

Almanac

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AGENDAS

Senate: Law, Grievance, Conduct...

For the Fall Meeting Wednesday, November 28 (3 p.m. in Room 200 College Hall), the Faculty Senate will take up the Conduct and Misconduct Report that is on Council's agenda this month as well (see below).

The Conduct report is a discussion item, as is the fall report of the Committee on the Economic Status of the Faculty, which is scheduled for publication November 20.

For action, the Senate has on the agenda:

- a housekeeping change in the Grievance Procedure (to provide for sending a copy of the Commission's reports to the Chair of the Faculty Senate), and
- a proposal to create non-tenured practice professorships in the Law School (full text on page 2, with introduction by Senate Chair Jacob Abel).

Council: Conduct and Consultation

The University Council has 60 minutes of its two-hour agenda reserved November 15 for continuation of the discussion of the Interim Report of the Task Force on Conduct and Misconduct (*Almanac* September 25), with four of its components highlighted for examination:

- Proposed campus-wide survey on harassment
- Proposed Commission on the Status of Women
- Implementation of non-discrimination policy
- Course evaluation.

The only item up for action is submitted by GAPSA, whose chair, Amy Lyman will introduce the text:

Resolution

Whereas, graduate and professional school students come to the University to learn, and to contribute through their research pursuits and involvement in governance activities;

and, we expect that graduate and professional school students will be involved in developing plans for academic growth such as department and facility expansion, and the pursuit of new research areas;

and changes brought about by academic reorganization have a severe impact on student's academic and career prospects;

We ask, in the interest of developing strong academic communities which support and benefit from the knowledge and experience of their student members, that:

- 1) representatives from graduate and professional school student constituencies be involved as full participants within their department and school decision-making bodies, and
- 2) specific attention be paid to involving graduate and professional school students in the serious decision-making processes concerned with questions of academic retrenchment and reorganization.

Resignation of SAS Dean Conarroe

The November 5 resignation of Dean Joel Conarroe, announced by the dean to departmental chairs on November 6, came in the midst of the School of Arts and Sciences' month-long celebration of its tenth anniversary.

Dr. Conarroe had just summed up the present state of the School in a Convocation address [see pp. 3-4], and issued a report on *A Decade of Distinction* highlighting the progress made in integrating the arts and sciences under the new structure adopted in 1974. Humanities Week had just ended, Social Sciences Week was just beginning, and the current Natural Sciences Week was a week away when Dr. Conarroe wrote to the President that after 20 years of administering "one thing or another" he had become "impatient to return to those things that initially drew me to an academic career, that is, teaching and research." [Dr. Conarroe's letter, and the response of the President and Provost, are on page 3.]

The resignation is effective June 30, but Dr. Conarroe will continue on the English faculty. Provost Thomas Ehrlich said Monday that he will name as soon as possible a committee to start "a search I sincerely wish we didn't have to make."

Dr. Conarroe took office in the fall of 1983, returning to Penn as the "inside/outside" dean after three years as executive director of the MLA. He had been the University's first Ombudsman, Master of Van Pelt College House, and English department chair before taking the MLA post.

His first year as dean produced the second highest fund-raising total in the history of arts and sciences here—\$5.5 million, most of it for program innovations such as the Mellon program to develop fresh curricular options at graduate level (\$1.3 million): Biology's plant sciences initiative (\$1 million from Rohm and Haas plus the Mudd facilities gift of \$1 million) and the Philadelphia Center for Early American Studies (\$350,000 Mellon challenge for endowment, and \$25,000 T. M. Evans Foundation gift toward the match). SAS also received \$260,000 from NEH to set up summer institutes to train Pennsylvania secondary-school teachers in historical research.

Several major academic projects, begun earlier, have expanded or come to fruition under Dr. Conarroe's leadership. Among them are the formation with Wharton of the Lauder Institute; the expansion of Writing Across the Curriculum; and the expansion of academic computing capacity and of innovative academic projects in computing. Administratively, Dr. Conarroe set up the School's first External Affairs Office for development and cultivation of alumni and public relations, and got under way the automation of records with emphasis on qualitative analysis of students' educational progress and choices.

Near the end of *A Decade of Distinction*, Dr. Conarroe said, "It would be naive, of course, to assume that the formation of the School resolved all or even most of our problems." He listed among remaining challenges the coordination of planning and decision-making between the graduate groups, the shortage of graduate fellowship support, the difficulties interdisciplinary programs face as budgetary power lies with departments, and the unresolved question of what constitutes a model undergraduate education.



Dr. Conarroe

IN BRIEF

The Whole Thing? Beating Harvard 38-7 at Franklin Field clinched for Penn at least half-ownership of the Ivy League football title, but a win over Cornell this coming Saturday could bring the trophy home outright for the first time since 1959—whatever the Harvard-Yale score the same day. The Game starts in Ithaca at 1 p.m. but is not televised; PBS picked The Other Game this week. Radio covers Penn-Cornell on WXPN (88.9 FM) and WQIQ (1590 AM).

Budget Break: No issue is budgeted or scheduled for *Almanac* November 27 because of Thanksgiving holidays for printers as well as Penn staff. November 20 carries *December on Campus*, and the next regular issue will be December 4 (deadline November 27).

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On the Law School Practice Professorship

At the November 28th meeting of the Faculty Senate we will consider a proposal for the creation of a category of Practice Professor in the Law School [see text below]. This proposal was approved by the Senate Executive Committee after review at two of its meetings by a vote of 18—8 with 5 abstentions with a recommendation that it be considered by the whole Senate.

The proposal which would permit the appointment of no more than two persons in this category for renewable five-year terms is the seventh such "alternative track" which the faculty has been asked to consider in recent years. In detail it is similar to the Wharton Practice Professorship but also permits the indefinite renewability (subject to review and procedural safeguards for dismissal) of the Senior Lectureship created in the School of Arts and Sciences.

The category is motivated by some of the pressures which led to the creation of the other tracks. A school needs to teach material of a practical nature which does not have the potential for fostering significant scholarship and also needs to attract competent practitioners to

teach what the regular faculty is unable or not inclined to teach. In this case pressure is also exerted by the profession itself through its established organs. The idea of a non-tenure track category always raises questions with respect to the need for a protection of academic freedom and its creation can only be regarded as a compromise urged by circumstances. The Senate Executive Committee viewed this aspect very seriously and debated it at great length. The decision to recommend approval reflects the weighing of arguments pro and con and the consideration of alternative solutions which on balance would not meet the needs of the Law School.

Please read the accompanying proposal and bring your views to the meeting on November 28.



Practice Professor in the Law School

*Drafted April 27, 1984
Proposed for Action November 27, 1984*

(a) There shall be established a category of full-time Practice Professor, who is a member of the Associated Faculty of the University, without tenure, to take effect on July 1, 1984 or as soon thereafter as is administratively practical.

(b) These persons shall be responsible for instruction in clinical skills and supervision of students engaged in representing clients. They shall have such teaching and administrative duties within the Law School's clinical program as are determined according to normal Law School policies and procedures.

(c) (1) An appointment in this category will be made by the faculty on recommendation of the Law School's Appointments Committee, using a standard of promise of superior performance in clinical education (see [c][4] below). It must be reviewed and approved in normal course by the Dean. (2) The initial term of appointment as Practice Professor shall be for not more than five years. (3) Successive reappointments for terms of five years are permitted until retirement. (4) Reappointment shall be made so long as a standard of superior performance in clinical education is met. This standard could be met by a combination of some of the following: supervisory and organizational work of high quality in a clinical program; the preparation of teaching materials for clinical education; the creation of innovations in clinical teaching methodology; effective representation in trial and appellate proceedings (including the writing of briefs); and published scholarship in the fields of legal education and lawyering skills.

(d) Termination of employment for persons appointed in this category may be made only because of (1) failure to satisfy the standard for reappointment at the conclusion of the initial or of any succeeding term; (2) attainment of any mandatory retirement age; (3) discontinuation of client service programs by the Law School; or (4) for "just cause" as customarily determined within the University. One year's notice shall be required for termination under subsections (d)(1) and (d)(3).

(e) An appointee in this category will hold the title Practice Profes-

sor at the Law School. The modified title must be written in full whenever used in documents, in listings of University personnel and in correspondence.

(f) A Practice Professor will have a written contract with the Law School that contains a clear statement of, or *specifically incorporates* by reference documents (e.g., this policy) defining:

- the conditions of employment;
- the circumstances under which the contract can be terminated (see "d" above);
- the responsibility of the Law School or other budgetary unit for payment of salary and all specified benefits; and the rights of persons to due process by mechanisms available to all University faculty in the event of grievances of alleged failure to protect the individual rights accorded a faculty member;

(g) Faculty members in this category will be entitled to full University faculty benefits. Leaves will be granted in accordance with the University policy applicable to the Standing Faculty.

(h) Faculty members in this category will be subject to University policies, including the policy on conflict of interest.

(i) Faculty members in this category will share all rights and privileges of other Law School faculty except that such persons shall not, without faculty approval, teach outside of the clinical program and shall not vote on appointments. Should grievances arise which are not resolved administratively, appointees may seek adjudication through the established University mechanisms.

(j) The number of faculty members in this category shall not exceed two (2).

(k) This policy will apply to any person appointed in this category beginning with the 1984-85 academic year.

(l) The Law School is committed to a full review of this category of appointment within five years after implementation, without prejudice to the rights of any person previously appointed in the category.

Resignation of SAS Dean Conarroe

Following is the text of Dean Joel Conarroe's letter of resignation as Dean of the School of Arts and Sciences, with the response of the President and Provost at far right.

To the President 11/5/84

Dear Sheldon:

Having administered one thing or another for the last twenty years, I have in the last few months become increasingly impatient to return to those things that initially drew me to an academic career, that is, teaching and research. I have decided, after a great deal of interior debate, to return full time to the department of English at the end of this academic year, and to spend the next period of my life composing not memos and reports but lectures and scholarly essays. There is much about the deanship that I find deeply satisfying, but on balance I would prefer to spend my time in closer daily contact with poetry, with footnotes, and with students. I suppose I could encapsulate my decision by saying I am more interested in Byron than in budgets.

As exhilarated as I am by the prospect of being once again a teacher-scholar, I will miss many aspects of the deanship. I have nothing but the highest admiration for my staff, for the SAS faculty, and certainly, for you and Tom

Ehrlich. The university is exceptionally fortunate to have as its President and Provost individuals who care deeply about the liberal arts and who are taking enlightened and aggressive steps to ensure that SAS receives the support required not only to maintain but to enhance its standing as a great center of learning. I very much look forward to working closely with you both during the next eight months to sustain the momentum we have created to add both support and visibility to undergraduate education, research, and graduate fellowships. There is no question in my mind that with the generous encouragement of the central administration and with the active participation of the deans of the professional schools, SAS can fulfill its potential to become one of the most distinguished communities of scholars and students in the world.

I have a long and warm relationship with Penn, one going back more than twenty years, and I am honored to have had an opportunity to serve as dean of Arts and Sciences. My successor will move into 116 College Hall at an exciting and promising time in our school's history, and I look forward to being useful to him or her in any way I possibly can.

It has been a great pleasure to work closely with you. I wish you continued success as you work to bring Penn into an era of true greatness.

Most cordially yours,
Joel Conarroe, Dean

To the Dean 11/6/84

Dear Joel:

We are extremely sorry that we could not dissuade you from your decision to leave the deanship at the end of this academic year in order to resume your career as a full-time faculty member. In every way, you have been a splendid dean. Our only consolation is that you will remain at Penn, and the University will gain in scholarship and teaching what it is losing in administrative leadership.

We enjoy working with you enormously and we deeply appreciate all that you have done to move the School of Arts and Sciences toward a future that is very bright. Nothing could be more important to the University than to continue to build on the extraordinary academic strengths of Arts and Sciences, strengths that you have articulated so convincingly.

The agenda you and your colleagues have established for the remainder of this academic year is a vital one, and you will have our complete backing as you move forward in making the decisions inherent in that agenda. We also appreciate your offer of continued help in fund-raising and other areas after you return to full-time scholarship and teaching. We will take every advantage of that good offer. In that way, though we will miss your grace, wit, and eloquence, we will not be deprived of your good judgment and advice.

With warm regards,
Sheldon Hackney, President
Thomas Ehrlich, Provost

The School of Arts and Sciences: A Dean's-Eye View

by Joel Conarroe

It is now ten years since the decision to bring together in one unit the College, the College for Women, the graduate division, the College of General Studies, and four departments then in the Wharton School, economics, political science, regional science, and sociology. This visionary idea would not have succeeded without the efforts of a great many people, certainly including Otto Springer, who did so much to enhance the quality of the faculty during his brilliant decade as dean of the College. Others who especially deserve recognition include our founding father—not Benjamin Franklin, Vartan Gregorian. This wonderful man was an inspiring first dean of the Faculty of Arts and Sciences, as we then called ourselves, and he has a special place in the hearts of those who love this university. I also salute Martin Meyerson, who has a capacity for getting people to dream ambitious dreams, and I recognize his collaborators, Irving Kravis, Curtis Reitz, Jean Brownlee, the late William Stephens, and certainly that other sublime human being, Eliot Stellar. I recognize, too, Robert Dyson and Don Fitts, who inherited Vartan Gregorian's mantle and whose decisions and appointments helped strengthen the fledgling school. And I certainly want to acknowledge a dedicated faculty that, with tenacity and sometimes friendly opposition, has given shape and direction to SAS. Surrounded by colleagues in professional schools who are sometimes rewarded more impressively, the Arts and Sciences faculty has been faithful to its calling. It has also reaffirmed its belief that the main purpose of an education is not to learn how to make a living but to learn how to live.

This involves, of course, learning how to learn. We are successful as liberal arts scholars when we perform a function that is truly liberating, freeing our students—and ourselves—from prejudices and from the tyranny of unexamined values. This current generation of undergraduates, here and everywhere else, is pragmatic in its educational goals; as a result we have our work cut out for us. An emphasis on security rather

than on the life of the mind, though, is nothing new. Wordsworth, among others, recognized it: *The world is too much with us, late and soon. / Getting and spending we lay waste our powers.* Or as Yeats put it, though he was thinking not about lucre but about eros, *Caught in that sensual music all neglect / Monuments of unaging intellect.* We want to nurture the kind of questioning mind that is not satisfied with getting and spending or with received opinions, a mind that continues throughout life to re-examine familiar subjects and to seek out intellectual challenges. We want to nurture in undergraduates and graduate students alike a passion for ideas and a hard-earned awareness of just how much there is worth knowing.

We are clearly equipped to do this. I suspect that there are few (if any) institutions in the world where students in the arts and sciences have a greater range of opportunities for exposure, under gifted mentors, to a variety of disciplines and professional fields. We encourage what we call flexible cohesiveness, inviting students to participate in a number of curricular choices. We do, of course, have certain unambiguous assumptions about what constitutes a superior education, and our offerings are designed accordingly. It clearly won't do for a student in the 1980's to complete a liberal arts program designed to lay the foundations for a lifetime of self-education without achieving various kinds of literacy, not just in writing or in the use of computers, but also in the sciences, natural and social. I have in mind the sort of competence, based on an intense exposure to the fundamental assumptions and theoretical bases of a given subject, that makes continuing education not only possible but irresistible.

Here I climb on a personal hobby horse: No education-in-progress is worth a mustard pretzel unless it carries a student toward fluency in at least one language other than English. Quite apart from the compelling political and economic reasons for such knowledge, it is an irrefutable

fact that those who are multilingual have the potential for richer, more interesting lives than those who are not—and a goal of education, after all, is to make possible lives that are not only useful but also intellectually and emotionally satisfying. We take special pride in Penn's continuing leadership in language proficiency and in a faculty that offers courses in no fewer than 45 languages. This July as I watched the Olympics on television I was struck by the hundreds of hours that went into preparing for a few minutes of twisting in the air or splashing across a pool, and I thought how in the same number of hours one could master a language, or could tour *several* monuments of unaging intellect. Ten years from now the participants will have their medals, and perhaps a million dollars in the bank, but how trivial such things seem compared to knowledge of a language or of a field of study. Just once I'd like to see a President celebrate—in the White House—ideally after a ticker tape parade—those learned individuals, however youthful and inexperienced, who have earned perfect 10's for mental agility, who have broken world records for intellectual swiftness and dexterity.

There are other things about Penn that have struck me forcibly since I returned last year after a prolonged absence. Our student body is brighter—and hence more educable—than ever, and more geographically diverse. As I travel around the country, to Florida and Texas and Oregon, I hear again and again that Penn has become an "in" place. I credit this to a number of things, including nationally visible programs, many of an interdisciplinary nature, the appeal of a handsome campus in a lively city, and the spirit of high energy and openness that one feels on this campus. The students I have come to know, both undergraduate and graduate, are extremely positive about our University. They are our most effective advocates and recruiters.

We continue also to recruit and to keep with us a faculty that is the envy of other institutions—institutions that try, invariably without success, to lure these scholars away with offers they can't refuse, but do. By such criteria as academic prizes, including Guggenheim Fellowships, devotion to teaching, federal support for research, and publication in the best presses and refereed journals, our faculty is clearly second to none.

We can take pride, too, in the connections that exist among the various entities that make up our institution. If additional bridges still must be constructed so that all students can exploit academically both what our school *and* the professional schools have to offer, progress has been made, and we are indeed becoming One University. I salute my fellow deans for their cooperation in forging new links and for their willingness to understand the special problems, opportunities, and needs of SAS. It is clear to all of us, I think, that at the center of any major university there must be a truly distinguished school of Arts and Sciences.

I close with some words addressed primarily to the students in our audience, words found in a novel written by an adjunct member of our faculty. In this work Philip Roth's protagonist, Fred Kepish, finds himself in Prague thinking of his students and of his life as a Professor of Desire. He prepares an opening lecture for his class, whom he addresses as the "Honored Members of Literature 341."

I love teaching literature. I am rarely ever so contented as when I am here with my pages of notes, and my marked-up texts, and with people like yourselves. To my mind there is nothing quite like the classroom in all of life. Sometimes when we are in the midst of talking—when one of you, say, has pierced with a single phrase right to the heart of the book at hand—I want to cry out, "Dear friends, cherish this!" Why? Because once you have left here people are rarely, if ever, going to talk to you or listen to you the way you talk and listen to one another and to me in this bright and barren little room. We are more fortunate than we know, it seems to me, to have our bright and barren little rooms where in a completely open way we can talk and listen to one another about things that truly matter. And so I say to the Honored Members of the School of Arts and Sciences, "Dear Friends, cherish this!"

Dr. Conarroe's address, excerpted here, was delivered to an audience of some 200 who gathered in Room 200 College Hall for the School of Arts and Sciences' Tenth Anniversary Convocation. Honorary degrees were awarded to Chair of the SAS Board of Overseers John W. Eckman; MLA President Dr. Carolyn G. Heilbrun; Economist Dr. Charles P. Kindleberger II; Pulitzer Prize-winning Playwright Arthur Miller; Academy of Natural Sciences Senior Curator Dr. Ruth Patrick, former Dean of the College Dr. Otto Springer and internationally acclaimed pianist Andre Watts.

From the President

Sakharov: Conscience and Responsibility

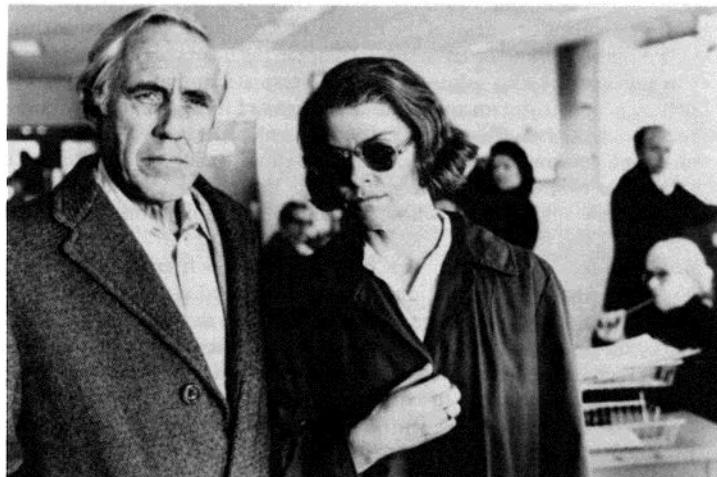
The University of Pennsylvania has had a special relationship with those in the Soviet Union whose freedom of expression has been suppressed and whose freedom of movement has been restricted. A number of our faculty have traveled to the Soviet Union to keep the outside world mindful of Soviet citizens who have not been allowed to leave that country to seek better lives for themselves and their children. Several years ago Penn admitted a young Soviet student, Leonid Brailovsky, into the freshman class. Despite continued efforts, he has still been unable to come to the University. Last spring Penn awarded an honorary degree—in absentia—to one of the greatest theoretical physicists of the 20th century and an outspoken defender of human rights, Andrei Sakharov.

On November 18-19, Penn will offer a two-day program focusing on Andrei Sakharov and the issues of conscience and responsibility that are raised by his example. On Sunday, November 18, at 7:30 p.m. in Irvine Auditorium, Penn will show the HBO premier film "Sakharov." The film has had only limited play in Philadelphia because of the lack of cable-TV in the city and HBO has graciously offered to make it available to us this evening. The film depicts how one of the world's foremost scientists, one of the Soviet Union's most respectable academicians, gradually becomes a leader of human rights activities. It also indicates the value Sakharov himself places on keeping the West aware of and concerned about the situation in the Soviet Union.

In addition to the HBO film, we will also show a brief film that was made by the Soviet government and shown over ABC-TV in this country. The film is intended to prove that Sakharov is well and suffering no ill effects from his recent hunger strike.

The two films raise some very fundamental questions for all of us. For the members of an academic community, they ask what obligation do we have to become involved in—or to avoid—political issues in general and human rights issues in particular? How do we who seek truth in our classrooms and laboratories evaluate the information that these two films convey? As members of a society that allows free expression, what obligation do we have to speak for those who cannot always speak for themselves? These are some of the questions that will be addressed during a panel discussion that will follow the films. The distinguished panel will consist of Michael Fuchs, chairman and chief executive officer, HBO; Tom Bernstein, one of the film's producers; David Rintels, writer of the film's screenplay; Tanya Yankelevich, Sakharov's stepdaughter; Gerald Porter, professor of mathematics and representative of the Committee of Concerned Scientists, University of Pennsylvania; and Robert Lewis Shayon, emeritus professor of communications, University of Pennsylvania, who will moderate the panel discussion and questions from the audience.

(continued next page)



Jason Robards portrays Soviet dissident Andrei Sakharov and Glenda Jackson is his wife, Elena Bonner, in the HBO premier film "Sakharov". In this scene, Ms. Bonner just been denied a visa to travel for critical eye surgery.

On the following day, Monday, November 19, 11 a.m., a program featuring Tanya Yankelevich, the Reverend Ralph Moore of the Christian Association, and representatives of several Penn student groups that are active in human rights issues will be held in the Bodek Lounge of Houston Hall. Robert E. Davies, Benjamin Franklin Professor of Molecular Biology, will moderate the program, which will essentially focus on the various strategies and outlets for individual involvement in the issues that were raised in the previous evening's films and discussion. Mrs. Yankelevich will speak at 11 a.m. concerning the efforts on behalf of her stepfather. Ralph Moore will address the issue of human rights in a broader context. The sponsoring groups who invite you to join in this forward-looking program are the Student Struggle for Soviet Jewry.

Penn Political Participation Center, Inter-Faith Council (Hillel Foundation, Newman Center, Christian Association), and Committee for Concerned Scientists.

I am excited about the possibilities of this program bringing renewed attention to some of the major issues of our day and encouraging a fresh resolve to face them with the boldness and conviction that has characterized Sakharov himself. Both events, of course, are free and open to the public. If you have additional questions or would like more information, please contact Virgil Renzulli in the News Bureau (Ext. 8721) or my office.

Sheldon Hackney

Speaking Out

Thoughts on SAS

On Thursday, October 25, I thoroughly enjoyed the convocation in honor of the founding of the School of Arts and Sciences. Dean Joel Conarroe's talk was intellectually stimulating and emotionally thrilling. How dramatic was the difference between the Dean's graciousness and the gracelessness of some anonymous faculty quoted in *The Daily Pennsylvanian*.

I have been a member of the Penn faculty for twenty years. I have had the honor of holding a secondary appointment on the Faculty of Arts and Sciences, and in 1979 and 1980 I had the pleasure of serving as Faculty Assistant to Martin Meyerson and Vartan Gregorian. I consider myself among Greg's admirers. But, it is totally wrong for his "friends" on the faculty to tar the reputation of the institution he helped to found—merely because he was not in attendance at a celebration to which he had been repeatedly invited. Certainly, we should expect more of a community of scholars.

—Ross A. Webber, Professor of Management

Ed. Note: The letter above, received November 5, refers to D. P. coverage during the week of October 22; see excepts from Dr. Conarroe's October 25 address, p. 3.

More on Curtis Organ

The late concert organist Dr. Virgil Fox had a very high regard for the great Curtis Organ in Irvine Auditorium. Since that organ's future is now in jeopardy, I thought *Almanac* readers might appreciate reading an endorsement of the restoration movement, written by this great virtuoso. (This letter was used as part of the Curtis Organ Restoration Society's successful 1979 console-rebuilding drive, and Dr. Fox backed up his written sentiments with a substantial financial contribution.)

In addition, I would like to make an observation about the probable fate of the Curtis Organ if this ill-conceived renovation project is initiated. The cost of moving the huge pipe organ from its 90-foot perch to a new home—based on the manufacturer's written estimate—is well-in-excess of \$1 million. (A brand new organ of similar size could easily be built for this sum.) Consequently, it is highly likely that this recently restored pipe organ would have to be broken up, with its 11,000 pipes melted for scrap metal.

The heart of Dr. Fox's letter follows.

From Virgil Fox

I heartily endorse any activities that would contribute to the restoration and the using of the Curtis Organ as an eclectic teaching instrument. It is an important organ, ranking with the greatest in the country, and I look forward to returning there to make a recording.

I hope that the University and interested persons will step forward and support the project involved with this great instrument.

It is unfortunate that negligence caused that organ to fall into the state of disuse and disrepair. That was a situation that must never happen again because the University and students who could benefit from it would suffer the loss of a most important asset.

The full text is in the University Archives.

—R. A. Biswanger, B.A. '75 College

More on Software Policy

On first reading, the draft policy statement on the development of computer software seems a reasonable response to the computer revolution, which is engulfing both this and other universities around the country. More careful consideration, however, raises a number of issues which should be considered by the faculty at large.

1. Software, at least commercially viable software, cannot normally be patented in an effective way. Underlying algorithms, formulas, etc., are inherently ideas, for which no protection is available, save the academic obligation to reference (them). In this sense, ideas underlying software are no different from ideas underlying printed articles. Computer code (reflecting underlying ideas) is, however, copyrightable, meaning that no one else can copy any particular statement of ideas in a computer language, just as with print media. The ideas themselves, of course, can freely be reformulated in any other way; in the case of computer software, as in every other case, the number of alternative formulations is indefinitely large.

2. The software produced in a university environment typically does not meet contemporary commercial requirements for ease of use, or freedom from bugs (errors), and almost always requires extensive further development before it has any chance of being marketed effectively. Even more so than book manuscripts, all software requires extensive refinement, far beyond what most academics are willing to tolerate, because it is (except for the most determined computer "hackers") both a demanding and for the most part unfulfilling activity.

3. Given the number of software publishers devoting considerable effort to producing soft-

ware in the most lucrative areas, it is unlikely that creating software in a university environment will ever be as lucrative an activity as envisioned by the committee, especially given the major and continuing "shakeout" in both the computer and software industries. To be sure, there will always be a few highly popular software packages, such as Wordstar and Lotus 1-2-3, and academics may contribute to some of them. But, these will be the exceptions just as with textbook publishing. Some make it "big" but few authors will realistically expect to change their lifestyle as a result of their work.

In short, creating computer software in an academic environment is essentially identical to creating manuscripts—the result can be good, bad, or mediocre. Far more important than constraining faculty members is the question of how to reward faculty (and students) for creative and innovative developments in computer software. (Unfortunately, as with book publishing, the most innovative software efforts will rarely be the most lucrative.)

Given the aforementioned realities, and as recommended by the Wharton committee (*Almanac* October 30) the best and wisest policy may be to provide the same free reign in software publishing as in book and manuscript publishing. In this day and age, for example, it is hard to see the difference between using a university owned microcomputer to create computer software and using one to create manuscripts. Except in cases where University support is substantial and clearly established and understood, as might be the case in the development of a major software system "by a research center or group within the university as part of the ongoing research activities of the organization (per Dr. McGill)" (or, in the case of print media, an institutionally supported analysis of a national problem), it would seem that current policies are quite adequate.

In the absence of strong and continuing reasons for doing otherwise, one should not eagerly forgo long proven academic traditions. None of the above, of course, should preclude the possibility of University involvement where this seems otherwise desirable and agreeable to all parties. At the very least, in view of the complexity of the issues involved, both the faculty senate and the faculty at large should consider the matter more fully before imposing guidelines where they may not be needed—indeed, where they may be harmful.

—Joseph M. Scandura, Director

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.

The Thouron Award: Revised Procedures

As we announced early this fall (*Almanac* September 4), the Thouron Award program, will continue. Though on a reduced scale, the program will maintain its distinction and importance in academic exchange and the selection of Thouron Fellows who will promote better understanding and friendship between the people of the United Kingdom and those of the United States. The most important criteria for selection are, therefore, not only academic excellence, but also leadership capabilities and interests. To have as broad an impact as possible, selection will be made to include a balance among potential leaders in business and industry, in politics and public affairs, in the professions, in the arts and in intellectual pursuits.

This year three University of Pennsylvania students will be selected to receive Awards. Single graduating seniors or students in any of the University's graduate or professional schools are eligible to apply. When qualifications are assessed as being equal, preference will be given to candidates who have not previously had an opportunity to study for a semester or more in the United Kingdom. Thouron Fellows will pursue a degree program or its equivalent at a British educational institution. The Award covers tuition and fees, travel and a living allowance. While the Award is granted for one year, a second year may be approved when an additional year is required for the degree and the Fellow is making satisfactory progress towards completing the degree.

Once applications are received this year, a five-person panel will select approximately ten finalists. The following persons will serve on this screening panel: Dr. Jean A. Crockett, Professor of Finance; Dr. Robert F. Lucid, Professor and Chairman of English; Mr. Carl Norris; Dr. Bernard Wailes, Associate Professor of Anthropology; and Mrs. Clare Wofford, Director of Major Gifts, Bryn Mawr College.

In February 1985 the finalists will meet for one day at the Wharton Sinkler estate with the Thouron Selection Committee. These eight persons will serve on the committee: John Chesney, Esq., Drinker, Biddle and Reath (British Thouron Fellow, 1973); Dr. Gloria Twine Chisum, Chairman of the School of Social Work Board of Overseers; Dr. Renee Fox, Annenberg Professor of Social Sciences; Mr. Paul F. Miller, Jr., Chairman of the Trustees (chair); Rita Redberg, M.D., Columbia Presbyterian Medical Center (American Thouron Fellow, 1980); Dr. Eliot Stellar, University Professor of Physiological Psychology in Anatomy;

Mrs. Jane Whitehouse Thouron (British Thouron Fellow, 1973); and Mr. John J. Thouron.

Prior to the finalists' interviews, care will be taken to discuss with the finalists and the committee members the goals of the program, the selection criteria, the procedures to be followed in evaluating each candidate, the importance of equitable treatment of all finalists, and the potential benefits of the selection process itself.

At this time also we express publicly to James Yarnall our deep appreciation for the twenty-three years of effort and care he has devoted to the Thouron Award program and our support for the new endeavors to which he is now turning his attention within the Office of International Programs. Geoffrey Gee, study abroad advisor in the international programs office, is the new program administrator for the Thouron Award and will be assisting candidates, selection committee members and Thouron Fellows in all aspects of the program.

An information session for all interested University of Pennsylvania students will be held *Thursday, November 15* at 4 p.m. in the West Lounge, 4th floor Williams Hall. Application forms and written information may now be obtained from the Office of International Programs, 133 Bennett Hall. Completed applications, including three letters of recommendation, are due by *December 6, 1984*.

Arrangements for selecting British Fellows this year are proceeding and are slightly different from the process here at Pennsylvania.

The Thouron Award program, conceived in 1960 by Sir John Thouron and the late Lady Thouron, has enabled 453 students to pursue graduate and professional degrees, 253 British Fellows at the University of Pennsylvania and 220 American Fellows in British universities. We are enormously grateful to the Thouron family for their generous support over the years, and we are pleased that the program can continue in the spirit in which it was conceived. We look forward with great enthusiasm to the award's twenty-fifth anniversary celebration in 1985 and to a bright and strong future for the program.



International Notes

News from Home

A monthly newsletter for Penn students abroad, tentatively called *Pennsylvania Update*, is being started this semester at the Office of International Programs. Richard Sha, a senior English major just home from the Penn/King's College program in London, looks for announcements and story ideas that will keep Penn undergraduates and graduate students abreast of newsworthy issues and changes at the University while they are away. Address information or inquiries to *Editor, Pennsylvania Update, OIP, 133 Bennett Hall/D1 (Ext. 4661)*.

International Consulting

The Office of International Programs maintains a list of faculty willing to take consulting opportunities with Pennsylvania firms operating internationally, in cooperation with the Commonwealth Department of Commerce's push to expand the state's economy. Those faculty who would like to have their names added to the list may call Ext. 4661.

Holiday Hospitality for Foreign Students and Scholars

At any one time over 1800 students and 300 scholars from other countries are temporarily resident at the University of Pennsylvania for study, teaching and research. Many of these students and faculty members are here without their families or are relatively cut off from the mainstream of American society.

One of the kindest and most rewarding acts of hospitality that can be extended to our international visitors is to invite them to share a holiday meal or occasion with our families. If you are able to host a foreign student or scholar (and do not already have one in your own department whom you could invite directly), please contact one of the following in order to be put in touch with someone suitable:

- concerning foreign scholars, call Ann Kuhlman, associate director, Office of International Programs, Ext. 4661;
- concerning foreign students, please call the Hospitality Program at International House, 387-5125.

International House, 3701 Chestnut Street, holds its 6th annual Thanksgiving celebration *Monday, November 19* from 6-8 p.m. International House members, host families and University students are invited to enjoy Thanksgiving dinner in an international atmosphere.

Traditional American turkey with trimmings is provided. Guests are encouraged to supplement the meal by preparing a favorite family dish—enough for guest's party plus ten. (The House will offer free admission to all who bring a dish; call in advance to indicate the type of dish being brought.)

The evening is being jointly sponsored by International House and the Office of International Programs at the Penn. General admission is \$6 (\$5 for students, \$4 for children ages 5-12 and free admission to children under 5); reservation deadline is Wednesday, November 14. A limited number of tickets will be sold at the door, so guests are encouraged to purchase them in advance.

The Penn Plan *A First-Round Appraisal by Frank E. Claus*

During the spring of 1984 the University of Pennsylvania took a new concept and gave it life. It is called the Penn Plan. The Penn Plan is a comprehensive program that provides ways for students wishing to attend Penn to make the cost of education easier to handle. The Penn Plan has its roots in the basic proposition that the University of Pennsylvania provides a preeminent undergraduate education and that the decision to attend the University should be based on standards other than the ability to pay.

Dr. Robert M. Zemsky, in his research which led to the development of the Penn Plan, concluded that the challenge to cope with the financial requirements of attending Penn is viewed as a partnership. This partnership is between the student, his or her family, and the University. It sees the funding mechanism to pay for a Penn education in much the same way as the family sees the funding mechanism for the purchase of its home. A family buys a home by putting down a portion of the purchase price and borrowing the balance with monthly payments extended over many years. We at Penn view the investment in education similarly. The Penn Plan establishes a comparable financing mechanism at attractive rates of interest.

To stabilize the cost of a four-year undergraduate degree program at the University the family can pay for all four years at one time at the rate that would be paid during the freshman year. A lump sum payment for the four academic years beginning in September 1984 amounts to \$38,400. A family can elect to pay that amount in full if it chooses.

Comparatively few families can make payments of such magnitude at one time; therefore, the Penn Plan also makes available the means to finance the payment of tuition by providing loans with repayment terms of up to ten years with fixed monthly payments at a very attractive interest rate. The interest rate provided in the program for the present academic year (FY 1985) is ten percent (10%). The Plan requires a downpayment of at least 25 percent (25%) of the first year's tuition or \$2,400. The balance, or a maximum of \$36,000, is financed. Applicants (student and family) must be credit worthy and have the ability to sustain sufficient cash flow to handle the payments for the full ten years.

By arranging financing of a four-year undergraduate program at Penn in this manner a family not only protects itself against future tuition increases but converts those potential tuition increases into a probable tax-deductible interest expense. The family knows exactly what its cash flow requirements will be, since the monthly payments are fixed. Once students leave the University and begin to carry their own financial responsibilities, they can assist their family by helping make the monthly payments. Two hundred and ninety-seven (297) of the approximately 2,100 entering freshmen have elected to participate in this financing arrangement. Loans approaching \$10 million have been granted.

Another financing program gives students and their families the opportunity to finance tuition on a borrow-as-you-go basis. This means that a family can borrow each semester's tuition bill as it becomes due and can repay the loan over an extended period of time at a fixed monthly payment. In this plan the family is subject to future tuition increases and is also subject to a variable interest rate. The interest rate will not, however, exceed 12 percent (12%) or fall below nine percent (9%).

A modified version of the borrow-as-you-go plan is available to aided students and their families to allow them to meet part of their costs in 12 monthly payments, instead of once a semester.

In addition, Penn Plan financing is also made available to some aided students to help meet their financial need. These loans are repayable after the student graduates, and are contingent in that Penn will provide assistance in those cases where the student's resources and those of his or her family are insufficient to meet the full scheduled monthly payments after graduation.

These unique features for the aided student are innovative and give further assurance of Penn's continual commitment to provide need-blind admissions. Approximately half of the 900 aided freshmen have chosen the Penn Plan option.

The programs described above were available only to entering freshmen. The Penn Plan also offered a ten-month tuition financing arrangement for upperclassmen. Approximately 300 upperclassmen took advantage of this program. Under this plan, tuition can be paid in ten installments instead of the customary two semester payments.

Bringing the Penn Plan into existence was not an easy task. It was accomplished by talented and highly competent individuals who were ready and willing to extend themselves to achieve that end. Systems consultants who established the technical foundation upon which the Penn Plan is based as well as people throughout the University who represent many offices and departments and all the people on their staffs joined together to make the program a reality.

Looking ahead, we expect that each entering freshman class will be offered Penn Plan options. In addition, work has begun on the investigation of financing requirements for Penn's professional schools.

The Penn Plan Agency, now located in Suite 227 in the Franklin Building, will assist any of the University's Schools in the design of specialized tuition financing programs. All of this is part of the long term commitment to make a Penn education affordable and manageable, so that we may continue to attract and retain the highest-quality students from all economic backgrounds.

Mr. Claus is director of the Penn Plan and treasurer of the University.

Responses to The Penn Plan, 1984-1985

Plan	Number of Students	Amount
Prepaid Tuition Four year's tuition is paid at the freshman rate in advance. The student and family are thus shielded from tuition increases.	8	\$ 307,200
*Prepaid Tuition Extended Payment Plan After a downpayment of no less than 25 percent of the first year's tuition, the family can finance the prepaid tuition balance over a ten-year period at a fixed rate of ten percent.	304	\$ 10,404,000
*Tuition Credit Line Extended Payment (Non-Aided) The student's family borrows what they need to meet a semester's tuition bill. Repayment in a fixed amount at a variable rate of interest (between 9% and 12%) is extended for as long as needed to repay any advances.	49	96,000
*Tuition Credit Line (Aided) Aided students and their families can finance the amount of the parental contribution to be repaid in equal installments in 12 months. The rate of interest varies between nine and twelve percent. Some students have need beyond parental contribution which, when financed, can be repaid after graduation.	499	\$ 961,648
Ten-Month Tuition Payment Plan (Non-Aided) Available to Upperclassmen The student and family can finance the annual tuition to be repaid in ten equal installments. The rate of interest is 12½ percent.	240	\$ 2,149,000
Ten-Month Tuition Payment Plan (Aided) Available to Upperclassmen The student and family can finance that portion of the parental contribution applicable to tuition to be repaid in ten equal installments. The rate of interest is 12½ percent.	73	\$ 374,977
Total	1,165	\$13,985,625

*Uses University Funds.

EXHIBITS

Now *Painting and Sculpture of Penn Alumni*: graduates of Penn's Graduate School of Fine Arts display samples of their artwork at the Gutman Center. On weekdays by appointment (222-1474 or 898-8721) or weekends, 1-5 p.m., through November 25.

13 *Ink Paintings in the Chinese Style*: an exhibit of Beth Ann Johnson's work sponsored by the Philomathean Art Gallery, 4th floor College Hall. Monday-Friday 12-5 p.m., through November 26. Opening at 4 p.m. on November 13.

FILMS

International House Films

Films shown at International House. Admission \$3 (\$2.50 for members, students, and senior citizens) Information: 387-5125, Ext. 222.

14 *The Other Side: European Avante-Garde Cinema 1960-80*: features three West German films including, *Italienisches Capriccio*, Vlado Kristl's Dadaist protest against militarism; Wim Wender's *Same Player Shoots Again*; and *Dallas Texas-After the Goldrush*, Klaus Wyborny's film about love triangles, which is actually two films shot in the same location using different angles and players, 7:30 p.m.

15 *Small Happiness: Women of a Chinese Village*: a beautifully filmed unprecedented view of the life of rural Chinese women; 7:30 p.m., also at 8 p.m. on November 16 and 17.

Serious Film Series

Free admission, sponsored by the Office of Student Life, shown in the Art Gallery at Houston Hall.

15 *Gloria: A Case of Alleged Police Brutality*: discusses the racial tension dividing a community; noon and 2 p.m.

19 *Joy Unspeakable*: a film by Elaine Lawless and Elizabeth Peterson; 7:30 p.m., Folklore Lounge, 4th floor, Logan Hall.

FITNESS/LEARNING

Safer Living Seminars

14 *Consumer Fraud Avoidance*, noon-1 p.m., Lenape Room, Faculty Club (Department of Public Safety).

28 *Proven Home Security*, noon-1 p.m., Room D, Faculty Club (Department of Public Safety).

Graduate Career Seminar

19 *Careers in Market Research*: Career Planning and Placement Service features speakers from various areas in the business world; 4:30-6:30 p.m., Benjamin Franklin Room, Houston Hall.

MUSIC

18 *Concerts of Color*: the University Chamber Music Society presents music by Dvorak, Faure, Copeland, Pagannini and others; 3 p.m., Music Annex. Free.

United Way/Donor Option Campaign Report

(as of November 5, 1984)

School/Department	Total Employees	Percentage Contributing	Contributions
Annenberg	53	62	\$ 2,734
Arts and Sciences	976	17	22,628
Auxiliary Enterprise	263	43	2,979
Dental Medicine	334	17	1,625
Development	175	32	4,575
Education	72	22	724
Engineering	200	43	6,800
Facilities Management	30	70	705
Finance	268	35	5,701
Fine Arts	56	16	1,385
Human Resources	61	97	3,953
Intercollegiate Athletics	65	72	1,841
Law	71	14	2,923
Libraries	251	34	6,053
Medicine	1,846	20	44,780
Museum	90	75	1,892
Morris Arboretum	25	47	600
Nursing	90	40	2,166
Physical Plant	537	69	2,914
President's Office	50	100	5,404
Provost's Office	65	92	6,918
Provost's Interdisciplinary	30	60	4,557
Social Work	31	55	1,518
University Life	230	30	3,527
Veterinary Medicine	495	6	2,667
Wharton	488	38	21,554
Other			11,777
Total	7,071	32%	\$174,900

19 *Concert in Honor of Alphonse the Tenth*, cantigas and pilgrims songs performed by Grupo Universitario de Camara de Santiago de Compostela (Spain); 8 p.m., St. Mary's Church (Spanish House of Modern Languages). Free.

SPECIAL EVENTS

13 *Resources for Women* sponsors a reception at their new offices; noon-3 p.m., 1208 Blockley Hall. Also November 14 and 15.

15 *Veteran's Upward Bound Program Open House* for post-Korean and Vietnam veterans, providing educational and career information; 5:30-7:30 p.m., Albert M. Greenfield Intercultural Center. Information: Ext. 6892/6855.

The Annual Computer Graphics Video Show, three hours of non-stop video of the best in computer generated and computer assisted graphics for 1983 and 1984; 6:30-9:30 p.m., Alumni Hall, Towne Building (Dr. Norman Badler and the Department of Computer and Information Science). Free. Information: Ext. 5862.

TALKS

14 *Brothers and Keepers*: author John Wideman, Penn alumnus and former English professor, will give readings from his new novel; 2-4 p.m., Penniman Library, 2nd floor, Bennett Hall.

15 *Erasmus: Is the Praise of Folly Flawed?*: Thomas W. Best, University of Virginia; 8:15 p.m., Max Kade German Center, 3905 Spruce Street (Department of Germanic Languages and Literature).

Entrepreneurism: Robert Harcharik, MCI Mail (electronic mail system); 4:30-6 p.m., Room 350, Steinberg Hall-Dietrich Hall (Wharton IBM PC User Group, High Technology Club).

16 *Speaking with Ghosts: Hamlet and The Ghost Sonata*: Inga-Stine Ewbank, professor of English, University of Leeds; 4 p.m., Philomathean Halls, 4th floor, College Hall (Theater Arts Program, Department of English).

19 *Traditional and Creative Aspects of Fundamentalist Women Preachers*: Elaine Lawless, department of English, University of Missouri; 4 p.m., 4th floor, Folklore Lounge, Logan Hall (Folklore Colloquium).

Who Asks Questions? Narrative, Narratologists, and Teachers: Harold Rosen, department of the teaching of English (Mother Tongue), University of London Institute of Education; 4:30-6:30 p.m., Room B-26, Stitler Hall (Graduate School of Education).

Sexually Speaking: Dr. Ruth Westheimer; 7:30 p.m., Irvine Auditorium (Connaissance).

20 *The Thyroid Economy and Depressive Illness*: Dr. Mark S. Bauer, resident in psychiatry, and Dr. Peter C. Whybrow, chair, department of psychiatry; 10:30 a.m.-noon, Surgical Conference Room, 1st floor, White Building, HUP (Department of Psychiatry).

Correction: Sally Green of the Marriage Council notes that she is lecturer, not professor, in psychiatry—but thanks the student sponsors who turned in the On Campus notice of her November 8 talk "Are Marriages Made in Heaven?", (*Almanac* October 30) for the handsome compliment.

Almanac

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