

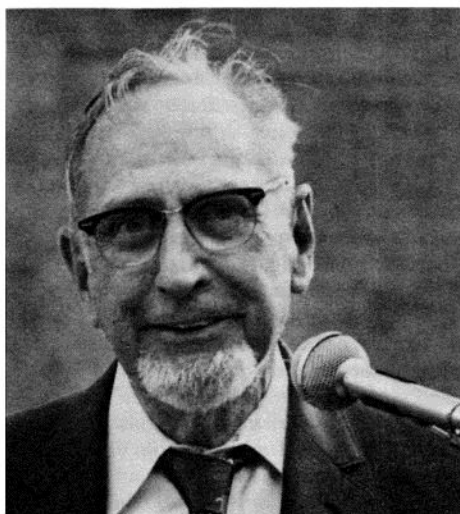
Almanac

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Dianne Feltoon



Death of Dr. Goddard: The Provost of Penn in the 'sixties died July 9. A brief overview of his career is on page 6 of this issue, and an all-University memorial service will be announced later in September. Note also on page 6 the deaths of Emeritus Professor Frank Irwin and others of the University family.

United Way Kickoff: Penn's campus campaign for United Way/Donor Option gets under way September 10, with Vice Presidents Thomas Langfitt of Health Affairs and Ross Webber of Development co-chairing the campaign. Aiming for a "pacesetting" campaign with early pledges and payments, the Penn effort is also concentrating on increasing the percentage of faculty and staff who contribute—with 50% participation a goal, Coordinator Stuart H. Carroll said.

Music Rings Changes: This year the Music Department will add a campus-based Distinguished Artists Series, opening with the Tokyo String Quartet on October 6 at Harrison Auditorium. Philadelphia newspapers as well as campus media will shortly carry an order form for the year's 12 Sunday afternoon concerts, which may be ordered in packages of four at the series prices.

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Head Injury Lab: Suspension and Review

The future of the Head Injury Research Laboratory of the School of Medicine, which discontinued work with animal subjects in late July following a suspension of federal funding, may be on the Congressional agenda this fall in Washington.

According to Penn's Federal Relations Director David Morse, some members of the House of Representatives have indicated that they plan to introduce an amendment to the NIH appropriations bill that would require NIH to terminate the Lab's funding. The NIH bill is scheduled to come up in September.

(As detailed in a report starting on page I in this issue, NIH's grant for the brain trauma research was suspended late in July on the order of Secretary of Health and Human Services Margaret M. Heckler; and President Sheldon Hackney directed the lab to halt the use of animals in its research.)

Mr. Morse predicted that Penn's project would become the focal point for landmark debate on the use of animals in basic-science

and clinical research. "The issue reaches considerably beyond this work, considerably beyond Penn," he said.

Campus Review: Meanwhile, over the summer an ad hoc committee chaired by Dr. Truman G. Schnabel completed its review of the lab. Its report, carried in full on pages III through VIII of this issue, supports the merits of the research and the use of animals but identifies questions in the procedures. It ends with a series of recommendations on the head injury project and Penn research rules in general.

Next Steps: The University has responded to a preliminary report of the NIH, and now awaits a final report from the agency. President Hackney indicated to the medical school that he will then confer with the Consultation Committee, Council of Deans and members of the administration before making a final decision on the future of the Head Injury Research Laboratory.

VP for Facilities: John Anderson

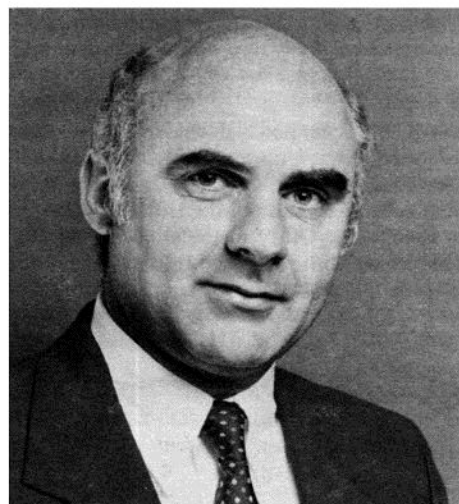
John M. Anderson of Catalytic, Inc. has been nominated as Vice President for Facilities Management, Senior Vice President Helen O'Bannon has announced. President Sheldon Hackney will take the nomination to the Trustees Executive Committee for action on September 13.

Mr. Anderson, 42, has spent his 24-year career with Catalytic, Inc., the world's third

largest construction firm. Beginning as an apprentice engineer in 1961, he rose to maintenance manager, construction manager, and, most recently, assistant to the president of the construction and maintenance division, based in Philadelphia. Mr. Anderson also chaired Catalytic's Business Roundtable Task Force on Construction Cost-Effectiveness. He has headed projects and installations in England, Wales, Sweden, Canada and Venezuela as well as in the U.S.

Mr. Anderson took a B.E. in Mechanical Engineering at Villanova in 1970 and a B.S. in Construction Management at Spring Garden College in 1982. He also undertook specialized coursework at various institutions including the Ryerson Institute, Lambton College in Ontario, the University of Western Ontario, Alexander Hamilton Institute and, in 1984, Stanford University's construction executive program.

At Penn Mr. Anderson succeeds Fredric B. Saxe, who resigned in the spring. He will be responsible for facilities planning and for construction, renovation and maintenance of the University's physical plant, overseeing capital budgets that total some \$60 million annually. He will be in 700 Franklin Building, at Ext. 7241.



Paul Barrow

Religious Holiday Statement

Provost Thomas Ehrlich reminds faculty and students that Rosh Hashanah is Sunday and Monday, September 15 and 16, and that Yom Kippur is Wednesday, September 25. No examinations shall be given or assigned work made due on those days. Since each holiday begins at sundown of the day before the listed dates, late afternoon examinations should also be avoided on those days.

Some students also observe other important religious holidays in the fall term. The University policy on religious holidays (*Almanac* February 20, 1979) does not prohibit examinations on those holidays, but students who are unable to take such examinations because of religious observances have a right to make-up examinations if they have made alternate arrangements with their instructors. University policy provides that students should inform their instructors of the need for such arrangements within the first two weeks of a term.

CUPID II

Penn is repeating last year's successful program for one-stop paperwork as students sign-up for ID cards, gym stickers, job referrals and other start-up items. The Center for University of Pennsylvania Identification (CUPID) is in Hutchinson Gym, but the entry is via the Palestra—off 33rd near Locust. After September 3, the location for Dining Service cards for new students shifts to 3800 Locust Walk. But on most other inquiries a member of the University might receive during this week, it is safe to answer "Try CUPID" if the question is on:

- Getting an ID
- Adding gym sticker
- Library authorization and tours
- Job referrals
- Student Health confirmations
- Voter registration
- Penn Plan information
- Newspaper, magazine subscriptions
- Waitlisting for parking
- Information on telephone services I17
- BookStore, Computer Shack, residences, study abroad, New Student Week and other student life activities including student organizations and ROTC.

CUPID will be open the remainder of this week, 9 a.m.-5 p.m. today and Friday, and 9 a.m.-7 p.m. Wednesday and Thursday. For parents, a CUPID lounge has been set aside in the Palestra.

Insiders
Dial

8

In some offices, a mysterious homemade circular label with a giant "8" on it has appeared on telephone dials. It's one way to alert those who have been away to the fact that over the summer the University changed its phone system slightly: Now, to reach a four-digit campus extension, "Dial 8, then 4 digits." (The change does not affect outside "Dial 9" or campus tie-line dialing.)

A Summary of Key Policies at Penn

At the outset of the academic year 1985-86, it is important for all continuing members of the faculty, staff and student body to recall certain fundamental policies of the University—particularly those bearing on standards of behavior and fairness to one another. Four of the key policies, which appeared in *Almanac* last fall (September 18, 1984) will be reprinted in full in future issues. A new addition to the body of documents is the one on Alcohol Policy, which appears on page 3 of this issue. To summarize the others briefly:

The Affirmative Action Policy of the University of Pennsylvania—which applies to faculty and staff recruiting, appointments and promotions, as well as to student recruiting and enrollment. One of our prime objectives as a university is to increase the numbers of women and minority faculty, students and staff on the campus. This policy, which appears in the *Handbook for Faculty and Academic Administrators* (page 17) is a key element in achieving that goal.

A second document, on **Conduct and Misconduct** on the campus, states clearly and forcefully certain obligations required for membership in the University community. Along with a third key document, the **Policy on Sexual Harassment**, the **Conduct and Misconduct** statement of 1983 helps to underscore and interpret the University's **General Conduct Policy** (found in various handbooks and bulletins), which reads: *All students of the University must conduct themselves at all times in a mature and responsible manner. The rights and property of all persons are to be respected regardless of time or place.* Moreover, these two documents make explicit the obligations not only of students but of faculty, teaching assistants, administrators and support staff to recognize the dignity and worth of each person at the University. Since issues of behavior are the subject of one forthcoming report to the University community, and the results of a survey on sexual harassment are the subject of another, we shall soon be republishing the full texts of these policies in a context of further discussion of our standards and their implementation.

The fourth policy we would emphasize is embodied in the **Guidelines on Open Expression** which appear in the *Handbook* (pp. 79) and in the Academic Bulletins of each School. This policy, developed in the late 'sixties and implemented with marked success to make of Penn an unusually tolerant institution, sets out the ways in which we ensure full expression of views while limiting interference with the rights and activities of others. This policy is monitored by the University Committee on Open Expression. Certainly any individual or group planning to conduct a demonstration or protest, and anyone opposed to another's demonstration or protest, should become familiar with the provisions of these Guidelines.

These policies are of central importance, and we ask particular attention to them to ensure a campus free of bigotry, misuse of power, or invasion of others' rights. The University also has numerous other policies and guidelines. Some of these originate internally, while others are codifications of public laws. All are available in the central offices of the Schools and nonacademic centers, and in department offices. All faculty and staff should be familiar with those that may be applicable to their work. For example:

Teaching and Research: The policies on *conflicts of interest* and on *photocopying of copyrighted materials* for educational purposes are reprinted in the 1983 edition of the *Handbook for Faculty and Academic Administrators* as is the *University patent policy*. Both also appear in the *Academic Bulletin for Undergraduates* and the *Research Investigative Handbook*. Questions concerning federal copyright law should be addressed to the General Counsel of the University, Shelley Z. Green, Esq., at 110 College Hall. Information for patent policies, assistance with patent processes, and on corporate-sponsored research can be obtained from the Director of Research Administration, Anthony Merritt, 409 Franklin Building.

Disclosure of Information: University policy on *confidentiality of student records*, which incorporates our policy in compliance with the Buckley Amendment, can be found in both the *Academic Bulletin* and the *Handbook for Faculty and Academic Administrators*.

Confidentiality of records of faculty and staff is covered in the *Handbook for Faculty and Academic Administrators* and in the *Personnel Policy Manual*, issued to each University office by the Office of Human Resources, 737 Franklin Building.

All University policy documents, rules, and regulations can also be examined at the Office of the Secretary of the University, 121 College Hall. As a first step, however, we urge that faculty members turn to their departmental office, and nonacademic personnel to their administrative office or the staff relations section of the Office of Human Resources.

Finally, the Office of the Ombudsman, Dr. Barbara Lowery, is a key resource for questions concerning both rights and responsibilities of faculty, staff and students.

Sheldon Hackney

—Sheldon Hackney, President

Thomas Ehrlich

—Thomas Ehrlich, Provost

The following new University policy on the use of alcohol has been adopted and is in effect as of the commencement of the current academic year.

During the past three years many members of the University community, particularly the Alcohol Concerns Committee, the University Council, and the Division of University Life, have carefully considered the role of alcohol on campus and the need for an alcohol policy that would guide University members on the use, sale and service of alcoholic beverages. The many faculty members, students, and administrators working on the policy and related questions sought a policy that would

a. "be flexible enough to permit the use of alcohol in situations where it is appropriate and can be used responsibly to serve the purpose of the function,"

b. "ensure the health, safety, and welfare of all members of the community," and

c. "be broadly understood and supported throughout the University community." (see *Almanac*, October 2, 1984.)

These efforts produced several successive drafts based upon comments made by the University Council, the Undergraduate Assembly, the Graduate and Professional Student Assembly, the Interfraternity Council, and other groups and individuals.

The draft introduced by Vice Provost for University Life James J. Bishop at the May 1, 1985, University Council meeting received broad

support by Council members and produced a consensus that the policy would serve Penn well.

I want to thank all of the many faculty members, students, and staff who devoted their attention to the preparation of individual policy drafts and to increasing our understanding of the numerous and complex health, legal, social, educational, and resource implications of both the proposed policy and the role of alcohol on campus. I would particularly like to thank the Alcohol Concerns Committee (co-chaired by Mrs. Constance C. Goodman, Assistant to the Vice Provost, and Dr. Charlotte H. Jacobsen, Director of the Office of Student Life). The Committee worked diligently over three years and succeeded in enabling the University to reach broad agreement on this policy. With the adoption of this policy, the Alcohol Concerns Committee will now devote its major efforts to the important issues of how to educate the community about the effects of using alcohol and how to provide help to individuals who need it. I would like for the Committee to review the functioning of this new policy and to evaluate comments from members of the community.

As we go into the new academic year with this policy in effect, I kindly ask all members of the community to review the policy and to join me in ensuring that the policy is fully and successfully implemented in all University-related activities.

—Sheldon Hackney, President

University Policy on Use of Alcohol

Introduction

The University of Pennsylvania seeks to encourage and sustain an academic environment that both respects individual freedom and promotes the health, safety and welfare of all members of its community. In keeping with these objectives, the University has established the following policy governing the possession, sale and consumption of alcoholic beverages on the University campus, and conforming to the laws of the Commonwealth of Pennsylvania (see summary of the Pennsylvania Liquor Code, below). Consistent with its educational mission, the University sponsors programs that promote awareness of the physical and psychological, social and behavioral effects of alcohol consumption. The University also assists its members in finding alternatives to alcoholic beverages for promoting social interaction and stress reduction, and it provides services and resources for community members who experience alcohol-related difficulties. Together, Penn's alcohol policy and programs are intended to encourage its members to make responsible decisions about the use of alcoholic beverages, and to promote safe, legal, and healthy patterns of social interaction.

Policy

1. The University permits lawful keeping and consumption, in moder-

ation, of alcoholic beverages on its property by persons of legal drinking age (21 years or above).

2. The use of alcohol by members of the University community and external groups of University-owned property and at University sponsored events is governed by the following provisions:

a. University funds may not be used to purchase alcoholic beverages that will be served to persons under the legal drinking age.

b. Individuals or groups sponsoring University events should take reasonable measures to ensure that alcohol is not sold, served, or made available to persons who are under the legal drinking age, or to persons who are obviously inebriated.

c. Publicity for University social events directed primarily toward students should not include advertising the availability of alcohol at these events.

3. Persons in charge of various University facilities should, in consultation with students and others, develop and implement guidelines consistent with this policy, for the use of alcoholic beverages in specific facilities.

4. While the University recognizes that alcohol plays a role in some social activities, it deprecates its misuse and abuse. Alcohol consumption will not be considered an excuse for misconduct, but rather an aggravating factor to the misconduct in question.

Resources

University Services

Any member of the University community experiencing alcohol-related problems or anyone concerned about another having such difficulty is strongly encouraged to consult any of the resources listed below. (Asterisk indicates strictly confidential services.)

a. For students:

*University Counseling Service
3611 Locust Walk/CA
898-7021

*Student Health Service
1 Maloney
Hospital of the University of Pennsylvania
662-2865

*Student Health Psychiatry
1 Maloney
Hospital of the University of Pennsylvania
662-2860

BACCHUS
Office of Student Life
110 Houston Hall
898-6533

b. For faculty/staff:

*Faculty/Staff Assistance Program
1220 Blockley Hall/SI
898-7910

Off-Campus Resources

The following organizations may also provide assistance to members of the University community or their families:

Alcoholics Anonymous
Central Office and Information Center
311 South Juniper Street
Philadelphia, PA 19103
545-4023

Al-Anon Family Groups
4021 Walnut Street
Philadelphia, PA 19104
(215)222-5244

Alcohol Concerns Committee

The Alcohol Concerns Committee provides to members of the campus community information about alcohol-related issues, educational programming, and supportive resources. Direct inquiries should be addressed to the Committee at the Office of Student Life, 110 Houston Hall, Ext. 8-6768.

Summary of Relevant Provisions of the Pennsylvania Liquor Code

The Pennsylvania Liquor Code controls the possession and sale of alcoholic beverages within the Commonwealth. According to the Code:

1. It is a summary offense for a person under twenty-one years old to purchase, consume, possess, or transport any alcohol, liquor, or malt or brewed beverages.

2. It is unlawful to sell or give liquor or malt or brewed beverages to any minor (under twenty-one).

3. It is unlawful to transfer or to procure unlawfully a Liquor Control Board card.

4. It is a crime to misrepresent one's age knowingly and falsely to obtain intoxicating liquors or to represent that another is of legal age for such purpose.

5. It is also unlawful to hire, request, or induce a minor to purchase liquor.

6. Sales without a license or purchase from an unlicensed source of liquor or malt or brewed beverages are prohibited.

7. It is also unlawful to possess or transport liquor or alcohol within the Commonwealth unless it has been purchased from a state store or in accordance with Liquor Control Board regulations.

September on Campus

September on Campus

Administrative Assembly 1985-86

At the annual meeting on June 14, the Administrative Assembly elected new officers for this academic year. The Administrative Assembly officers for 1985-86 will be:

Chair: Shirley Hill, business administrator, Pathology Laboratory Medicine

Past Chair: Anthony Merritt, director, Research Administration

Chair-Elect: Francine Walker, associate director, Student Life

Secretary: Carol Vorchheimer, controller, Dining Services

Secretary-Elect: Margaret McGee, manager, Budget Administration

Executive Committee: Ann Duffield, director, University Relations;

Bob Lorndale, associate secretary of the University; Bill Shilling, director, Student Financial Aid. Hamilton Elliott, assistant University archivist; Valerie Pena, assistant director/Libraries; and Maria Pajil, benefits accountant/analyst.

1985-86 Librarians Assembly

New officers elected by the Librarians Assembly are:

Chairperson: Barbara Siegel, Cataloger, Cataloging Department
Vice-Chairperson, Chairperson elect: Marsha Clark, Reference Librarian, Reference Department

Secretary: Lenore Wilkas, Serials Librarian, Serials Department

Almanac Representative: Carol Carr, Head Librarian, Chemistry Library

Executive Council Members: Deborah Einhorn, Reference Librarian, Reference Department; Ancil George, Head, Rosengarten Reserve Room, Lippincott Library; Bill Jones, Catalog Librarian, Catalog Editing Office

DEATHS

Dr. David Goddard, provost emeritus of the University during the turbulent decade of the 'sixties, died July 9 at the age of 77. As chief academic officer in the latter half of Dr. Gaylord Harnwell's 17-year administration, Dr. Goddard dealt with the massive academic changes early in the decade—when academic standards were raised and the policy against "inbreeding" came to fruition. In the later 'sixties, he guided Penn through the era of national dissent—emerging after sit-ins, demonstrations and teach-ins with the legend "conscience of the University" applied by *The Daily Pennsylvanian*.

David Rockwell Goddard received his bachelor's, master's and doctoral degrees from the University of California at Berkeley, then took an NRC Fellowship at Rockefeller University. He began his teaching career at the University of Rochester, where he rose rapidly to full professor and department chair at the age of 30.

He joined Penn's faculty in 1946 and became chairman of the botany department in 1952. Five years later he led a movement to merge his department with zoology to form a new department of biology, and raised the money for the new building in which it was housed. Dr. Goddard was named Kuemmerle Professor of Botany and director of the biology department in 1958.

When he retired as provost and returned to teaching in 1970, Penn awarded Dr. Goddard an honorary degree for scholarship, leadership and an administrative style that combined "the vigor of youth and the wisdom of age." He continued as professor of science and public policy at Penn until 1975 when he took a four-year term as home secretary of the National Academy of Science.

In 1983, the University named the Goddard Biology Laboratories in the Medical-Biology complex in his honor. In 1984, he was awarded the Centennial Gold Medal of the School of Veterinary Medicine, in recognition of his outstanding support of the field of veterinary medicine, on the eve of the School's 100th birthday.

A plant physiologist, Dr. Goddard's research contributed to the development of the large-scale production of penicillin, bacitracin and vitamin B2 in World War II. He later investigated the mechanisms of enzymes and cellular respiration and was one of the first botanists to demonstrate the existence of a relationship between respiration in plants and animals.

He is survived by his wife, Dr. Katharine Evans Goddard; his son, Robert M.; and two grandsons, children of his late daughter, Allison Goddard Elliott. A memorial service will be held on campus this fall; details to be announced.

Elsie Caldwell, a secretary at the University for over 20 years, died July 14 at the age of 44. Mrs. Caldwell came to Penn in 1963 as a secretary-technician at the New Bolton Center in Kennett Square. In July 1978 she became a secretary III and remained at the Center until her death. She is survived by two children, Orren Kent Caldwell and Layle Neilson Caldwell; and her mother, Mrs. Mary Kuhn.

David Scott Gilbert, a student at the University, died July 23 at the age of 19. Mr. Gilbert was struck and killed by a northbound SEPTA train when he attempted to cross tracks to get to a southbound train at the Ambler station. He earned a 4.0 grade point average as a freshman at Penn, after entering the University in advance-placement courses, and was to enter his junior year this fall with a 3.9 average. Mr. Gilbert had not declared a major, but was enrolled in the pre-medical program. He is survived by his parents, Dr. and Mrs. Max Gilbert; his sisters Lisa, and Michele; grandparents, Reba and Irving Fine and Helen Gilbert. Contributions can be made to University of Pennsylvania for Research.

Dr. Francis W. Irwin, an emeritus professor at Penn, died July 8 at the age of 80. Dr. Irwin received his A.B., M.A. and doctoral degrees from the University, where he began his teaching career in 1926 as an assistant instructor in the psychology department. He became an assistant professor in 1939, and rose to become full professor in 1952. He was acting chairman of the department during 1957-58. While retiring in 1974, Dr. Irwin continued his work and research on campus until his final illness. Dr. Irwin is the author of *Intentional Behavior and Motivation: A Cognitive Theory*, and was a frequent contributor to professional journals. There are no immediate survivors.

Dr. Philip E. Jacob, former director of the University's College Collateral Courses (now CGS) and the summer school office, died June 19 at the age of 70. Dr. Jacob received his master's degree in political science at Penn, and from 1945-1971 served on the political science faculty here. He ended his career at the University of Hawaii, where he was professor emeritus, senior specialist at the East-West center, and director of the Stein Rokkan International Archives. He is survived by his wife, Betty M. Jacob; a daughter, Sarah E. Vogel; two sons, A. Kirk Jacob and Stephen P. Jacob; and five grandchildren.

Francis P. Jackson, an employee at Penn for almost 40 years, died July 7 at the age of 61. Mr. Jackson came to the University in 1947 as a plasterer helper in the physical plant department. At the time of his death he was foreman of the Repair

and Utility Shop. He is survived by his wife, Mrs. Mae J. Jackson, and his children, Francis, John, Joyce, Janice, Robin and Pamela.

John Jaroszewski, a former custodian at Penn, died July 4 at the age of 67. Mr. Jaroszewski came to Penn in 1956 in the department of buildings and grounds, and remained there until he went on long-term disability in June 1977. He retired in 1983, and is survived by his wife, Katherine Jaroszewski.

James J. Manley, Jr., who was to be a senior this year at Penn, died July 3, 1985 in a boating accident in New Hampshire at Camp Tecumseh, where he was spending his 5th summer as a counselor. Manley, who made the all-state, all-prep lists in football at the Peddie School in Hightstown, N.J. was on the Penn football team, and received a letter in baseball. He is survived by his parents, Catherine and James J. Manley, three sisters, Mei, Kate and Angela, and his grandmother, Mrs. Thomas Brennan.

Pennsylvania Flora

The Morris Arboretum announces the compilation of a comprehensive checklist for the Flora of Pennsylvania. This 1,700 page computerized work contains an up-to-date listing of all the plants which occur naturally in Pennsylvania, and will be distributed to botanists for review. The newest listing since the first Flora was published in 1903 will result in the publication next year of an annotated checklist of the species of the Commonwealth.

The new Flora listing will be especially helpful for researchers, who have had to rely on general works written for the northeast and recent floras for West Virginia and New Jersey.

Almanac

3601 Locust Walk/C8
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EDITORIAL ASSISTANT

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The Illusion of Knowledge by Thomas Ehrlich

Welcome to the University. We are proud that you have chosen Penn. Over the next four years you will make numerous life-long friends, become involved in scores of campus activities, be exposed to countless new experiences, and have fun in the process. Most important here at Penn, you will have the opportunity to stretch your mind. It is on that illusive but essential process that I wish to spend a few minutes today.

"The great obstacle to discovering the shape of the earth, the continents, and the oceans was not ignorance but the illusion of knowledge," wrote Daniel J. Boorstein in his recent book, *The Discoverers*. The illusion that the world is flat is an obvious example. Similarly, long before the space age, astronomers learned that their reincarnated ancestors were not populating the planets. But the thesis was sufficiently plausible and certainly appealing that it lasted for centuries. And astrology is still a big business, even today.

All of you come to Penn with extraordinary high-school records. To gain the full measure of your academic potential, however, I urge that you set yourself the task of discoverer and that you be especially wary of the illusion of knowledge. There are many buttresses for that illusion, and care is needed to avoid them. Cynicism is perhaps the most common. It serves as a facile excuse for doing nothing on the ground that nothing you can do can really make any difference. Guard against that trap. Over and over again, at this University and elsewhere, I have seen how great a difference one individual can make with an open mind and a caring heart.

Another barrier, to which we are all susceptible, is the bumper-sticker approach to learning—the approach that substitutes labels for intellectual inquiry. As one trained in law who served some years in government, I see examples with troubling frequency. One of my favorites is the answer given by a Federal Communications Commissioner when asked at a Congressional hearing whether the Commission served the public interest. In response the Commissioner replied "Yes, Sir. Every time we issue a decision, it is in the public interest. It says so in our legal form." All of us need to be wary of thinking that statements in our forms can serve as substitutes for reality.

A more troublesome buttress for the illusion of knowledge is dogmatism. Here at Penn, like other great universities, the only absolute is that there are no absolutes, that every conclusion is open for review, re-evaluation, and potential rejection. One of my colleagues, Dr. Paul Stolley, of the Medical School, recently wrote that "Faith is a firm belief in something for which there is no evidence; we speak of faith when we wish to substitute emotion for evidence. The health professions have, at various times, had faith in leeching, purging, bleeding . . . but they have often lacked evidence for the efficacy for many of these nostrums, pills and procedures." The charge is no less true in other realms of learning and we must be on guard against them.

As Lewis Thomas wrote, the truth is that all academic disciplines share a common view of the world—bewilderment. "Bewilderment," he explained, "is kept hidden in the darkest closets of all our institutions of higher learning, repressed wherever it seems to be emerging into public view, sometimes glimpsed staring from the attic windows like a mad cousin of learning. It is the family secret of twentieth century science, and of twentieth century arts and letters as well. Human knowledge doesn't stay put. What we have been learning in our time is that we really do not understand this place or how it works, and we comprehend our own selves least of all. And the more we learn, the more we are—or ought to be—dumfounded."

At first, bewilderment may not seem like an important lesson to learn from an undergraduate education. On reflection, I hope you will agree that it is in fact a central lesson, for it is a key to the most important dimension of your experience here—the ability to go on learning—to shift from being taught by others to the process of self-education that must guide you for the rest of your lives.

Finally, and perhaps most dangerous, what might be called the utilitarian approach to knowledge can be a powerful buttress for the illusion of knowledge. If there is an article of faith at this University, it is that knowledge should be pursued as an end in itself though we know not where it may lead. The pressures are great on each of you—from parents, from friends, and perhaps most powerfully from your own psyches, to limit your learning to areas that seem exchangeable for the currency of the marketplace on graduation. I urge you to resist that temptation. I urge that you explore not just disciplines that seem appealing because they might lead to medical school, law school, or some other professional path. Test yourself, stretch yourself by becoming a discoverer in the realm of knowledge writ large—whether in art history, in poetry, or in one of the countless other realms of learning in which this institution is so distinguished.

I particularly recommend for your consideration the courses under the heading *The Human Experience*, which provide a unique set of introductions to the nature and extent of learning in the major areas of liberal arts. The courses are designed to serve both liberal arts students and students enrolled in our undergraduate professional schools. These offerings, and others like them, will stretch your minds and excite your intellects. They will reveal the commonalities as well as the differences among and between different approaches to knowledge, the varying meanings of evidence in various disciplines, and most of all the exhilaration of intellectual discovery.

Of all the abilities to be gained here, writing well is among the most important, and I hope you will take special advantage of the range of freshman seminars and other courses in which you will be pressed to produce your ideas on paper, for the statement of an idea is often no less important than the idea itself. Clarity of expression can never replace thought, but no thought can be expressed with full force unless it is clearly stated.

You are in the company of great scholars who test their ideas through the written word, and you will be doing the same for the rest of your lives, in whatever careers you choose. Those of you who have seen Tom Stoppard's "The Real Thing," may remember these lovely lines. Words, says a protagonist in that play, are "innocent, neutral, precise, standing for this, describing that, meaning the other, so if you look after them you can build bridges across incomprehension and chaos. But when they get their corners knocked off, they are no good any more . . . I don't think writers are sacred, but words are. They deserve respect. If you get the right ones in the right order, you can nudge the world a little or make a poem which children will speak for you when you are dead." You may not be motivated to make a poem, but you can indeed nudge the world a little, and I hope you will.

This University provides an extraordinary setting for you to develop your abilities to break down these barriers to the illusion of knowledge, and to gain insights into yourself in the process. To do so requires exposure to a rich diversity of disciplines, and Penn provides that diversity. It also requires an inquiring mind, a restless uncertainty that is not satisfied with what you have done on the ground that you might do better. The University offers a dazzling array of ways to develop that inquiring mind.

Occasionally, you may feel frustrated by uncertainty about where your intellectual exercises may lead. Recall then the response of Cyrano De Bergerac, warned that, "When you tilt with windmills they may swing around their great arms and cast you down into the mire." Cyrano replied, "Or up—among the stars." An inquiring mind can lead you there as well.

The University offers not only opportunities but also time—time to discover, to shatter the illusion of knowledge. The sense of time in a
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University differs from that in other environments. In most institutions crafted by humans, time is a commodity, and most people in those institutions are in a hurry. Business in an obvious, but not unique, example. These days, it is all too common to find friends hurrying to relax and rushing to rest.

Universities have a special sense of time. Perhaps it is because much of what is studied at a University involves events that occurred thousands of years ago. What difference does it make whether the revelation of those events is this year or next? No less important, scholars focusing on the unknown realize that discovery cannot be orchestrated.

The special time dimension of a University is heightened, of course, by the current preoccupation that measures our lives in half-hour TV segments and all of the potential for instant gratification that technology has engendered. I overstate. University classes are time-bound and so is much else that will occupy your lives here. But I urge as much resistance as possible to the limitations of time. If you find a book you enjoy—read it. Don't skim it, read it. If you really like it, read more of what the author wrote. Read all of what she or he wrote. Gorge yourself. A priceless dimension of the undergraduate experience is the opportunity to spend time following your own intellectual curiosity, wherever it leads. Though preoccupation with time is a relatively recent phenomenon, it is clearly a phobia in much of today's society. As a result, the idea of involvement in an activity without regard to time is alien to most of our society. But it is not to the scholar. As you will find, faculty members here labor to discover new insights without regard to the time involved.

No student can or should replicate that path. But you can explore, you can follow avenues of inquiry for no reason except that they seem stimulating—all without regard to fearing reproach for wasting time.

Most important, in that process, your inquiring mind will be strengthened, expanded, and with luck, even set on a course of perpetual motion. In short, whenever you are tempted to say about some potentially stimulating intellectual inquiry, "I only wish I had time,"—do it.

Finally, I urge as part of your commitment to yourself in coming to Penn that you take an active role in helping to make Penn a better place. There are few rules here. But there are obligations, and one of them is to treat all members of the Penn community with the caring respect and dignity you should expect in their relations with you.

At Penn we celebrate diversity—of special talents, of social and economic circumstance, of ethnic and religious backgrounds. Our diversity provides opportunities for all of us to learn from the differences among us. But those differences also amplify chances for misunderstanding, and special care is needed to handle disagreements within the bounds of a decent respect for the opinions of others.

As one who spent some years in Washington, I was struck by the contrasts in debate when I shifted back to the campus from the Capital. Washington is hardly a center of rational inquiry, but as a university president recently remarked, "One thing they do understand in Washington is that the person with whom one is disagreeing today may be one's ally tomorrow, and that one should therefore take care not to scorch the earth. The ritual politeness that surrounds political contests thus has a function, and it is to be sure that respect can be recovered afterward. The lesson is a valuable one: we have to have opponents, but we need not leave them enemies."

We are a community of discoverers—of knowledge, of the remarkable diversity that so enriches our campus, and—most of all—of ourselves. I welcome you to this community and wish you happy voyage.

Report of the Academic Planning and Budget Committee

This report summarizes the work of the Academic Planning and Budget Committee during the 1984-85 Academic Year and outlines the Committee's plans for the coming year. This is one in a series of periodic reports to the University community; it was drafted by the chair of the Committee and approved by Committee members.

The Committee focused particular attention on the continuing University-wide planning process that has been underway since 1981, when the administration published six working papers on key areas of concern—enhancing minority presence, undergraduate education, graduate education, research, outreach education, and relations with the City of Philadelphia. Those papers were followed in 1983 by "Choosing Penn's Future," President Hackney's strategic planning paper. Three planning documents were also published subsequently, "Building Penn's Future," "Building Connections," and "Planning at Penn: A Progress Report."

As was true regarding each of those five previous papers, the Committee aided in preparing the two planning documents that were issued last year—"Investing in Penn's Future" and "The Penn Profile." The former concentrates on the three priority areas identified by the President as "special challenges" in "Choosing Penn's Future": undergraduate education, research excellence, and student-financial assistance. It outlines the steps needed to invest in these priorities over the five years beginning in Fiscal Year 1987. "The Penn Profile" summarizes the activities that each school projects in terms of research excellence and undergraduate education, and outlines the major initiatives each is planning. The paper also reviews the concerns each School faces in fulfilling its promise. In its work on both papers, the Committee collaborated closely with both the Office of Budget Analysis and the Office of Planning Analysis, with additional support from the Office of the Provost. As in the past, the Committee used sub-committees to review the on-going planning efforts of each of the twelve schools. These sub-committees had key roles in the preparation of "The Penn Profile."

A second major area of the Committee's concern was the University-wide budget process, particularly in terms of the most important variables—including both compensation and tuition policies. As the University has shifted to a 24-month budget cycle, the Committee con-

tinues to work to ensure that academic considerations are the primary factors in making budget judgments. The Committee was also involved in discussing a number of key budget algorithms in preparation for a general revision of those algorithms for Fiscal Year 1987.

Third, the Committee was, as in the past, a source of continuing advice regarding the academic and financial aspects of a wide range of specific issues. Two of the most significant were the proposed new Clinical Sciences Building of the School of Medicine and the proposed new continuing education building for the Wharton School.

Next year, along with the on-going budget and other planning work of the Committee, the draft five-year plans of the Schools will be a particular focus of time and effort for the Committee, working through its sub-committees. With the exception of the two Schools with new deans—the School of Social Work and the School of Arts and Sciences—we currently expect that the draft five-year plans of most Schools will be published for comment during the course of 1985-86. Further, budget planning for 1987 will involve transition to a new set of budget algorithms, and attention to a variety of issues involved in that transition. Further, the Committee hopes to spend time helping to set academic priorities for capital planning.

Several members leave the Committee this year and deserve special thanks. Professors Robert Davies and David DeLaura have served on the Committee since its inception and have made major contributions to its development. We are particularly grateful, as well, for the wise counsel of Professors Wachter and Cassileth. Graduate students and undergraduate representatives—C. Carnaroli, M. Hancock, and A. Rimland—also made important contributions to the Committee. New members who will aid in our deliberations in the coming year include Professors Jere Behrman, Rochel Gelman, Phoebe Leboy and Edward Morlok. Bruce Ettelson, F. Michael Crawford, Sherman Ragland, and Lou Schachter will also assist us as student representatives of the Committee.

We look forward to another challenging year in 1985-86.

—Thomas Ehrlich, Provost and Chair
of the Academic Planning and Budget Committee