
NEWS IN BRIEF

CUE '71: OCTOBER 1 AND 2

The Provost's Conference on Undergraduate Education opens Friday, October 1, for two days' intensive study of the Pennsylvania undergraduate curriculum, advising and extra-curricular life.

Ralph Amado, chairman of the Provost's CUE Committee, announces the complete schedule on Page 3 of this issue, where a mail registration form is included. Members of the faculty and staff may attend any portion of the program; attendance at the dozen workshops, however, requires advance registration.

ASSISTANT OMBUDSMAN: Mrs. Linda C. Koons

University Ombudsman Joel Conarroe has announced the appointment of Mrs. Linda C. Koons as Assistant Ombudsman, effective immediately. She will act as an alternate ear for campus complaints and will assist in research toward recommendations to correct problems brought to the Office of the Ombudsman.

Mrs. Koons is a 1964 graduate of the University of Oregon who joined the Provost's Office in 1967 as assistant to Dr. David R. Goddard and editor of the then-monthly ALMANAC. Since January of this year she has continued as Dr. Goddard's assistant in his new post as University Professor of Science and Public Policy at the Fels Center of Government.

In the Provost's Office, Mrs. Koons served as his liaison to several projects involving needs and problems of campus personnel—among them the Cohn Committee study on the Status of Women and the project to create the first *Handbook for the Faculty and Administration*. She is a member of the Administrative Assembly and of the Governing Board of the Faculty Club.

IN MEMORY OF DR. MALCOLM G. PRESTON

The family of the late Dr. Malcolm G. Preston requested that in lieu of flowers, contributions in his memory may be made to the Otto E. Albrecht Music Library of the University, when services were held for him Thursday.

Dr. Preston, Emeritus Professor of Psychology, died September 13 at the age of 65 in the Hospital of the University of Pennsylvania after a short illness.

He is survived by his wife, Mrs. Hazel S. Preston; two sons, Dr. Malcolm S. Preston of Baltimore and Dr. Ross S. Preston of the Wharton School; and one daughter, Mrs. Mary Anne Wright, formerly of the University's Human Resources Center.

Dr. Preston had been a member of the psychology department since 1932 and retired in 1971 after serving as Professor of Psychology since 1953. He was also co-director of the 1954-1959 Educational Survey of the University of Pennsylvania, which was a major factor in projecting the University's objectives for the decade of the 1960's.

A-3 ASSEMBLY MEETS SEPTEMBER 23

The A-3 Assembly will hold its third organizational meeting September 23 at 5 p.m. in the Fine Arts Auditorium. In an open letter to ALMANAC, the new Assembly described its origin and purpose:

A random mailing to A-3 employees brought an enthusiastic and interested group to the first meeting on August 12. The Assembly's aim is to be a representative, University-wide structure

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Almanac

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REINVESTING \$175,000 SAVINGS IN DISTINGUISHED NEW FACULTY

Part of the budget process for 1971-72 was the creation, in the academic sector, of a \$175,000 "reinvestment fund," in accordance with a recommendation of the Budget Committee and its Subcommittee on Academic Programs. The fund was derived from the savings effected in last year's reductions in academic budgets, and was reserved to permit the University to take advantage of "unique opportunities" for faculty additions that may arise. To advise him on the use of this fund, a special committee is being set up by President Meyerson.

This Committee on Special Appointments, in addition to the Provost and Vice President, will have faculty representatives from the Budget Committee and the Committee on Academic Planning. The Associate Provost for Academic Planning, John Hobstetter, and a third faculty member will round out the committee.

Screening Function

The purpose of the fund is to permit the University to bring onto the Faculty persons already distinguished in their fields and at the peak of intellectual achievement, or younger persons already recognized as extraordinarily promising teachers and scholars. Appointments may range from Assistant Professor to Professor in rank.

Nominations for these special appointments along with supporting data should be sent to the Office of the Provost and Vice President. The function of the Committee on Special Appointments will be to screen the nominations for the President and to send them through the normal channels for processing appointments in each school.

Julius Wishner, Chairman of the Subcommittee on Academic Programs, views this as a program for seizing the initiative in making significant and visible improvements in academic quality. Other members of the Subcommittee were Henry Hoenigswald, Irving Kravis and A. Leo Levin.

—Curtis R. Reitz

THE COUNCIL

MODERATOR NOMINATED: Roger H. Walmsley

First on the September 22 agenda for Council is a Steering Committee resolution to elect Roger H. Walmsley (Physics) as Moderator. He is President Meyerson's nominee for the new position, which was created by Council to free the President to participate in debate and present issues on behalf of the administration.

COMMITTEE CHAIRMEN MEET SEPTEMBER 23

An orientation meeting for those who will head committees of Council and University operating committees in 1971-72 is scheduled Thursday, September 23, at 1 p.m. in the Faculty Club. President Martin Meyerson, Provost Curtis R. Reitz and Steering Committee Chairman Henry J. Abraham will attend.

This is the first year that the leadership of the University's 22 standing committees will have received such briefing, according to Secretary of the Corporation William G. Owen.

Under the present committee system, a Committee on Committees forwards to the Steering Committee the names of proposed members and chairmen for various committees involved in governance and operations. Nominations are based on several sources: volunteers from the faculty and administration who respond to a spring questionnaire sent out by the Committee on Committees; the selections of undergraduate and graduate/professional school organizations; and the recommendations of existing committee chairmen among others. (There are exceptions, such as the Committee on Open Expression, in which the constitution of the committee is prescribed in the by-laws of Council.)

To date, acceptances have been received from all but four of the 22 chairmen nominated, and about 90% of the committees' combined membership of more than 300 faculty members, administrators and students is also complete.

The roster of committee chairmen and memberships will be published in a forthcoming issue.

OPEN EXPRESSION: Letter to A-3, A-4 Personnel

The Committee on Open Expression this fall mailed to all A-3 and A-4 employees a letter explaining the origin of the Guidelines on Open Expression and inviting their comments.

Those interested in participating in Committee discussions were asked to submit their names, and a random choice of three participants will be made among names submitted.

Following is the partial text of the letter:

The Guidelines on Open Expression were adopted by the Trustees in the spring of 1968. These guidelines guarantee the right of all members of the University community to assemble, demonstrate, picket, sit-in, or engage in other forms of individual and collective expression. At the same time, certain standards of conduct are set down: actions causing personal injury or property damage are impermissible; demonstrations may not interfere with the operation of the hospital or other emergency facilities; and access to University buildings cannot be impeded. In the spirit of stating a code of behavior appropriate to a University community, the Guidelines represent a set of principles which protect and foster full and free expression consonant with the necessary respect for the rights of others.

The Committee on Open Expression was established to safeguard the principle of open expression for all members of the community. At present the Committee is composed of administra-

tion, faculty and student representatives. The committee acts variously as mediator, observer, advisor, and interpreter.

The committee is presently examining the relationship of the Guidelines to A-3 and A-4 employees. In its deliberations the committee has pinpointed several key questions. Are there special concerns among these employees that should be reflected in the guidelines? How should these employees be represented with regard to the guidelines? Should special procedures be developed to deal with possible violations of the guidelines?

The committee needs the views of all members of the University community on these questions. We welcome your comments on them, which can be sent to the address below.

Copies of the Guidelines on Open Expression are available in 112 College Hall.

—Philip G. Mechanick, Chairman
Committee on Open Expression
919 Gates Pavilion

Hospital of the University of Pennsylvania

APPOINTMENTS

THE COLLEGE FOR WOMEN

Mrs. Caren Blazey has returned to Pennsylvania as Assistant Dean of the College for Women. Mrs. Blazey, who received her masters degree here, is now working toward a Ph.D. in international relations. She replaces Mrs. Judith Milestone, who has accompanied her husband to the University of Michigan.

DENTAL MEDICINE

Dr. John C. Derbyshire, Associate Professor of Periodontics, has been named director of oral hygiene courses; Miss Barbara Jeanne Novak, an instructor in oral hygiene, has been named supervisor of oral hygiene courses.

Dr. Derbyshire succeeds Dr. Joseph R. Ashman who will remain on the dental faculty as Associate Professor of Operative Dentistry and Anatomy. Miss Novak succeeds Miss R. Roberta Throne who will be Assistant Professor of Clinical Oral Hygiene at the School.

Mrs. Dorothy W. Marts, formerly Assistant to the Dean, has been appointed Business Administrator of the School of Dental Medicine.

Dr. Gerald S. Weintraub, Assistant Professor of Prosthetic Dentistry, has been appointed Acting Chairman of Removable Prosthodontics. He will assume the responsibilities of Dr. H. Milton Rode, former department chairman, who recently retired after 25 years with the University. He had been Chairman since 1952.

GRADUATE SCHOOL OF EDUCATION

Dr. Rita Denny, who completed her doctoral work in education here, has been appointed Assistant Dean for Student Affairs. Dr. Denny's administrative responsibilities will be shared with a teaching post in the science education department. She taught at St. Joseph's College, Philadelphia, during the 1970-71 academic year before returning to the University in her present capacity.

Dr. Kenneth D. George, Associate Professor of Education, has been appointed Associate Dean, according to Dean Neal Gross.

Dr. William W. Reynolds, Jr., a former assistant to the dean, has been named Assistant Dean for External Affairs and Assistant Professor in Curriculum and Instruction.

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From the Provost's Office:

TENTATIVE SCHEDULE FOR CUE '71

On Friday and Saturday, October 1 and 2, a university-wide conference on undergraduate education will be held. The President and Provost and Vice President have called the conference to encourage an examination of certain major aspects of baccalaureate education at Pennsylvania and to stimulate recommendations for the future. It is hoped the conference will serve as a resource of information and ideas for the entire University Community.

Plans for CUE '71 are being coordinated by a Provost's committee chaired by Dr. Ralph Amado. Members of the coordinating committee are serving as liaison members of the twelve working groups who are organizing the conference workshops. Working groups are composed of faculty, students and staff and have been preparing through the summer for the conference. The tentative program:

Friday, October 1

1:30 p.m. Coffee Hour.

2:00 p.m.-4:30 p.m. Workshops in Houston Hall and College Hall.

7:30 p.m. or 8:00 p.m. Panel discussion in the University Museum Auditorium on the general topic of undergraduate education at Pennsylvania. Panel members include trustees, recent alumni, faculty. Provost will moderate. Audience participation encouraged.

Saturday, October 2

9:00 a.m. Coffee and Registration.

10:00 a.m.-12:30 p.m. Workshops in Law School

12:30 p.m.-2:00 p.m. Box Lunch, Law School courtyard.

2:00 p.m.-4:30 p.m. Workshops.

PLEASE NOTE THAT TIMES LISTED ARE NOT FIRM. PROGRAMS WILL BE SENT OUT SHORTLY.

Pre-registration for conference workshops will be held this week. Advance materials prepared by the working groups will be available during the week of September 2 at registration desks throughout the campus.

—Patricia Meyers

VETERINARY MEDICINE

New Business Administrator of the Department of Animal Biology is Mrs. Alice C. Byrne, formerly Administrative Assistant in that department.

WHARTON GRADUATE DIVISION

Dr. Matthew J. Stephens Jr. of the Accounting Department has been appointed Associate Director for Academic Advising. In his new post, he will handle general registration, advising, major selection and other student problems.

Scott Lederman, former Director of Student Services, has been named Director of Administration and Planning. Joe Honeycutt has taken over Mr. Lederman's duties as Director of Student Services. He will handle all nonacademic student affairs and act as liaison between students and administration.

An appointment involving a new concept in management education begins this year as Sheldon Gordon, President of Hedberg and Gordon, Inc. and a 1959 Wharton graduate, becomes the Wharton Graduate Business Executive in Residence.

Mr. Gordon will organize seminars with students, bring other executives to campus and act as a general communication link with the business community.

PRE-REGISTRATION FORM

CONFERENCE ON UNDERGRADUATE EDUCATION

Workshop Topics

1. Three-year B.A.; combined B.A./Masters; Calendar problems—*Lucy Behrman*
2. Premedical education—*Samuel Thier*
3. Vocational decision making and advising—*John A. Russell, Jr.*
4. Undergraduate Education at Pennsylvania, what is it and what it should be—*Ralph Amado*
5. Close Student-Faculty academic contacts—freshman seminars, undergraduate students in research, senior thesis—*Edwin Hartman*
6. Teaching methods—using our people and technology—*Joseph Bordogna*
7. The accrediting and certifying of students—degrees; grading, etc.—*Kenneth Rothe*
8. Professional undergraduate education, Engineering, Wharton, Nursing, SAMP—*Matthew Stephens*
9. Undergraduate education beyond the usual 18-21 year group—*Patricia Meyers*
10. Teaching evaluation and incentives—*William Keller*
11. Intellectual life style at Pennsylvania. (Life of the mind outside of the classroom)—*Rochel Gelman*
12. Special Programs (Exchange programs, work/study, field work)—*Henry Wells*

Please circle the number of each workshop you plan to attend and send this form via campus mail to Mrs. Patricia Meyers, 104 College Hall.

Name

Campus Address

Affiliation:

_____ Faculty

_____ Staff

_____ Student

_____ Guest

FORUM

Conducted by the Senate for the Faculty

The current FORUM on academic tenure began in the September 7 issue with articles by Isidore Gersh and Lloyd Daly. Additional contributions on the subject are welcome, and may be forwarded either to ALMANAC or to Senate Editorial Chairman Phoebe S. Leboy.

On Tenure

by David R. Goddard

A scholarly university depends upon having a faculty of high quality who are able and active in teaching, in research and in other intellectual and administrative activities of the university. If an institution is to be distinguished, its faculty must of necessity be intellectually free to examine any subject from all points of view and there must be no institutional or external control over such an interplay of ideas.

Tenure was not introduced to protect the incompetent or solely to furnish security to faculty members. It was introduced (largely through the activities of the American Association of University Professors which was founded in 1915) because during the 19th and early part of the 20th century, many faculty members were dismissed, or their freedom restrained by other means, as a result of outside pressures on their institutions or because of arrogant and authoritative administrators.

Freedom from Colleagues

While faculty in most of our distinguished universities today probably no longer need tenure to protect them from gross interference with their academic freedom—at the University of Pennsylvania I have a feeling that most of our junior faculty without tenure act and speak freely without fear of penalty for their activities—certainly this is not the case at all institutions. In addition, in the last ten years, a different kind of infringement on academic freedom has frequently occurred: interference with one's freedom from other faculty colleagues. Many faculty have shown a repressive intolerance for the views of others, the result being that some individual professors are finding it difficult either to teach or to do research. Thus I would argue that tenure may still be needed to ensure academic freedom.

One cannot deny, however, that there are numerous problems connected with tenure. Though most tenure programs provide some machinery for the release of senior faculty members who are incompetent or lazy, those rules are normally so hedged around by procedures that rarely if ever is a tenured faculty member dismissed through such procedures; in fact the AAUP does not permit the dismissal of tenured faculty because of a mistake in judgment. One would have to demonstrate that a faculty member became incompetent or lazy *after* the tenure decision; being incompetent or lazy before the tenure appointment nullifies these complaints as later grounds for dismissal.

There is also difficulty with tenure when the size of the faculty must remain static. I think no one would argue that if a university is to be an effective and intellectually lively place it needs a faculty of diverse origins, one that includes

a constant influx of young people. Frequently a person's best years as a teacher may occur when he is in his late 20s and early 30s, and the same may be true for some in research, particularly in mathematics and the natural sciences. When the faculty is frozen in size it becomes quite difficult to continue to bring in new young faculty, particularly if all their predecessors are granted tenure. While there is a normal faculty turnover of 10 percent each year, if you exclude from this figure those faculty who would leave because they had not received tenure, the turnover becomes very much smaller. With the opportunity to bring in young people so drastically reduced, the university would quickly find itself lacking the excitement and diversity a truly distinguished institution requires. If the average faculty member receives tenure approximately six years after his postdoctoral education and retirement occurs at the age of 65-70, he will hold his position approximately 36 years. Only an expansion in the size of the department would allow new faculty to be introduced.

I might also point out that I am decidedly against granting tenure to all the junior staff or to persons who are merely competent or without any demonstrated gifts in teaching or scholarship for certainly a faculty of decreasing excellence will result.

I would argue for a longer probation period before the tenure decision largely because I believe the six-year period we now have often works to the disadvantage of many faculty members, particularly those in the humanities and the social sciences where it takes longer to establish a reputation in one's field. If a young faculty member had ten years, for example, he might very well publish the articles he couldn't in the six year period. If there were to be a longer probation period, however, notice of termination would have to be given far in advance, probably two years ahead. And it should go without saying that faculty could be granted tenure long before the probation period was up.

Rigidity of Unions

Would tenure be better replaced by unions? There may very well be some institutions in this country, particularly junior colleges and teachers' colleges, where the faculty and the institution might best be served by a union. However, it is the nature of unions to demand job security after a very short probationary period. In addition, promotion is usually granted on the basis of seniority rather than on demonstrated ability and there is a rigid salary scale with salaries being determined by seniority in rank and not on the basis of contributions to the institution. If a private institution is forced to pay all faculty members the same salary for the same number

of years of service, either the maximum salaries will be low and most of your creative and imaginative people will probably leave, or the salaries will be set high enough in order to keep the gifted, thus overpaying the merely competent and probably bankrupting the institution. I also wonder if we could maintain a faculty at our current level of distinction if our procedures for recognizing merit in retention and promotion in rank and salary were eliminated.

I am not objecting to a standardized uniform salary scale *per se* but I would prefer to see one established that is similar to the one used in the California system. There, selectively outstanding faculty members may receive double or triple the standard increment in a given year, being promoted in rank earlier than other faculty members. There is also a super scale. While full professors are on a standardized salary scale, distinguished full professors receive amounts which may be very much higher. To be sure the number of professors on this super scale is limited but the scale does give the institution flexibility in rewarding its most distinguished and creative faculty members. And it is of interest to note that while the standardized salaries are made public, information as to who receives salaries on the super scale, and their amount, is not.

Merits of a Three-Track System

There is one other problem connected with tenure that must be mentioned and that is that there are often highly qualified persons who are valuable members of the university but because they do not fit the particular formula set up for faculty ranks or because funds for their support have a finite time span, cannot be granted tenure. I am thinking particularly of two groups, one consisting of professional persons involved in large research undertakings, the others gifted teachers who make major contributions to the university in undergraduate teaching, advising and counseling.

The research workers I have in mind are people often having a doctor's degree and a distinguished publications record but for whom the university cannot give tenured appointments for budgetary reasons: some of these people would simply not be needed in the absence of a project. The undergraduate teachers I refer to are scholarly in terms of studying and keeping abreast but are not actively involved in research and publication. While many in this second group will find their appropriate outlet in the liberal arts college, I believe the university should find a way to retain the most gifted of them.

Perhaps one way of getting around this problem is to set up a three-track system: the current one of present ranks with the tenure system and the up-or-out promotion policy; the second, contract appointments for the professional people doing research; and the third, contract appointments for the scholar teacher (but not the publishing scholar) with continuity of appointment but without legal tenure. The researchers could be employed on a contract of varying years with increasing length of contract based on time and quality of service and continuity of appointment continuing as long as funds existed and the individual made an effective contribution. The gifted teachers might after a probationary period of six or seven years receive a ten-year contract which could be renewed also, renewal being based on the quality of teaching and his work with students. These teachers would not be barred from the tenure ladder; they would be free to do research and to publish and be considered for tenure on those grounds.

I don't really know if a three-track system would work but I do think it, as well as all the many problems connected with tenure, merit examination and discussion by the University.

STUDY ON ELECTION ACTIVITY

With the Pennsylvania Attorney General's ruling that college students may vote in the community where they attend college, University of Pennsylvania students mounted an active campaign to register their colleagues.

Last year, by contrast, students were able to be involved only in behind-the-scenes political activity during an "unstructured period" at Pennsylvania in which the University did not suspend classes but permitted students to miss class and prohibited teachers from requiring papers or exams.

A study done immediately after the period by Dr. Allan I. Teger, Assistant Professor of Psychology, and graduate students Stanley Renshon and Charles Salter, showed that only 16.7% of the undergraduates took advantage of the "unstructured period," but that 88% of those predicted they would participate in future elections. Some excerpts from the report released this summer:

A total of 442 undergraduates, randomly selected from class lists, were interviewed by an undergraduate social psychology class to determine not only how many students worked, but how the backgrounds, attitudes, and current life styles of these individuals related to their willingness to participate in this form of political activity.

Many of the indicators which are usually good predictors of political activity failed to predict whether or not a student would participate in the campaigns. Distinctions of male-female, class, major, religion, race, or socio-economic status had no relation to campaigning during the unstructured period.

However, a home environment of political activity, otherwise known as the student's "political socialization," reliably indicated that a subject would work during the elections. Students whose parents had discussed politics with them, attended political meetings, worked for candidates or contributed money to a campaign, were all more likely to have participated in a campaign. The strongest of the parental indicators, however, was whether or not the parents had participated in a demonstration.

The study contradicted the widely-held belief that those who feel alienated from the values of the government will refuse to act through the system. Defining alienation as the subject's perceived distance between his values and ideas and those of the government, the survey revealed that those who saw the greatest distance were more likely to have worked during the unstructured period. Furthermore, there was "no systematic relationship" between whether a person stated he could be effective in getting the policies he favors adopted by the government, and his decision to work for a candidate in the fall elections.

The study suggests that these results may signify that the student is working towards closing the gap between himself and the government, and will not be discouraged by his perceived inability to effect changes in government policy.

Contrary to popular myths that depict those who participate in mass demonstrations as unwilling to work within the system, the study found that those who had participated in marches or demonstrations were twice as likely to have participated in the campaign.

The worker appeared to be a politically "liberal" student who had worked in politics before and claimed to have been independently motivated to campaign rather than responding to group influence. Most campaigners worked for a Democrat,

(Continued on Page 6)

Study on Election Activity (Continued from Page 5)

in Pennsylvania, who won his election. The worker also tended to be a generally optimistic person who found the experience highly rewarding personally and moderately rewarding politically.

Questions pertaining to drug use and sexual behavior failed to reveal any significant relationship between these behaviors and participation in political campaigns during the unstructured period; however, participation in the counter-cultural elements of student life were highly correlated with participation in demonstrations.

Demonstrators, who comprised 62% of the population studied, were more likely to have had at least one sexual experience; they also tended to be more frequent users of marijuana and hashish, and of hallucinatory drugs (although this last type of drug had a very small percentage of users). The researchers suggested that such behaviors were related to participation in demonstrations but not to participation in traditional politics because demonstrating is not only a form of political expression but also a part of the life style of the counter-culture.

Although religion and major field of study did not relate to willingness to work in traditional politics during the unstructured period, these traditional indicators of political activity did relate to willingness to demonstrate. Most students who claimed to have participated in demonstrations reported that they had "no religion," while Jewish students comprised the second largest segment of the demonstrators, followed by Protestants and finally Catholics. Humanities majors were the most likely to have been demonstrators, while physical science majors were the least likely protestors.

Both campaigners and demonstrators felt the unstructured period was a good idea; although only 16% took advantage of the two week option, 88% said they would participate in future elections.

—Allan I. Teger

From the Center for Study of Financial Institutions:

RESTRUCTURING THE STOCK MARKET

In an 82-page analysis of the new Center for Study of Financial Institutions Dr. Morris Mendelson, Professor of Finance at the Wharton School, proposes a plan for an even more comprehensive computerized central market system than that recommended recently by William McChesney Martin.

Dr. Mendelson contends that NASDAQ, the quotation system for over-the-counter stocks, has the potential to become an automated, centralized, national stock market. His report, *From Automated Quotes to Automated Trading*, recommends the separation of the brokerage and dealer functions on the retail market and system-wide broadcast of the book on each stock through creation of an Automated Trading System (ATS). Agency transactions would be computer-matched and dealers from any part of the country would be able to make markets in any stock. Dealers would make markets by entering in the book bids and asks which are subject to the matching process. This scheme circumvents the problem of automating the specialists, Dr. Mendelson points out.

His proposed ATS contains three linked segments—the auction market, the Fourth Market, and the negotiated block market—the latter two for institutional trading. The individual investor's entry into the market is through a registered repre-

sentative (RR) who provides for the direct entry into the book of the customer's buy or sell orders.

Making the book public is a radical departure from the present practice. However, a principal objective of suppressing information on the demand for and supply of securities is to prevent investors with access to that information from taking advantage of other investors who do not have such access. The alternative method of avoiding discriminatory access to valuable information is to make it available to everyone. As long as the specialist's book is updated by manual entries, making it instantaneously available to everyone is a physical impossibility. Making the book publicly available eliminates the need to build in safeguards to prevent unauthorized retrievals of information on the book and makes the integration of the institutional and non-institutional markets easier, in Dr. Mendelson's view.

DEATHS

The University has received notices of the deaths of several of its members over the summer and early fall:

DR. MORRISON BOYD (August 4 at 79), an alumnus of the School of Fine Arts at the University and former chairman of the University's Department of Music.

MISS ELEANOR DESIDERIO, research laboratory technician in Medical Genetics; May 18, in an automobile accident at the age of 23.

DR. FRANCIS G. HARRISON (May 12 at 81), an alumnus of the Medical School who became an Assistant Instructor in 1916 and held appointments in surgery and urology in the Graduate School of Medicine through 1956, when he became Emeritus Professor. He was Emeritus Chief of Medical Staff at Presbyterian-University of Pennsylvania Hospital.

PROFESSOR HERBERT HOWARTH (July 4 at 54, of complications following a heart attack). A graduate of Oxford University, he joined Pennsylvania as an Associate Professor of English in 1963 after an extensive teaching career in England, Egypt, Canada and the U.S., and service as a British government information officer and director of the National Book League. He became a full professor in 1965.

DR. M. ANTHONY JENSEN (July 7 at 32); *Almanac* July 15.

DR. BENJAMIN F. MILLER (June 30 at 63), Associate Professor of Medicine at the Harrison Department of Surgical Research, widely known as a medical author and as national treasurer of Professors for Peace in the Middle East.

DR. MALCOLM G. PRESTON (September 13 at 65); see Page 1.

DR. TRUMAN GROSS SCHNABEL (August 27 at 85), Emeritus Professor of Medicine at the Medical School and former president of the Philadelphia County Medical Society. He also served as chairman of the American Board of Internal Medicine and vice-president of the American College of Physicians.

DR. BERNARD WIDMANN (May 18 at 80), who was named Associate Professor of Radiology in 1919 and served as vice dean and department chairman before becoming Emeritus Professor in 1956.

WASHINGTON

From time to time in these pages Dr. Murray, Assistant to the President for Federal Relations, will offer news and comment on government actions affecting the University Community.

'TWTX CUP AND LIP

Frequently there is a considerable variation between the multimillion-dollar education program that is described in a newspaper story and the actual situation as it affects a proposed program at this or any other institution of higher education. The steps between the introduction of a bill to establish a program and the actual release of funds to a grantee or contractor for that program are many and complex. It must be remembered at the very outset that the enactment of a law establishing a program and authorizing expenditures for that program does not mean the program will ever get underway. An appropriation act must come into being first. A good illustration is the International Education Act of 1966—subsequently amended in 1968 and 1970 to broaden the program—which has never received any appropriation and hence has never been operative, although it looks beautiful on the books!

The actual steps from “cup to lip” include the following:

1. A bill is introduced by a member of Congress. Any member may introduce a bill, although those concerned with appropriations must start in the House. Just prior to the Summer Recess there had been over 10,000 bills introduced in Congress by House members and 2,500 by the Senate. In addition, nearly 1,000 resolutions of one sort or another had been presented to the two houses.

2. After a bill is introduced it is referred to a committee which in turn assigns it to a subcommittee. The chairman of the committee and the subcommittee chairman are all-powerful with respect to whether any action will be taken on a bill. If a chairman decides not to consider a bill it is dead for all intents and purposes. (A majority of the committee or subcommittee can force consideration, but this is an infrequent occurrence.) If a bill is approved by a subcommittee it is referred to the main committee, which normally supports the subcommittee action and sends it to the floor where the leaders determine how and when it will come up for action.

3. When a bill is finally passed by one branch it is then referred to the other where the procedure just described is repeated.

4. If the bill passes the second branch without change it is sent to the President for signature. If there are variations in the two bills a conference committee is appointed by the House and Senate to reconcile the differences and send a compromise measure to both houses for final action. The recommendations of the conference committee are almost never overturned by either house.

5. When the bill is signed by the President, or if his veto is overridden by a two-thirds vote of both houses, it becomes law. Laws which concern education directly fall in two categories: (1) those which authorize programs and (2) those which provide appropriations for programs. While structure, organization, and regulations can be developed under an authorization act, the actual operation of a program is not possible until funds are provided through an appropriation act. The funds authorized to be expended are generally far

in excess of those which are actually appropriated. This is a source of much confusion to those who read in the press of a \$100,000,000 program established by the Congress, and then discover only \$5,000,000 has been appropriated to operate the program.

6. A further source of confusion is the fact that funds appropriated must be released through the Office of Management and Budget (formerly the Bureau of the Budget) which is a part of the Executive Branch. As a result in a period of budgetary stringency the OMB might, in the case of the \$5,000,000 appropriation for the \$100,000,000 program above, choose to release only \$2,500,000. The President is not required to release funds that have been appropriated. If there is a significant difference between the President and Congress in connection with the release of funds, the matter must be solved by compromise frequently based on political maneuvering.

Illustrative of the situation that is being described in the above note is the Pell Bill (S-659) which passed without dissenting vote just prior to the Summer Recess. Headlines concerning this bill read, “\$18 Billion Senate Bill Includes Aid to Institutions” and the like. The bonanza for higher education is unfortunately not so great as the headlines might indicate.

The bill (and the discussion on the floor of the Senate which is of great significance from the standpoint of administration of any legislation that is finally adopted) provides that the cost-of-education allowances to institutions will be paid only after student aid programs are funded not less than at previous levels. Since current student aid programs have never been funded up to their authorized ceilings it is extremely unlikely that the new program would be fully funded either and hence cost of living payments, if any, to institutions would probably be minimal.

—Donald S. Murray

BULLETINS

UNIVERSITY BUS SERVICE

Nightly campus bus service is available, free of charge, to all University I.D. card-carrying students and personnel from 6:30 p.m.-1:00 a.m. every night of the week, including weekends.

For complete bus routes and schedules, see Mrs. Margaret T. Weyand, Information Center, 109 Franklin Building.

GAZETTE BEGINS CAMPUS DISTRIBUTION

To Members of the Faculty and Administration Staff:

Unless you have earned a baccalaureate degree from the University chances are you do not get to see *The Pennsylvania Gazette* regularly. Now published eight times a year, the *Gazette* is adding to its circulation list the names and home addresses of all fully-affiliated members of the faculty and administration, beginning with the October issue. (If you already receive the *Gazette* and get an extra copy, please be patient. We will eliminate duplications as soon as possible.)

You will be receiving the *Gazette* for at least two reasons. First, because it will be one more way of keeping you abreast of University affairs. And secondly, because we hope that familiarizing you with the alumni magazine will generate some feedback: we want to encourage you to phone (Ext. 5555) or write (133 South 36th Street) the editors if you have information, criticism, or suggestions for us. Beyond that, should we have occasion to call on you either for advice or for an article, your acquaintance with the publication can be helpful.

Anthony M. Lyle, Editor
(Continued on Page 8)

NEWS IN BRIEF CONTINUED

encompassing all A-3 personnel who freely comprise its membership for the mutual benefit of administration and employee.

It was emphasized at the first meeting that A-3's are an integral part of every department and contribute valuable individual skills and talents to the University's operation.

The group plans to develop a feeling of cohesiveness and communication within the wide-ranging A-3 classification, and participation of all interested A-3 personnel is invited.

Four interest groups were established at the first meeting: Communication, Structure and By-Laws, Benefits, and Promotion and Promotion Procedures. A chairman for each group will be announced shortly.

Gladys Griffiths (116 Franklin Bldg.), Mary Purnell (418 Franklin Bldg.) and Margaret Weyand (Information Center, Franklin Bldg.) have agreed to serve as a Volunteer Coordinating Committee until such time as the structure of the A-3 Assembly is defined. Requests or questions can be referred to any member of the committee.

FIRST BENJAMIN RUSH FELLOW

Dr. William Boyd, a psychiatrist from the University of Edinburgh, Scotland, has been appointed the first Benjamin Rush Senior Fellow at the School of Medicine. He will be in the Department of Psychiatry through May, 1972, according to Dr. Albert J. Stunkard, Chairman of Psychiatry, as part of a long-term exchange program between Edinburgh and the University.

The fellowship is named in honor of Edinburgh graduate Dr. Benjamin Rush, the 18th century Philadelphia physician and University faculty member who is considered to be the "Father of American Psychiatry".

Several Pennsylvania medical students, residents and faculty have spent varying periods of time in the Department of Psychiatry at Edinburgh in the last few years. When Dr. Cairns Aitkin of Edinburgh was a visiting scholar at Pennsylvania in 1970, he suggested having more Edinburgh scholars participate in the exchange. This led to the establishment of the Benjamin Rush Senior Fellow Program by the Whitecar Foundation.

NSF GRANT SETS UP CENTER

The new National Center for Energy Management and Power begins operation this fall at the University.

The Center, which will seek to provide the skilled manpower needed to cope with and solve the critical social and technological problems expected to develop in the nation's energy utilization over the next decade, will operate on an initial \$1.5-million research grant from the National Science Foundation.

Multidisciplinary teams of faculty and students may spend up to as much as a year working in outside residencies like the Atomic Energy Commission's Oak Ridge laboratories, or other places where skills and facilities exist that cannot be duplicated at the University. Their advisory committee will include specialists from public utilities, private industry and government.

Dr. Manfred Altman is Director of the University's Institute for Direct Energy Conversion, which will form the initial core for the new Center's activities and will later be absorbed by it.

A dozen students begin this fall in the program, which is expected to enroll 60 to 65 eventually, including 10 doctoral and 15 master's degree candidates annually by 1975.

DEADLINES ON FOREIGN RESEARCH GRANTS

The Institute of International Studies has announced that application may be made for grants for educational projects abroad during 1972-73 in foreign languages, area studies, and world affairs. No dollar funds are available; however, foreign currency will be provided for living costs abroad, travel to, from and within the foreign country, and for services and supplies. Foreign currencies are expected to be available in India, Pakistan, Guinea, Morocco, Tunisia, U.A.R., Poland, and Yugoslavia.

The deadline for applications for projects covering doctoral dissertation research, faculty research, or group projects is *October 15, 1971*. For comparative education studies, linguistic research, interinstitutional cooperative research, teaching materials preparation, or translation of academic materials the deadline is *December 1, 1971*. Additional information can be obtained through the Office of Research Administration, 4th Floor Franklin Building.

BULLETINS CONTINUED

COURSES IN BOTANY AND HORTICULTURE

The Morris Arboretum offers nontechnical courses on basic botany and horticulture that are designed for the Associates of the Arboretum and for the general public. Each of them consists of six sessions that combine lectures, demonstrations, and practical experiences. Faculty and staff may select those that interest you most or may follow a plan of organized study that will earn the Botanical School Certificate.

For the Fall, 1971

5. **FUNDAMENTALS OF ECOLOGY:** Dr. H. L. Li.
General principles of interactions of plants and environment; distinctive features of the plant communities of the world.
Mondays, 8-9:30 p.m., beginning September 27, through November 1.
6. **IMPORTANT PLANT FAMILIES:** Dr. A. E. Schuyler, Phila. Acad. Nat. Sci.
The family as a natural group; recognizing the unique characteristics of the most important families of flowering plants.
Tuesdays, 10-11:30 a.m., beginning September 28, through November 2.
7. **GARDENING PRACTICES:** William Brientnall.
The planning, construction, and maintenance of the home garden.
Wednesdays, 10-11:30 a.m., beginning September 29, through November 3.
8. **FIELD STUDY OF THE FUNGI:** Dr. Patricia Allison.
Recognition of important fungi and analysis of their habitats. There will be an introductory session followed by five weekly field trips.
Saturdays; first meeting at 10 a.m., September 25, through October 30.
All classes will meet in Gates Hall, 9414 Meadowbrook Avenue, Philadelphia 19118, CH 7-5232. Fee: \$25 per course for Associates, \$30 for others, payable when registering. Registration closes September 22.

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