



Almanac

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TO

Non Profit Org.

Faculty Forum: Should Liberal Education Precede Business Training?

Among many questions engaging the interest of leaders in education and business is that of the relationship between the humanities and specialized programs in vocational or semi-vocational instruction.

Should the humanities simply be eliminated from the curriculum of the apprentice businessman? Should he be first exposed to their emancipations and stimulations, and then, perhaps at a graduate level, devote himself to the narrower concerns of his professional career? Is there a position between the two extremes that would provide

the apprentice-businessman with both "the spirit of learning" and the body of data and methods necessary to his bread-and-butter objectives? What system would be most likely to produce the best citizens?

The Almanac put the matter to five outstanding members of the University family, posing the question in the following words: "Is it desirable that a liberal arts education at the undergraduate level precede specialized training for careers in finance, commerce, and industry?"

Here are the answers:

From DR. REAVIS COX,
Food Fair Stores Foundation Professor of Marketing



Everyone who has the capacity to go beyond high school should be exposed to a program in liberal arts. I say this in full appreciation of the fact that for many students the exposure will not take. Some will turn out not to have the abilities required. Others will fall victims to an attitude only too common on all campuses—that arts work is primarily an opportunity to pick up a few easy credits by sifting crip courses out of the curriculum. Still others will be smothered by dull or even hostile teachers.

I say all should be exposed to a liberal education despite these difficulties because the only way to become an educated man is to learn from educated men, chiefly the authors of great books and great works of art and great works of science. Only by exposing students can one learn who will and who will not take advantage of what is offered. Fortunately, even those students who miss the principal benefits of a liberal education may pick up along the way a little more facility in self expression and perhaps a glimpse now and then of how rich an experience life can be.

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Woodrow Wilson Defines Object Of a Liberal Training

"Here is the key to the whole matter: the object of the college, as we have known and used and loved it in America, is not scholarship . . . but the intellectual and spiritual life. Its life and discipline are meant to be a process of preparation, not a process of information. By the intellectual and spiritual life I mean the life which enables the mind to comprehend and make proper use of the modern world and all its opportunities. The object of a liberal training is not learning, but discipline and the enlightenment of the mind. The educated man is to be discovered by his point of view, by the temper of his mind, by his attitude towards life and his fair way of thinking. He can see, he can discriminate, he can combine ideas and perceive whither they lead; he has insight and comprehension. His mind is a practised instrument of appreciation. He is more apt to contribute light than heat to a discussion, and will oftener than another show the power of uniting the elements of a difficult subject in a whole view; he has the knowledge of the world which no one can have who knows only his own generation or only his own task."

—Woodrow Wilson in "The Politics of Woodrow Wilson," selections from his speeches and writings, edited, with an introduction, by August Heckscher (Harper)

Personnel to Retire

The best wishes of the *Almanac* are extended to the following members of the Faculty and Staff who are retiring from University service on June 30, 1956, under the retirement allowance plans:

Mr. George W. Armstrong, *Consultant on Personnel Affairs*; Dr. Edwin D. Dickinson, *Professor of Law*; Mr. Charles D. Fawcett, *Professor of Electrical Engineering*; Mrs. Amy Ferguson, *Registrar, Wharton School*; Dr. Waldo E. Fisher, *Professor of Geography and Industry*; Miss Mary Hunt, *Cleaner, Buildings & Grounds*; Mr. Alfred Lutz, *Lab. Mechanician, Psychology, College*.

Miss Martha O'Brien, *Clerk-Typist, College*; Mr. Thomas Ryan, *Captain of the University Guards*; Miss S. Margaret Smith, *Associate, Phipps Institute*; Dr. William C. Stadie, *Professor of Research Medicine*; Mr. James Sweeney, *Fireman, Steam Plant*; and Mrs. Grace Warner, *Secretary, Vice-President for Engineering Affairs*.

Wharton Celebration Planned

Plans for the Wharton School's big 75th anniversary celebration are beginning to take shape. The fall program will turn around a Wharton Anniversary Alumni Weekend to be held October 12-13. A highlight will be an Open House in Dietrich Hall on the morning of the 13th, just before the Penn-Princeton football game. Another week-end of special events is being planned for spring, 1957.

In honor of Wharton, the nation's first collegiate school of business, the American Association of Collegiate Schools of Business will hold its annual meetings on the campus during April, 1957.

June 22, 1956, is the actual date marking the 75th anniversary of the founding of the Wharton School.

Health Examinations Offered

The Diagnostic Clinic has again agreed to conduct examinations of University personnel at reduced cost during the months of June through September inclusive.

The examinations will include complete medical history, physical examination, urinalysis, blood count, blood sugar determination, chest x-ray, electrocardiogram, gynecologic examination in women and proctoscopic examination in men. The charge for this examination will be \$35.00. Additional studies, if required, will be made at less than the usual rates. The policy of the Clinic requires that individuals must be referred to the Clinic by their own physicians. Reports will be sent to the referring physician.

The Diagnostic Clinic, which is organized to provide specialized diagnostic service for referred patients, has had extensive experience in this type of examination. In a recent speech before the Industrial Medical Association, Dr. Kendall A. Elsom, Medical Director of the Clinic, revealed that only 15 percent of 750 presumably well individuals examined at the Clinic proved to be entirely healthy.

For further information concerning charges and appointments, call the Clinic office, Evergreen 6-7802.

Dean Arnold Defines Task

In response to a request from the Editor for a definition of his "objectives" as the new Dean of the School of Education, Dr. William E. Arnold has written the following statement for readers of The Almanac:

"I believe that our universities have as one of their greatest responsibilities leadership in the development of our total system of education. The European system of higher education has had little concern for education of people other than the selected few. In our American social and political system, the education of all citizens to the maximum of their varying abilities is basic to our concept of a democratic society. The American university must, therefore, not only serve as the capstone of the educational system but also must concern itself with the goals and processes of other levels.



WILLIAM E. ARNOLD
Dean, School of Education

"I do not believe that, generally speaking, our colleges and universities have given enough attention in the past to their responsibilities for educational leadership. I would not go so far as to say that such defects as exist in lower schools are due to the failure of the universities to meet their responsibilities, but I feel sure that the talents and resources of our colleges and universities can be of incalculable value in the improvement of all our schools.

"I hope that 'Education' will become increasingly a university-wide

concern and that all departments will share in the responsibilities involved in providing better leadership and better leaders for the schools of our area and the nation. Those of us most immediately concerned must understand the views of our colleagues in other departments and I sincerely hope they will likewise understand our problems.

"One of my major objectives will be to seek the active cooperation of all other divisions of the University. The School of Education can never function efficiently if it stands alone. I believe the University as a whole is deeply interested in the same things as is the School of Education and I hope, in every way, to solicit the active interest and assistance of the members of all faculties of the University. I am encouraged by the appointment by the Provost of a university-wide Committee on Teacher Education. Dr. Arleigh P. Hess is chairman of this committee and I am confident it will be a valuable means by which various departments will participate in improving our services to the cause of education."

Management Analysis Service Has High Performance Record

Five months ago we reported on the newly created Management Analysis Service.

At that time, after an enlightening talk with Director Jay Anyon, we foresaw a "brisk" business for MAS in its efforts to stretch campus budget dollars. This week we had a chance to return to the MAS office to inquire of its Director, "How accurate was this prediction?"

Dr. Anyon was his glowing self. "We have been invited to work with campus administrators on some thirty-seven occasions since your visit. Our analysts have gone from Admissions to Alumni Annual Giving, from the Dental School to the Reading Clinic. And every problem is different."

"In spite of the diversity of problems, have there been any areas of common approach?" we inquired.

"Yes," said Dr. Anyon. "Frequently there are elements of solution apparent in one area that can benefit other departments. For example, a method of budget control to correlate fifteen research grants in one department is currently under study by other research departments. Problems in routine office systems and procedures that have come about because of the sporadic growth of the University often are recognized by the analysts as problems they have previously faced and helped administrators solve in other University areas."

We recalled that MAS was attached to the Office of the President. "Do you serve as a clearing house for information or as a coordinating body?" we asked.

Money Being Saved

"One of our functions has been to help get all interested persons together when a problem common to many groups has come up for consideration. MAS is currently studying with a group of departments the question of establishment of an additional punch card tabulating facility on the campus. We have suggested the possibility of a 'pool' type arrangement because no single department could support the equipment. On the basis of MAS' University view of such problems, the various interested persons were able to establish a working relationship that benefited each person while it helped the institution as a whole."

"Are dollar savings being made in the course of your streamlining activities?"

Dr. Anyon replied, "Dollar savings often arise as a result of our work. For example, certain forms may be eliminated. But 'savings' are not collected in piles of money in any corner. Of real importance is the enhanced ability to carry the additional load of work ahead without having to siphon off budget allowances from other vitally needed activities, plus the ability to add new activities without having to find new monies."

We then posed the \$64,000 question. In those projects that have been completed, what has been the reaction of the requesting administrator? Dr. Anyon beamed as he pulled from his files a stack of "thank you" letters.

From Dean of Men George B. Peters came "I wish to take this opportunity to thank you for the excellent report on the determination of extracurricular activity eligibility provided this office by the Management Analysis

Service. The procedures proposed in the report enable us to eliminate several steps in the eligibility determination while at the same time providing all of the necessary information to comply with both the Ivy Group Agreement and the University Eligibility Code."

Dr. William H. Gramenz, Vice-Dean of the Office of Admissions, wrote, "We are most appreciative to yourself and staff for the time and effort devoted to our study. Although we will be reaping many benefits in the immediate future, I am sure we will be even more appreciative in five or six years when we are deluged with applications."

Dr. Lester W. Burket, Dean of the Dental School, said after a report on his project was delivered, "As you know, many of the suggestions are already being implemented. We have found the recommendations most helpful, and I am sure that we will profit from this study."

"One final question, Dr. Anyon. Can you tell us something about your staff?"

"Certainly," he answered. "The hard core of personnel actually doing the studies and writing the reports consists of Edna Bailey, Bob Broady, Larry Ross, and Bill Stafford, all University graduate students who have had the advantage of previous business experience. In addition we have many specialists on call in various areas. Mrs. Georgine Schwartz, former Director of Personnel at the New York City Public Libraries, and Bill Lafore, Chief, Industrial Services Division, Pennsylvania State Employment Service, are helping to study the University Personnel Department. Don McKee and George Clautice are helping with advice from the world of industry. We have tapped the time and talent beyond the call of duty of such campus people as Lillian Burns, Fred Ford, Dan Klevansky, and Art Owens. On the campus and in the community there is adequate help to tackle the problems the school administrators seek help on."

The 8080 extension is busily ringing!

Summer School Adds Courses

Dr. Arleigh P. Hess, Jr., Director of the Summer School, has announced that two new courses for teachers of science and mathematics will be introduced into the curriculum this year.

They are "Survey of Modern Physics," a review of physical principles and their application, and "Concepts of Mathematics," a study of the axiomatic method.

The new courses—like the tuition-aid policy—are intended to counteract a shortage of science and mathematics teachers.

Medicine Receives Large Grant

The School of Medicine, recipient of a \$500,000 grant from the Commonwealth Fund announced on May 28, will use these funds to strengthen the faculty where this is indicated, to broaden the educational program, and to provide methods whereby a larger number of men will become interested in biological research, Dean John McK. Mitchell, announced.

FACULTY FORUM

(Continued from Page One)

Whether students who go on to specialize in finance, commerce or industry should have a full four-year course in liberal arts is more debatable. The basic function of a liberal arts program is to lay out before the student all that man has been able to accumulate of knowledge, beauty and wisdom—and to invite him to help himself. In the process of helping himself he may pick up a few skills that will make him a better technician when he comes to his vocation; but this is only a fortunate by-product of the main task—to come out a better man and a richer person than when he went in. For such a venture, two or three years may be enough, especially if the teachers in the professional courses are themselves educated men in the sense in which I have just used the term and so will carry the process of true education along with technical training. But four years will rarely be too many.

From DR. ROBERT A. BROTEMARKLE,
Professor & Chairman of Psychology



Convinced that a college-level education is one of our culture's most challenging steps in the preparation of an individual for some 40 to 50 or more years of personal development and service, I hold to what I shall call a "pro-directive" concept of college education. A "pro-directive" point-of-view aims at such opportunities for education and training as will enable the individual student to reach on from level to level of superior accomplishment to the

highest level of perfection within his potentialities and purpose.

While this concept of college education is "individual student" centered, it is fully cognizant of the "developing culture" within which the individual development and service will be required to unfold.

A corollary to this point of view would require that the individual continue his education and training beyond graduation into his latest years of learning capacity. The academic course content of a college education and the practicum or experiential training of a college education are of equal importance. Subsequent to graduation the "entrance" or beginning employment years may well emphasize further immediate and necessary experiential training on the job.

A further corollary, therefore, demands that the inspiration of the academic emphasis of course content must carry the individual through this period of adjustment and somehow guarantee that he will continue the further pursuit of advanced knowledge.

It seems self-evident that the two aspects of college education are basic to the unfolding of individual accomplishment.

From the individual student's point-of-view I would, therefore, determine that some equivalence might be approached between the two patterns of educational content at the college level.

However, I would protest that the repetition of certain requirements in the so-called arts, humanities and sciences at a level commensurate with what the student should have accomplished in the secondary school is a folly and a waste. I would insist that our basic requirements and electives be taught by a professorial staff capable of inspiring the individual student to a continuing "further pursuit of knowledge."

From DR. ALBERT C. BAUGH,
Professor & Chairman of English



The ends of a liberal education are to a high degree qualities of mind. They differ in kind from the aims of vocational studies. A good course in typing or accounting may make me a better typist or accountant, but hardly a better man. The development of specific skills may be included under the head of an education, and commonly is, but in this sense you can educate a horse or a dog.

What is the attitude of the world today toward the humanities? From much that is written it would seem that there is reason for alarm. Perhaps there is. Certainly a classical education is no longer the core of the liberal arts program. When I was in college Latin and Greek were required for the A.B. at the University of Pennsylvania. Greek went first, and when Harvard abandoned the Latin requirement Latin followed. The modern languages are now losing ground. The pessimists are predicting that English will suffer the fate of the foreign languages. In the large universities the registration in engineering, commerce, education, and other vocational programs is larger than in the College of Liberal Arts.

All this is undoubtedly true, and as a result the universities are turning out many graduates every year who are without the cultivation formerly considered the mark of a college man or woman. The very student who is most particular about having the right tailor, or hairdresser, is often unaware of how much his manner, his attitude, and his speech are in need of a manicure.

Yet in honesty I must say that I have not encountered any actual hostility to culture, either in college or in the world outside. Most people will admit that an interest in language and literature, art, and music, is all right for those that like these things, but as college students they do not look upon them as important. Their immediate application to the job of making a living, of succeeding in business or a profession, is not apparent. The usefulness of mathematics to an engineer or a course in corporation finance to one in the business world is much more readily granted. Therefore, they look upon their courses in literature or writing, history or a foreign language as taking up time which they could be spending more profitably in learning something which they consider more practical.

And after graduation, since a taste for books or music is something which they haven't acquired, they are inclined

to consider the lack of such tastes simply one of those things in which people differ, and to seek their pleasures elsewhere. They feel that the arts and letters, history and philosophy—like the collecting of etchings or eighteenth-century furniture—are for those that like them, not necessities of life but forms of amusement for those who have the inclination and the taste for such things. For some a Cadillac or a mink coat seems more desirable, but they have nothing against the man who likes books or the orchestra.

From DR. JOHN G. BRAINERD,
Director and Professor of Electrical Engineering



The basic question concerns the Wharton School primarily. I venture no opinion directly, but to the extent that an analogy can be drawn from engineering offer these comments:

The answer is definitely "yes," and is exemplified by the fact that liberal arts graduates are encouraged to enter engineering, that we at Penn have a combined College-Engineering program leading to two bachelor's degrees in five years, and that we have

similar arrangements with about ten liberal arts colleges which do not have associated engineering schools of their own. We want our men to have the broadest possible base for their future lives, and the advantages are too well understood to need repetition.

We now take a critical look at the question and its answer:

- (a) No reference to efficiency or practicality appears. Over the years, discussions of requiring a bachelor's degree, of extending the duration of the undergraduate curriculum, and of other methods for including additional liberal arts material in engineering education have never convincingly indicated that it is efficient from the point of view of society to require any of them. (Engineering students throughout the country average high scholastic aptitude scores, and at the University the average of only one school—College for Women—exceeds that of the engineers. The latter thus give high evidence of scholastic ability and do not avoid a liberal arts curriculum for scholastic reasons.)
- (b) The question does not state the extent of the liberal arts education under consideration. It is conceivable and even probable that an amount appreciably less than that of a standard four-year curriculum would offer the best solution from an over-all point of view.
- (c) In the question appear the words "specialized training." In industry training is given to millions of persons each year. Our discussion here refers to education rather than training.
- (d) There are a few exceptions—brilliant students who have inspiration for technical work alone who for the best interests of society should not be forced

to deviate from their goals, for fear the inspiration will be lost.

- (e) Any consideration of lengthening of the engineering curriculum should take into account not only the extra support required to maintain young men in college longer, but also that such time would be taken from the beginning of the most productive interval of the men's lives. Most new developments are the results of the thinking of men who are chronologically young (i.e., less than 35). Each extra year required for non-technical college work cuts this creative interval by 7 or 8%.

From DR. ALFRED H. WILLIAMS,
Former Dean of the Wharton School, Life Trustee of the University, President of the Federal Reserve Bank of Philadelphia



My studied reaction to the question is that education for business should combine liberal arts with specialized professional training in finance, commerce, or industry.

Some educators contend that vocational training, even though it is at the professional level, has no place in undergraduate education. They claim it is a waste of time to spend the most formative years of life studying business techniques and policies when one could be learning the eternal

verities.

But we know too little about human motivation to sustain such a broad assertion. We do not know the origin of many of our values—what it is that stirs individuals to the innermost core of their being, why it is that one young man wants to become a physicist, or a poet, or a merchant, and will never become supremely happy until he achieves his ambition. A deep-seated vocational urge can be forged into a powerful educational lever. Many first-hand experiences have shown me that when some young men get an inner urge to pursue some particular field of study they do so with great diligence and, under wise guidance, reap rich rewards—cultural and professional.

Furthermore, the problem is one of degree, not of kind. Cultural and technical education can and should be combined. The wise guidance I speak of means that the professional expert should possess and help to inculcate in his students broad cultural interests. The highest type of technical competence results from a wedding of professional and liberal arts training. In this connection much will depend on the enthusiasm and competence of the teaching staff; imaginative teachers can use the motive power of interested students to develop intellectual flexibility and catholicity at the same time that they are exposed to a thorough training in some one field of business.

Nor must we forget another important aspect of the problem, namely, the inability of some students to bear the financial cost of a strictly undergraduate liberal arts course followed by several years of concentrated graduate work in finance and industry.

Archives Housed Under Franklin Field Stadium

We were inside the University Archives, located under the north stands of Franklin Field stadium. And we were immediately impressed by the dimensions of our Archives and Records Center (to give the repository its formal name), by its look of efficiency and air of newness, and by the hospitality of its Director, Dr. Leonidas Dodson, Assistant Professor of History.

Dr. Dodson embodies all of the physical and temperamental requisites of his office: his hair is suitably gray, he wears silver-rimmed spectacles, he owns a manner both patient and benign. He is almost the Archivist prototypical, flannel suit notwithstanding. And it was apparent that he knew his business: his files were capacious; so, too, was his wastebasket.

"We've been here since November of last year," he said. "Previously we had headquarters in Bennett Hall with a total area of 400 square feet. But here," he said, "we have some 4,000 square feet. Now we can centralize our records, get them out of scattered basements and storage places, and avert the threat of deterioration. As you can see," he continued, leading the way into the "stack" room of the Archives, "we can store about 8,000 cubic feet of records here."

Huge Storage Capacity

We noted with some astonishment the capacity of the "stacks." The steel filing racks are better than nine feet high and thirteen feet long. Each rack, with its ten shelves, can hold more than a hundred cartons measuring 12" x 15" x 10½"—and virtually all of the twenty-six racks are now full. More will be assembled and in place this summer, but there is little fear that the new quarters will bulge at the seams for a long time to come. The storage room is large enough for 120 such racks. "Looked at another way," said Dr. Dodson, "we have space here that is the equivalent of 1200 standard four-drawer filing cabinets."

During the first two hundred years of the University's existence, the responsibility for the preservation of its records was assumed in varying ways and degrees by a number of University officials. The University Archives, as a distinct entity, began in 1945. "The earliest custodians sometimes performed remarkably well," said Dr. Dodson, "but the lack of a clearly enunciated archival policy and of a central responsibility for its execution inevitably meant the destruction or dispersal of much that should have been preserved."

Among the filed materials relating to the early history of the University are the deed by which the trustees of 1740 transferred the First Campus to the trustees of 1749; the earliest financial records, including the tuition books which constitute our early student rosters; the earliest pledges of financial support; the manuscript version of the Constitution of the Academy; the oaths of allegiance to the King taken by trustees and faculty; and the minutes, beginning in 1768, of the faculty of the Medical School.

What kinds of materials are accommodated in the Archives?

"Three general categories," said Dr. Dodson: "the non-current records of the University, files of publications, and other materials relating to the University deemed worthy of preservation. It seems fair to consider the first the one of greatest importance. From the administrative point of view, the Archives probably has its prime significance as an agency offering a storage and reference service for the offices entrusting records to it. Incidentally, our largest 'contributor' is the Controller's Office, which sends us about 70 cubic feet of records a year."

How about the question of availability to the public?

"A delicate point, of course. Obviously, any restrictions which the administrator in charge may see fit to place upon the use of his records are scrupulously observed. But in the absence of any specific restrictions, our policy is to make the records available to such persons as would have access to them in the office of origin. What this means in practice is that access is freely granted to the staff of the office to which the records belong, but that use by others of recent records—and extended use of records not so recent—would normally require the consent of the administrator."

Diversity of Records

The material transferred to the Archives is varied, consisting of correspondence, minute books, account books, personnel folders, student record cards, in short, anything that any office on the campus finds it useful to preserve. The collection of publications includes catalogues, reports of presidents, provosts, and treasurers, commencement programs, and alumni publications. Student publications are represented by *The Daily Pennsylvanian*, together with its contemporaries and predecessors, and a hundred years of class records. "Our files contain materials more than two centuries old," said Dr. Dodson, "and some less than 24 hours new."

A specialist in Colonial History, Dr. Dodson has written many articles, has served as an editor of historical projects, is the biographer of Alexander Spotswood (Colonial Governor of Virginia), and is currently writing a history of the University in World War II certain of a spot on one of those nine foot racks. He also continues to teach one undergraduate and one graduate course in history. With teaching, writing, and archiving, Dr. Dodson is an exemplar of the Emersonian "filled" hour: "It's a little bit like a farm," he said, as we started down the stairs, "there's always something to do."

One of them, we knew, would be the filing of this edition of the *Almanac*.

Dr. Williams' Portrait Commissioned

As a result of a large number of contributions from faculty members, trustees, and members of the administration, a portrait of former Provost Edwin B. Williams has been commissioned from Mr. Benton Spruance. Mr. Spruance has also agreed to provide each contributor to the Portrait Fund with a lithographic portrait of former Provost Williams. Both the painted and lithographic portraits will be executed in the Fall when Dr. Williams returns from Europe.

I Remember...



Footnotes and Flashbacks

by DR. REESE D. JAMES
*Professor of English,
Director of the
Courses in Journalism*

Memories? There was Dr. Cornelius Weygandt reading aloud my freshman paper on Beowulf (a beast I have never understood) and chuckling over my high-powered high-school rhetoric designed to impress him; and many years later, the same beloved professor (and in the same room in College Hall) bidding adieu to the University and bowing to the prolonged applause of his final class. . . . And there was Lieutenant Hobson, hero of the Merrimac, speaking for two hours in Houston Hall (as many a famous person has done) and holding spellbound an audience of normally restless students. . . . And then there were the days of writing editorials for the "Daily Pennsylvanian" (I knew so much!) . . . Writing, too, for the "Red and Blue," nicknamed the Bled Anew, a trap for freshmen subscriptions. . . . Back to the University as instructor and associate professor in the days of Provost Penniman, a devoted professor and administrator, who had the charming habit of favoring the fair-haired with gifts of books. . . .

Memories of exciting games on Franklin Field: for example, Jim Thorpe running through the Penn line forty yards for a touchdown and Red Grange tearing a good team of ours to tatters with Dr. Quinn remarking it was an unhappy day for Spain. . . . The resumption of Journalism teaching at Penn with the responsibility of developing a sub-department on my shoulders. . . . Refreshing experiences with downtown newspapermen . . . and with graduates who were making good. . . . With the "Pennsylvanian" as faculty adviser and the old "Punch Bowl" whose naughty editors got into trouble with the administrators and the Post office Department over some overfrank material they published. . . . In the masthead for only one (and its final!) issue. . . .

Lord Dunsany and Masfield visiting the campus with the noble Lord teaching a playwriting course and explaining how he wrote his plays by saying that one sits down after breakfast, gets a flash across the brain, and proceeds to write. . . . A flash in the pen? . . . Ralph Hodgson recording "The Gypsy Girl" on the top floor of the Journalism Building and pondering long over the "den of wild things in the blackness of her eyes." . . . Interesting special students . . . like Kwame Nkrumah, Premier of

the Gold Coast . . . singing a war song in the same building to illustrate a point—and making one's blood run cold. . . . Ghosts of the past and many of them still alive, putting into practise what they have learned in the classroom. . . . Every old room on the campus haunted by them. . . . And a final memory of Dr. Clarence Griffin Child, scholar, punster and prince of men, on the back porch of my home teaching my two little boys about the stars . . . wagon-hitchers, all!

Synchrotron Going Up

Drs. Julius Halpern and William E. Stephens, Professors of Physics, are actively involved in the University's participation in the design and use of the synchrotron scheduled for erection at the James Forrestal Research Center of Princeton University.

The synchrotron, a three-billion volt, high-intensity proton accelerator, will consist in part of a 400 ton electromagnet 80 feet in diameter. A staff of 25 engineers and physicists, aided by 50 technicians, machinists, and draftsmen, will spend nearly four years in the designing and construction of the machine.

The accelerator itself and all research performed on it will be unclassified and directed solely toward an increase in basic knowledge of matter. Though designed and administered jointly by Princeton and Pennsylvania, the accelerator will be available also for use by other Middle Atlantic States colleges and universities engaged in very-high-energy physics research.

The synchrotron, which will cost more than six million dollars, is being financed in large part by the U. S. Atomic Energy Commission.

Observatory to be Dedicated

Dedication of the University's new Flower and Cook Observatory, near Paoli, will be marked by a two-day symposium, "New Horizons in Astronomy," on June 11 and 12 in the Physical Sciences Building on the campus.

A score of American and European astronomers will present papers, which University personnel are invited to hear. Among the contributors will be Dr. William Blitzstein, Assistant Professor of Astronomy and Assistant Professor of Electrical Engineering ("The Newton Lacy Pierce Photometer—a Photoelectric Photometer Designed for Variable Star Observation"), and Dr. William Protheroe, Instructor in Astronomy ("Photoelectric Studies of the Scintillation of Starlight").

Likely to be of greatest interest to non-astronomers will be the closing address on the evening of June 12—a report on "The Artificial Satellite" by Fred Whipple, Director of the Smithsonian Institution's Astrophysical Observatory. Whipple will describe "Project Vanguard" for laymen.

The new Observatory, under the direction of Dr. Frank B. Wood, Professor of Astronomy, is housed in an L-shaped building which is surmounted at one end by a 27-foot movable dome. It contains a 28½ inch reflecting telescope and a 15-inch horizontal telescope with a siderostat.

Among Other Things

PROGRESS REPORT: Campus informants tell us that the site of the proposed *Faculty Club* has now been officially determined: 36th and Walnut Streets. Contracts may be given out in August and construction begun in the fall. . . . **AUTHOR! AUTHOR!:** The Spring issue of *The American Scholar* carries an article entitled "The Judgment of the Birds" by *Dr. Loren Eiseley*, Professor and Chairman of Anthropology. . . . Among *Dr. Gladys L. Palmer's* local economic findings as reported in her new book, *Philadelphia Workers in a Changing Economy* (University of Pennsylvania Press): in the past half century Philadelphia labor has been changing from overalls into a white collar, from common toil to a machine or desk job, and from textiles to electronics and metal products. The number of women in the labor force increased by more than 40 percent. *Dr. Palmer* is a Research Professor of Industry in the Wharton School. . . .

ANECDOTE ANNEX: "Why do you keep reading your Bible all day long?" a youngster demanded of his grandmother. "Honey," she explained, "you might say I was cramming for my final examinations." From *Bennett Cerf's Vest Pocket Book of Jokes*: Random House).

CONGRATULATIONS: to *Dr. George W. Taylor*, Professor of Industry, on receiving Pennsylvania's *Meritorious Medal* in recognition of "signal service" in the recent settlement of the Westinghouse Electric Corporation strike. Previous recipient: *Dr. Jonas E. Salk* for his development of the anti-polio vaccine that bears his name . . . to *Dr. Solomon S. Huebner*, Emeritus Professor of Insurance, who recently received the *Benjamin Franklin Cup Award* from the University of Pennsylvania Club in New York . . . to *Dr. Morris Rubinoff*, Associate Professor of Electrical Engineering, whose paper, "Surface-Barrier Transistor Switching Circuits," has been selected by the *Institute of Radio Engineers Professional Group on Electric Computers* as "the most significant contribution to the electronic computer field during the year 1955" . . . and to *Walter M. Faust*, University photographer, who won five gold medals at the Annual Convention of the Professional Photographers Association of Pennsylvania. . . .



S. S. HUEBNER

CATCHING UP WITH THE NEWS: *Dr. Robert E. Spiller*, Professor of English and Chairman of American Civilization, was a featured speaker at the recent annual meeting of the *American Philosophical Society*. . . . *Dr. Carlton S. Coon*, Professor of Anthropology, *Mr. Robert Dyson*, Assistant Curator of the Babylonian Department in the Museum, and *Mr. David M. Hart*, a graduate student in Anthropology, received "credits" from *Life* magazine for help given in the preparation of Part IV of *The Epic of Man*, "The Discovery of Agriculture," published in the April 16th issue of the magazine. . . . *Dr. Thomas Woody*, Professor of Education, was recently elected Associate Fellow of the *American Academy of Physical Education*. *Dr. Woody* was given the Academy's Award in

1952 for his scholarly publications on the cultural and social origins of physical education. . . . *Dr. Edwin E. Aubrey*, Chairman of Religious Thought, was just elected Vice-President of the *American Theological Society*. Previously he had served for five years as Secretary of the Society. . . . *Dr. Herman P. Schwan*, Associate Professor of Electrical Engineering and Associate Professor of Physical Medicine and Rehabilitation, has just returned from Berkeley, California, where he served as Mackey Visiting Professor of Electrical Engineering at the University of California for the month of May. . . .

LITERARY FOOTNOTES: A correspondent from *Holiday* magazine tells us that one of his colleagues, a sometime song-writer, is working on a novelty for Tin Pan Alley under the title of "The W. Somerset Maugham-bo." . . . *Publishers' Weekly* reports that a customer finally asked for it in a New York bookstore: "The Search for Audie Murphy." . . .

ROUNDUP: *The University Museum's* unique *African Tribal Sculpture* show will be on display until September 16th. It contains more than 200 pieces lent by museums and private collections in Africa, Europe, and America. . . . The *University of Pennsylvania Outing Club* (UPOC to initiate) extends an invitation to Faculty hikers, canoeists, climbers, spelunkers, horsemen, and other enthusiasts of the callous to come join the fun. For details consult *Mr. Octavio Salati*, Assistant Professor of Electrical Engineering. . . . *Dr. Allan G. Chester*, Professor of English, was Co-Chairman of the "Workshop on In-Service Teacher Training" at the recent *College Conference on Composition and Communication* in New York. Also main speaker at the recent meeting of the *College English Association* at Ursinus College. . . . *Dr. Clark Byse*, Professor of Law, has become a member of the Editorial Board of the Law Book Department of *Little, Brown and Company*, Boston publishers. . . . Felicitations to *Miss Lois Austin*, Assistant Professor of Nursing, and to *Miss Dorothy Marlow*, Instructor of Pediatric Nursing, on receipt of Fellowship Awards from the *National League for Nursing* that will make it possible for them to complete their doctoral studies at the University of Chicago and Columbia University respectively. . . .

And from the Editors a word of thanks to Faculty and Staff for information, tips, assistance, criticism, and encouragement—and best wishes for a pleasant summer holiday. Let's hear from you during vacation. You'll hear from us again in October.

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