate student. The matter will be considered further at the March and April meetings with the expectation that a revised charter can be acted upon in May.

The two-day break proposed by the Student Committee on Undergraduate Education (SCUE) to relieve stress in the fall term was considered (see p. 5 in 2/7/84 *Almanac*). Discussion focused on whether the break could be incorporated in the calendar without curtailment of the number of class and examination days and, generally, without disruption of the educational process in the fall term. The proposal will be acted upon at the March 21 meeting.

Votes were taken on the proposals to amend the bylaws to allow an item to be placed on the agenda by written petition (see p. 1 in 12/6/83 *Almanac*).

The report on the freshman year prepared by a goal team appointed by Vice Provost Bishop and chaired by Dr. Ira Harkavy was discussed. The recommendations were very favorably received, the only reservation being the wish that they could be extended throughout the undergraduate experience. —Robert Lorndale, Secretary

CGS: Gifted Students Program

For information/registration, or course brochure, on programs for gifted students or summer activities: call Ext. 6763 or write *Special Programs, College of General Studies*, 112 Logan Hall/CN (Ext. 6479).

Computer Workshop and Advanced Computer Workshop: introduction to Basic plus higher level course on the TRS 80, 13-17 years; 4 all-day sessions, starting March 25 and April 29, respectively; on Sundays from 10 a.m.-4 p.m. Fee \$200.

The Human Body: interdisciplinary (biology, genetics, anthropology, pharmacology and medicine), field trips to research labs, etc., for ages 9-12 years; 6 four-hour sessions, starting March 31, on Saturdays from 10 a.m.-2 p.m. Fee \$200.

Experiences in Biology: laboratory work on growth, reproduction, and regulatory processes of organisms; investigation at level of cells and molecules; observations of animals and plant life at Jersey shore; 13-17 years, 8 three-hour sessions, starting March 31, on Saturdays from 1 p.m.-4 p.m. Fee \$200.

Doing History: A History Experiment: colonial Philadelphia, recreating an individual's life through investigation of wills, work and possessions, map-making/mapreading, model houses, household and other arts; 6 four-hour sessions, starting April 1, on Sundays from 10 a.m.-2 p.m. Fee \$200.



Update

MARCH ON CAMPUS

COURSES

13 *The Oriental Garden*, four sessions, three Tuesdays, 7-8:30 p.m., and April 14, 10 a.m.-12:30 p.m.; Morris Arboretum. Fee \$60.

EXHIBITS

The Life of Raoul Wallenberg: photographs, maps, U.S. and Swedish press clippings, books, and government documents. Wallenberg was the Swedish diplomat working in Hungary during WWII who saved over 100,000 Hungarian Jews from the camps and was then taken away by the Russians and not heard from again. The exhibit includes information about local and international efforts to free him from the Soviet Union. Hours: 9-5 p.m., Monday-Friday; Great Hall of Biddle Law School. Through April.

10 *Black Women of Achievement;* Smithsonian art exhibit of 20 posters, Houston Hall. Through March 20.

FILMS

Frederick Wiseman Film Series

Films are sponsored by the Urban Studies Program, and are screened in the Studio Theatre, Annenberg Center. Admission is \$2.50.

7 *Hospital*, 7:30 and 9:15 p.m.

Interpreted for the Deaf

A signed-for-the-deaf production of *Black Comedy*—the Drama Guild play at Annenberg Center played partly in pitch darkness—will be performed on March 10 at the 2 p.m. matinee. The sounds and dialogue will be interpreted at the side of the stage. The program will be explained to the audience, including a brief signed introduction, before the curtain is raised. Tickets are available at a group discount. Call 247-9700 Ext. 209 TTY).

At left: a scene from the show by Pilobolus, this month's Dance Celebration '84 offering at Annenberg Center. Performances are 8 p.m. March 20 and 1 p.m. and 8 p.m. March 21.

ON STAGE

10 *Traditional Middle Eastern Songs and Dances;* performed by Jabal Al Arab, Middle Eastern Folkloric troupe under the direction of Mamduh Al Atrash; 8 p.m., Harrison Auditorium, University Museum. Tickets: \$10, \$8, and \$5. (Egyptian Student Association).

TALKS

6 *Andrew Batey; architect,* San Francisco; 6:30 p.m., Room 102, Chemistry Building, (Department of Architecture, Graduate School of Fine Arts).

7 *Reflections on Exile;* Edward S. Said, Parr professor of English and comparative literature, Columbia University; 4:30 p.m., Room B-17, Logan Hall, (Leon Lecture Series, School of Arts and Science).

Craig Hodgetts, architect, Los Angeles; 6:30 p.m., Room 102, Chemistry Building, (Department of Architecture, Graduate School of Fine Arts).

8 *Characteristic Features of Arabic Women's Dances;* Barbara Siegel; noon, 4th floor lounge, Williams Hall (Oriental Studies, The Middle East Center).

Jewish Humor; Dan Ben-Amos, chairman, department of folklore and folklife; noon, Hillel Foundation (Jewish Faculty and Staff at Penn).

Masters of 17th Century Dutch Genre Painting; Peter C. Sutton, associate curator of European Paintings, Philadelphia Museum of Art; 8 p.m., Room B-3, Fine Arts (The Dutch Studies Program).

WORKSHOPS

Ongoing Women's Assertive Issues; explores assertiveness issues such as sexual discrimination, competence and confidence, as well as supplying skills and strategies of assertiveness training; sponsored by the Penn Women's Center. Through March 29. Information: Ext. 8611.

12 *Dental Care for Children;* Dr. Edward Sweeney, chair, Pediatric Services Department of the Dental School; 6:30-8 p.m., Penn Children's Center. Cost: \$2, free for Center parents and staff. Information: Ext. 5268.

Additions, changes and cancellations for the weekly On Campus Update must be received by noon Tuesday prior to the Tuesday of publication. The deadline for the April pull-out calendar is noon, March 13. Address: 3601 Locust Walk/C8 (second floor of the CA).

Eating Disorder Service

For those who have such common problems as eating too little, too much or compulsively, there is help at the Eating Disorder Service of HUP. A team of professionals provides therapies for anorexia, bulimia and obesity. For information: 662-3503.