

UNIVERSITY of PENNSYLVANIA



# Almanac

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## Provost Rhoads Sums Up Senate Achievements

At the invitation of Dr. John Perry Horlacher, Chairman of the University Senate, Provost Rhoads, himself once a former Senate Chairman, addressed a review of the Senate's accomplishments to its membership on the occasion of the Senate's fifth birthday last month.

Observing that the Senate "has considerably enlarged the role of the Faculty in University affairs to the benefit of the University as a whole," Dr. Rhoads adds: "The Senate has made it possible for the Faculty to take the initiative in pressing for goals it believes essential if the University is to advance, and for the University Administration to consult the Faculty. The President and other members of the Administration have shown a disposition to seek advice through these channels."

The Provost then spotlights some nine accomplishments of the Senate, as follows:

"Where there was none before, there is now significant participation of the Faculty in the process of making top level appointments."

"The principle of academic freedom has been greatly strengthened by the establishment of machinery at the instance of the Senate to assure an adequate and impartial hearing in any case of an alleged breach."

"The University has for a long time adhered to the closely allied principle of tenure. Recent practice has been translated by the Senate, in cooperation with the University Administration, into a specific and formalized code to which it is expected that the University will commit itself to the extent deemed appropriate by the Trustees."

"The Senate's work on the Manual of Policies and Procedures has contributed substantially to a redefinition and codification of University policy and practice."

"Faculty salaries have improved a great deal during the period of the Senate's existence. This has been a prime objective of the President, and his understanding of the need and his sympathy with this major purpose of the Senate go far toward explaining the achievement. Yet any fair appraisal would not minimize the Senate's great usefulness in pressing for salary improvement."

"The availability of Senate machinery has brought faculty advice to bear on how increased income from

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## Faculty Forum: What Is Today's Undergraduate?

According to a recent piece in *Time* magazine, U. S. professors "cannot decide whether to clap or wring their hands" over today's undergraduate. Is he dull, asks *Time*, or simply more mature than his predecessors?

Columbia's Lionel Trilling says of him that "he is not very much committed to anything; or if he is, they are secret commitments."

Denison University historian Robert Seager thinks that undergraduates feel "a tremendous amount of self-satisfaction with the world as it is." Other commentators suggest that contemporary undergraduates are admirers of conformity and materialism, more worshipful of dollars than of ideas, wanting in intellectual appetite and ambition.

But the undergraduate has his defenders, too, who say that he is earnest, bright, and conscientious.

Is today's undergraduate dull, lazy, frivolous? Or does he give signs of possessing and developing those attitudes and qualities necessary to the preservation and enrichment of democratic life?

The Almanac invited eight members of the Faculty to express their opinions on this matter, with the following results:

From DR. FRANCIS W. IRWIN,  
*Professor and Acting Chairman of Psychology*

Most of the undergraduates whom I have known well during the past several years have been seniors in a major conference course. Judging from this particular small sample, I see no cause for alarm about our students. They are both serious and likeable, and many are quite able. It is true that few seem likely to develop into either martyrs or fanatics; but if they show a certain cautious skepticism, we ourselves and the world at large have fostered it. They are so responsive to what is offered them that the question that should most concern us is whether what we offer is sufficiently challenging and imaginative to stir them to a high pitch of intellectual excitement and achievement. Any institution that does less than this gives them less than they deserve.

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**Faculty Forum** (Continued from page one)

From DR. OTIS H. GREEN,  
Professor of Romance Languages

As I survey the thirty-five years of my teaching experience at Pennsylvania, I note two changes. One is the decreasing respect for the instructor's position. The "cloth" has no more significance than the cigarette-littered floor. No inconsiderable expenditure of soul-juice is needed to put across the idea that Spanish 1 is a worthwhile intellectual endeavor, that teacher and pupils are crossing the language barrier and that beyond that barrier is a new and exciting world of human symbols.

But there is the happier side of the picture. Upper-classmen, today, know that they live in a time of troubles and they are aware that the occupant of the chair has for years been engaged in a task that will face them all their lives: making human experience intelligible. They can perceive, now, that a language is an instrument as expressive as a pipe organ and that it serves not only to express thought but to shape it.

From DR. HERBERT B. CALLEN,  
Professor of Physics

Twenty years ago it was a privilege to attend a college, and it was a matter of affirmative choice. Today the child of an upper or middle class family has no choice. Society, in the name of "democratic right," coerces him into attendance. It attaches a stigma to the trades and it demands a college diploma as the prerequisite of social acceptability. It provides the student with a bland pap of an educational diet in the high school and it pushes him along on the conveyor belt to the next stage. The rights which today need protection are the right to a challenging and adequate high-school curriculum, and the right to terminate one's education when it ceases to be valuable. I believe the students are fully justified if they sulk through four years of college which are forced upon them by social and economic pressures, and which are not motivated by a true desire for education.

I firmly believe that we should close a goodly fraction of the existing marginal colleges and that we should drastically raise college entrance requirements. We should ensure by some means that no student who is intellectually qualified to meet these new requirements is prevented from attending by financial barriers. We should provide for adult education, when a true desire for learning occurs in a mature citizen—perhaps by some system of job sabbaticals. And we should shift the responsibility for high-quality mass education back to the high schools where it rightfully belongs.

We do not benefit the students when we forcibly feed them more and more of a thinner and thinner soup. Shall we then wonder as to why they look listless and intellectually undernourished?

From DR. NELSON GOODMAN,  
Professor of Philosophy

My contact with undergraduate students has been rather limited in the past three years; and in any case, I suspect and hope that most generalizations about them are either false or empty.

From DR. RALPH C. PRESTON,  
Professor of Education

Today's undergraduates are widely diverse in character and outlook. The behavior of even a single student is often strikingly contradictory—he may be a supine conformist one day and a delightful heretic the next. One can generalize to the extent of saying that most students seem generous, friendly, and direct. Many of these same students seem disappointingly indifferent to serious scholarship, and appear to look upon college more as a means of getting ahead than as an exciting intellectual adventure.

However, students' surface behavior and talk should not be interpreted too literally. Closer acquaintance with those who outwardly display a cavalier attitude toward their studies and appear ready to sell their souls for security and comfort often reveals basically serious individuals searching for values.

From DR. LLOYD W. DALY,  
Dean of the College

Today's generation of college-age students is a larger and more heterogeneous one than that of thirty years ago. Neither home nor school can be counted on to have given a common impress of mores, experience, learning. Attitudes toward values are, therefore, quite diverse to begin with.

College faculties are also heterogeneous in their own way, with a diversity of attitudes toward fundamental values as represented in religion, politics, ethics, esthetics, and the like. They do not, therefore, supply any well-defined set of attitudes with reference to which students may react and shape themselves.

One thing notable about our students is the frequency of the incidence of serious emotional disturbances among them and the readiness with which they resort to psychiatric treatment. My own generation, subject to all the Victorian repressions imaginable, did not seem to suffer in this respect to anything like the same degree. Why is this? I don't know, but I do know that then there were not psychiatrists available. I think, perhaps, religion may have played a more important role in students' lives.

I think that professional aims are also a stronger determinant in undergraduate student life and thought than once they were. Can it be that well defined aims of this sort are a surrogate for more ultimate certainties, that they are a solid rock toward which to swim?

From DR. SEYMOUR CHATMAN,  
Assistant Professor of English

Who or what is "today's undergraduate"? When I think of my own students, present and past, I can no more get a picture of "today's undergraduate" than I can of "today's businessman" or "today's American" or "today's human being." I see individuals—students with talents, problems, illusions, delusions, mannerisms, graces, prejudices, and feelings; and the mixtures are so idiosyncratic and so typically atypical as to defy any satisfying sort of generalization. (There are all sorts of unsatisfying ones.)

Why do we Americans—particularly we intelligent Americans (for *Time's* list is distinguished)—need our generalizations so badly? Why are we so anxious to prove that there *must* be less than 170 million ways of doing things?

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This "Best of the Year Award" was one of several honors won by the University Department of Publications, Forms, and Printing. (See "Among Other Things.")

## New Term Trustee Elected

Dr. George A. Coleman, of Wynnewood, a widely known dentist, has been elected a term trustee of the University of Pennsylvania.

Dr. Coleman was graduated from the University's School of Dentistry in 1913. He is a past president of the Pennsylvania State Dental Society and a fellow of the International College of Dentists and the American Academy of Restorative Dentistry.

Long active in alumni affairs at Pennsylvania, he received an Alumni Award of Merit in 1950 for his services to the University, where he was president of the Organized Classes and of the Dental Alumni Society.

As a term trustee of the University, Dr. Coleman succeeds Thomas I. Parkinson, of New York, who had served as a trustee for twenty years.

## Barzun, Levitt To Speak

The University Lecture Series' next two events will present Dr. Jacques Barzun, Dean of the Graduate School at Columbia University, and Dr. I. M. Levitt, Director of the Fels Planetarium of the Franklin Institute. Dr. Barzun lectures on "A Truce to Nonsense About the Humanities" on February 18, Dr. Levitt on "Satellites: Sputniks and Vanguard" on March 11. The talks take place in the Auditorium of the Museum at 8:00 P.M., admission free.

### Faculty Forum (Continued from page two)

From DR. G. JAY ANYON,  
Assistant Professor of Industry

As we motivate more undergraduates whom home and past schooling have not reached, the larger becomes the corps that can imbue the entire student culture on campus with spirit and generate a record of performance that can dispel the pall of superficiality, excessive frivolity, or dulling passivity.

Each undergraduate who is "reached" and given the feeling that he has chores and tasks to do that count can develop a sense of responsibility and can emerge with attitudes and qualities that will serve him and the democratic community simultaneously. If, by the time he is a senior, we are unhappy with the undergraduate's attitudes and qualities, maybe we are responsible for having dominated and "worked at" developing him instead of painstakingly nurturing an environment that would encourage him to develop himself.

# The Senate Reports

## The University in 1970

Should the situation resulting from the expected hundred percent increase in student applications over the next fifteen years be utilized to increase sharply the quality of the University's educational program, to improve faculty standards, prestige, and economic status, to raise the intellectual capacity of the student body? These and other questions of far reaching significance for the future character of the University of Pennsylvania will be discussed at the second Senate meeting on Wednesday, March 5, at 1 P.M.

The Educational Policy Committee of the Educational Council has referred to the Senate a series of questions relating to the future size and composition of the University. These will provide the major focus of the March meeting. The questions raise educational policy issues of great moment to the entire University Community, issues in which the several faculties and individual faculty members have a considerable stake. The University Administration hopes these questions will be given the most thoughtful consideration by all members of the faculty.

## Faculty Leaves of Absence

At one of the best attended meetings in its history, the Senate on January 20 voted to authorize the creation of an ad hoc committee on faculty leaves of absence. With but few dissenting votes the Senate expressed its conclusion that the present policy of the University on leaves with pay was inadequate and that the special committee should conduct its studies on this premise. The committee will be charged with making a full inquiry and developing a recommendation to be presented to the Senate for changes in the existing policy. It is hoped that this can be acted upon during the present academic year.

## IVORY TOWER THOUGHT

"Are the people with solemn faces always thinking solemn thoughts?"—William Feather.

## Provost Rhoads Sums Up (Continued from page one)

tuitions and appropriations should be applied in enhancing the economic status of the Faculty."

"There can be little question that (the Faculty Club, for which ground will be broken in a few months) has been a major Senate objective for three years and is being accomplished to a large extent at the instigation of the Senate."

"The inauguration of the tuition exchange plan grew out of Senate initiative."

"The Senate has enlarged the acquaintance of many faculty members among their colleagues. . . It has contributed to a new sense of unity and common purpose throughout the University."

Dr. Rhoads concludes his letter by hoping that the eligible membership of the Faculty will continue to manifest its support of the Senate by participating in its work "as well as in attendance at its stated meetings."



## Among Other Things

*Names:* Dr. Loren C. Eiseley, Professor and Chairman of Anthropology, will address the Society of the Alumni of the College at its luncheon meeting on March 4. . . . Dr. Allan R. Day, Professor and Assistant Director of Chemistry, was recently elected a Fellow of the New York Academy of Sciences in recognition of his achievements in science. . . . Dr. Henry J. Abraham, Associate Professor of Political Science, is co-author of *Elements of Democratic Government*, just published by the Oxford University Press in a revised and enlarged edition. Dr. Abraham's collaborator is Professor J. A. Corey, Vice-Principal of Queens University, Kingston, Ontario. . . . Dr. William Turner, Dean of the School of Social Work, speaks this month on "Social Work in a Dynamic World" to the graduate division of Pennsylvania State University. . . . Mr. Harold Lewis, of the Department of Research of the School of Social Work, will give an institute on "Agency-Centered Research" at the Northeast Regional Conference of the Child Welfare League of America in March. . . . Dr. Y. H. Ku, Professor of Electrical Engineering, has written a volume entitled *Analysis and Control of Non-linear Control Systems*, which will be published this spring by the Ronald Press. . . .

*Add Definitions:* Caskie Stinnett of *Holiday Magazine* passes on the information that when the boss pushes his son up the ladder in the television industry, or takes on new relatives, it's referred to by the staff as "putting on heirs." . . .

*Catching Up With the News:* Congratulations are due Jose de Aguiar, Acting Director of the Department of Publications, Forms, and Printing, for the splendid showing of Pennsylvania entries at the recently held Delaware Valley Graphic Arts Exhibition at the Benjamin Franklin Hotel. From the thousand final selections from entries, four of the six submitted by Mr. de Aguiar were accepted for hanging. They were the University of Museum's letterhead, which was designed by Mr. Louis Day, of the University Museum and awarded a gold medal for "best of the year" in its category; the University bulletin entitled *Undergraduate Programs*, which was designed by Mr. Bruce Montgomery, Art Director, and awarded honorable mention in its category; *The Museum Cast Catalog*, designed by the Museum staff with the cooperation of Mr. de Aguiar's department; and a brochure called "The Pennsylvania Plan," also designed by Mr. Day. . . . Dr. Lois Austin, Assistant Professor of Nursing was elected President of Sigma Theta Tau, Honor Society in Nursing, at the recent meeting of the national chapter in Columbus, Ohio. . . . Dr. Otis H. Green, Professor of Romance Languages, has been elected Corresponding Member of the Hispanic Society of America and appointed Judge for the Modern Language Association-Crofts-Cornell Award along with Morris Bishop of Cornell, Victor Lange of Princeton, Harry Levin of Harvard, Gordon Ray of Illinois, and Willard Thorpe of Princeton. Dr. Willis J. Winn, Acting Dean of the Wharton School and Professor of Finance, contributed an article on social responsibility in business to a forum on the subject conducted in *The Saturday Review* on January 18.

Wrote Dean Winn: "The missiles and bombs make most ill-advised an insular attitude in 1958. Business leadership must understand the problems and needs of other cultures if our culture and business is to survive. . . . A good deal of the narrower technical aspects of education in all fields will need to be eliminated and a new core adopted, including offerings in the natural and social sciences and in the area of decision making."

*Literary Note:* If the *Odyssey* were being published today for the first time, what might the blurb on the jacket sound like? Here's one suggestion: "When Homer's first novel, 'The Wrath of Achilles,' became an all-time best-seller (with no fewer than 23 written copies and got by heart by well over a hundred minstrels), critics cried 'never again.' 'Odysseus Goes Home' should make them eat their words. The gifted author (who still prefers to use a nom-de-plume) has this time taken as his (or her?) subject the adventures of General Odysseus and a handful of officers and N.C.O.'s who, demobbed after the fall of Troy, were persistently baffled in their attempt to return home by the arch-crook, Poseidon. Needless to say, the wily General, aided by the Lady Pallas, finally out-witted him. Here is the whole stuff of adventure: shipwrecks, *femmes fatales*, one-eyed toughs, plot and counterplot, with a happy ending and an unexceptional moral. If Penelope, Circe, Calypso, Polyphemus, and the Siren Sisters do not become household words, we shall eat our fillets." Quoted from L. E. Jones's collection of parodies, limericks, clerihews, etc., *A La Carte* (Secker & Warburg).

*Round Up:* At one of the recent meetings of the Organized Classes, a speaker said that one-fourth of all the teachers of insurance in the United States received their training in insurance at the Wharton School and that 40% of the students being taught insurance anywhere in the country now are being taught by University of Pennsylvania graduates. . . . Among the ten members of the national selection committee for the Woodrow Wilson Fellowships is Dr. Roy F. Nichols, Vice-Provost and Dean of the Graduate School of Arts and Sciences. . . . Worth Another Thought: "The world today probably has sufficient intellectual power to solve its problems, but not sufficient soul power to stifle its selfishness. Humanity does not need more knowledge to live the good life, but it needs to understand better the ends for which life is designed." Henry J. Arnold in the *Will to Think* (Farrar), edited from the pages of *Think* magazine by Robert Cousins.

### THE ALMANAC

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Editor ..... Charles Lee  
 Managing Editor ..... Bruce Montgomery  
 Address ..... Public Relations Office, 201 S. 34th St.