
NEWS IN BRIEF



AFRO-AMERICAN STUDIES: John Wideman

The appointment of John E. Wideman as Director of an Afro-American Studies Program here was announced by President Meyerson at the December 1 Campus Forum on women and blacks.

The 30-year-old associate professor of English was a leading Penn athlete and Phi Beta Kappa scholar who became a Rhodes Scholar at Oxford in 1963. He joined the faculty in 1967 after additional study at Iowa and the publication of *A Glance Away*, the first of his two novels.

He will be responsible for coordinating and expanding the University's curriculum in black studies for black students and for those interested in the black experience. Reporting directly to the Provost, he will also be involved with the Provost, deans and chairmen in efforts to expand the number of faculty members here from minority group backgrounds.

In a future issue, Professor Wideman will outline his approach to his dual role. Also forthcoming is a full report on the Forum.

FRINGE BENEFITS UNFROZEN

On the advice of counsel, the A-3 and A-4 fringe benefits package announced October 19 by President Martin Meyerson became effective December 1.

Specific implications and additional details of the increased benefits will be discussed at length in a future issue. (Copies of the October 19 ALMANAC are available on request.)

EXHIBIT HONORS DR. GEORGE TAYLOR

Dr. George W. Taylor, Professor Emeritus of Industry in the Wharton School, is being honored with a special library exhibit of his awards, correspondence, papers, photographs from December 1 through December 14.

The "exhibit corridor" between the Dietrich Graduate Library Center and Van Pelt Library has on display much of the record Dr. Taylor created in 41 years of active service on the Wharton faculty.

A-3 ASSEMBLY MEETING

1 to 2 p.m. Thursday, December 16, Room 200 CH.
Guests: Ombudsman Joel A. Conarroe, Benefits Officer J. Bart Kramer, and Benefits Assistant Mrs. Kathryn B. Clark.

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Almanac

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AAAS December Meeting

UNIVERSITY FACULTY MEMBERS ARE LEADERS IN SYMPOSIA ON SCIENCE AND THE CITIES

On December 26 at 8:30 P.M. in the Sheraton Hotel Ballroom, thousands of scientists, education specialists and interested citizens from all over the world will gather to hear the opening address of the 138th Annual Meeting of the American Association for the Advancement of Science.

Dr. Gaylord Harnwell, President Emeritus and University Professor of Physics, is chairman of the introductory session which features a lecture by Constantinos A. Doxiadis, President of Athens Technological Organization, on "The Two-Headed Eagle" (from past human settlements to the future of our cities).

For the remaining five days of the December 26-31 meeting, Philadelphia will host an estimated 10,000 persons whose holiday calendars will include 12 invited lectures, 20 general science symposia, an evening of computer theatre and music, and concurrent meetings of 38 scientific societies.

A host of national and international authorities will be speaking and participating in seminars throughout the week. Among those expected to attend are Congresswoman Shirley Chisholm, Margaret Mead, Ernest Nagel, Ralph Nader, George Reedy, Jean-Jacques Servan-Schreiber, Hubert Humphrey, Mary Bunting, Arthur Kantrowitz, and I. Bernard Cohen.

University faculty will figure prominently in the week's activities, particularly in the seven symposia dealing with the sciences in the service of urban Philadelphia.

A complete list of speakers, panel participants, topics, times and places will be available in booklet form at the conference registration. Campus liaison for the AAAS is Kenneth W. Moore.

All sessions of the AAAS meeting will be open to the public as space permits. Those who plan to attend a number of meetings are urged to register in order to help defray meeting costs and to support the aims of the AAAS, notably,

(Continued on Page 8)

WE CONFRONT WHAT WE ARE

Near the end of the last meeting of Council President Meyerson asked me to consider and then respond to the Council on essentially this question: If my position against the continuation of the University's relationship with ROTC were adopted, would the underlying principle require that the University refuse to accept all research contracts supported by the Department of Defense? I think not. My reasons, very briefly, are these:

1. The ROTC-University relationship represents the University's continuous affirmation of the acceptability as an academic discipline of a program designed to train army and navy officers to lead soldiers and sailors in the performance of military and naval missions which are determined by the military and naval establishments. All truly academic aspects of the program are necessarily subordinate or peripheral to that design. The principal allegiance of the instructors in the program is to the military and naval hierarchy, with criticism and the pursuit of truth at all times subject to that overriding allegiance.

2. Political Science by direction of the political parties or the government would be intolerable. Economics by direction of the National Association of Manufacturers or the AFL-CIO would be intolerable. The study of things military, and of the military establishment, is no less intolerable, whatever the academic trappings may be, if conducted under military aegis and direction. Only when students and faculty in their courses, in their research, and in their sense of purpose, preserve their privilege continuously to assault "established truth" do they fulfill their academic obligation. When the University agrees with the Military to undertake an element of the latter's mission, it compromises some of its independence and may limit its effectiveness acutely, fearlessly, and objectively to examine and criticize the Military and its role in American society. It thus blurs the distinction between the University and the Military. All America suffers when academe fails to keep the distance necessary to perform the unique, independent, critical function on which society is dependent.

3. *Ad hoc* Defense Department contracts may be accepted by the University under existing policy only if the principal investigator's purpose is to ferret out new knowledge which *he* believes society needs and which *he* is completely free to expose by publication or otherwise, in accordance with the standards and practices of his academic discipline. It is irrelevant that the Defense Department also wishes to have the knowledge which the principal investigator wishes to expose. Indeed, it is a happy, albeit irrelevant, circumstance, since it is one which provides a source of funds for the investigator. And the investigator is a civilian, a professor with no continuing allegiance to the military, but with commitment to the pursuit of truth and to publication. In these circumstances, the University is not dedicating itself to the performance of a military mission; the government is lending *ad hoc* support to an academic mission. This was not always true on this campus, but the continuous military presence and allegiance represented by the secret research establishments of Spice Rack, Summit and Big Ben are past history. The principles ending their presence on campus should lead to a similar resolution of the current ROTC question.

4. One can live for a long time, and reasonably well, without living up to one's principles. That is our history with ROTC. I would not have felt compelled to raise the question, but others have. It is before us now, and that means we are at one of those crossroads where an institution must affirm, modify or deny its principles. We are called upon once again to examine ourselves; to confront what we are; to reassert

our mission. We can do it well, or we can do it otherwise. We need not be ashamed to adopt the same position taken by Harvard, Yale, other Ivies and Stanford. There may be a reason that they and we are educational leaders. It may be that we and they know the role that is ours, and that when it is time to assert it, we do so.

5. The Council, like the Faculty Senate, most recently distinguished itself from political institutions when it refused to advise that the University take an institutional position against the Vietnam war. In my judgment, that was an heroic response against inordinate pressures, pressures felt most acutely by the majority of us opposed to that war. In that case Council faced up to the overriding issue of the nature of a University and reaffirmed its uniqueness. It should do so again by advising the President to sever the political tie with the Department of Defense that ROTC represents.

—Bernard Wolfman

THE COUNCIL

ROTC RESOLUTIONS REVISED

For the December 8 Council meeting, the resolutions concerning ROTC have been revised by the modification of Resolution 3 and by the addition of Resolution 4 as follows:

Resolution 3, amended:

RESOLVED, That the President take the steps necessary to terminate all arrangements under which the University gives curricular standing to ROTC or treats it as an academic component of the University.

Bernard Wolfman, Julius Wishner, Alan Kors

Resolution 4:

RESOLVED, That the administration take all steps necessary to terminate all ROTC activities whether curricular or non-curricular in nature.

R. L. Widmann, William Keller

The meeting will be conducted under special Rules of the Day agreed upon by the Steering Committee and circulated to Council members in advance.

HONOR CODE

The report of the Committee to Revise the Honor Code will also go before the Council December 8. The Steering Committee will recommend that Council endorse the spirit of the document and forward it to the Educational Policy Committee for review and possible revision.

ELECTION OF A DEAN

A third item on the December 8 agenda is the proposed revision of Council By-Law VII-2, by replacing the first three sentences of the present by-law with the following:

Election of a Dean. When a vacancy has occurred or is expected to occur, for a dean of a Faculty, the Faculty concerned, by its own procedures, shall nominate to the President a number of members of its own faculty, which number shall be specified by the President, to serve on a committee to nominate a new dean. The President, after consultation with the Provost and Vice President and any appropriate academic Vice President, may add up to an equal number of other members to that committee. In addition to the above appointments, he shall appoint to the consultative committee one or more students from a panel nominated at his request by the students of the School concerned according to their own procedures, which should be democratic in principle and practice as verified by the Vice Provost for Student Affairs. The maximum proportion of students on the consultative committee shall not exceed one-quarter of the membership of the committee. When appropriate, the President may designate one or more alumni advisers to the committee.

Education and Grades . . . Once Again

by Edwin Hartman

There is, as Jerry Segal and Gerald Doppelt say, "nothing new in the suggestion that education has a social and moral significance." It does. There is also nothing new in the suggestion that we "see ourselves as transmitters of knowledge when in fact we are participants in the process whereby our society distributes its scarce resources of wealth, status, and position." There is even something true in it: if in the course of transmitting knowledge we succeed in identifying the possessors of superior intellectual capabilities, we are thereby helping to determine whom society shall reward.

There is not very much new in the suggestion that we destroy self-esteem, autonomy, and moral courage. No doubt some of us do; and to the extent that we do, the liberal education we offer does not liberate. And by now most of us are familiar with the suggestion that the way to direct education more accurately towards what many of us agree to be its goals lies in restricting the power of the teacher to certify the intellectual value of students' work, to determine the content of his courses, and to cause the students to believe what he believes.

But all this may be true (God forbid) without it being the case that the cure is to sever the power relations altogether.

In fact, that is not possible. We cannot run a wholly value-free course in the humanities or social sciences. Even the intention not to be political has political consequences; so the necessity of making a political choice faces everyone. But it is not absurd to say that for a university in all but the gravest circumstances the best ideology is the least. I think this excludes (among other things) reacting to a national political crisis by causing students to take part in door-to-door canvassing in order to receive credit for a course in philosophy.

Selected Dragon-Slaying

We are told that grades are a manifestation of certain political ills of our society. Whatever truth there may be in that statement, there is very little in the supposed corollary that we can begin to cure the ills by getting rid of these symptoms. Yet the symptoms are unpleasant, and there is something to be said for getting rid of them and at the same time persuading oneself that one is slaying the society-devouring dragon. How serious are the students who abjure grades? Though the Dean has said that any student may take his entire College curriculum pass/fail (even retroactively), not a single student has yet accepted the offer. And the immediate occasion of the most recent protest was the ruling of the Executive Committee that certain courses would not be accredited towards the Bachelor of Arts degree. Why are students angry at this? It is because they greatly desire the degree? Do they desire it for the same sort of prudential consideration which leads their less enlightened brethren to want grades? Some dissident students have argued that they are doing their colleagues a favor by freeing them from grades; perhaps the Executive Committee is being no less generous in freeing them from credit.

Is it possible that a member of the faculty might offer a course which is of academic value even though the course is such that assigning grades to the participants would be pointless or even counterproductive? It is possible. Is it possible that the majority of students in a course might responsibly decide, prior to learning what the teacher has undertaken to teach them, that assigning grades to any participants would be so counterproductive that no student ought to get a grade

even if he wants one? It is conceivable, but I do not think it ought to be permitted in the absence of strong justifying reasons, which are not forthcoming.

So this question is raised: do students have the right to decide how they will be educated? If the question has any meaning at all without any context or reference to extent the answer is probably yes. Do students have the right to decide under what circumstances a certain degree-granting body shall grant all or part of a degree? Again, the question is vague; but on one clear interpretation, the answer is no. What ought to be noticed is that a fair number of students have chosen Pennsylvania because they had some reason to believe that it would force them to learn some things they would not learn on their own, though they want to learn them—or to have learned them. So some people visit a dentist in order to be subjected to what in the heat of the moment one strongly desires to avoid. One hopes that this rather depressing view of the educational process is not widely held; but held it is, and not by people who have surrendered their autonomy entirely: they are free to surrender their freedom for a time and for a reason. And they would with some justification regard themselves as realists about human nature, or at least about their own. It would be painful to conclude that that is what a college education is all about, but at the very least it is grossly unfair to hold that any student who in this (or any) spirit acknowledges a desire to have his work evaluated in something like the traditional way is simply not to be respected as a free agent. It would be hardly fairer for other students, who lack both professional competence and accountability, to decide whether grades shall be available to their more conservative fellow students; but that is what some students say they have a right to do.

To be sure, nobody has any right to be smug. The grading system which the Executive Committee must defend is a wreck. In particular, what distinguishes Segal and Doppelt from some faculty members who have not run afoul of the law is less their approach to grades (though no doubt in its details it is unique) than their approach to publicity. They have performed a straightforward and unabashed political act; and there is something to be said for its honesty, however little there may be said for its politeness. Surely some of its lessons deserve to be pondered.

Falling in Love, Getting Busted . . .

One of the most significant lessons may lie here: at the turn of the century, six per cent of the population graduated from high school. In some ways the typical college curriculum is not much different from what it was then. Is such a large percentage of today's populace equipped for or interested in the sort of intellectual pursuit reserved for a few aristocrats seventy years ago? Almost certainly not. Most college students, possibly including many at Penn, are in college not because they care about the Trivium and the Quadrivium but because a college career is expected of them and because it is to their advantage economically. They can easily see to it that almost nothing they do in college classes will ever do them any good. In that case, such students will learn their most important lessons from meeting contemporaries, falling in love, playing sports, and getting busted—and taking a course from Jerry Segal. How many teachers at Penn are regularly said to have had an immediate and substantial effect on some student's life?

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EDUCATION AND GRADES (Continued from Page 3)

No doubt we could change the nature of the institution to accommodate the wishes of this constituency, though we are not equipped to do that without making a change of personnel: as things are now, our faculty just isn't very good at teaching students how to be happy. And the shift would be incomplete without our rearranging admissions priorities: why should such an institution cater to an intellectual elite?

It has been argued on the other side that on the whole we have now the sort of institution which can be expected to attract the intellectual elite because it is capable of teaching them the subtleties of liberal arts or science in something like the traditional way and that therefore we ought to concentrate on doing that. This presupposes that this thing that we do well is worth doing at all.

Is this true? Is it a good idea for any university to teach arts and sciences in the traditional way? Apparently the answer has seemed obvious to us for so long that the question, which is a most important one, cannot be raised except by those who are willing to say very loudly (and in my opinion falsely) that the answer is no. I do not think we should be ungrateful to them for saying it. In any case, we had better be able to answer it positively for some good reason; and that will take more than a CUE weekend.

In the meantime, let the Faculty of the College consider a proposal (whose proposal it is doesn't matter, though perhaps Professor Cornman, the chairman of the Philosophy Department, would volunteer) to permit accreditation of certain courses despite deviations from the present grading system for one term under certain circumstances. Guidelines might be set down in advance in recognition of the intended special nature and purpose of some courses and the sort of information one might get from the experiments. Why not?

MASTERS & JOHNSON HERE FOR MARRIAGE COUNCIL ANNIVERSARY

The University-affiliated Marriage Council of Philadelphia, one of the nation's pioneer agencies in marriage and family counseling, celebrates the start of its 40th anniversary year on Thursday (December 9) with two afternoon symposia culminated by an evening program featuring the St. Louis team of Masters and Johnson in a dialogue on "Sexual Values and Sexual Function."

Dr. Harold Lief, agency director and Professor of Psychiatry here, will introduce the dialogue of Dr. William H. Masters and Mrs. Virginia E. Johnson, co-authors of two landmark books in the field of sexuality "Human Sexual Response" and "Human Sexual Inadequacy" and directors of the Reproductive Biology Research Foundation in St. Louis.

Sex Counseling Symposia

"Teaching Human Sexuality to College Students," the first of the two symposia for professionals in guidance and counseling work, will be held in the Fine Arts Auditorium beginning at 1:30 P.M. Dr. Alan Wabrek, Chief of the Family Planning Division of Family Study at the University will be chairman; panelists include Haskell Coplin, Professor of Psychiatry at Amherst College and James L. McCary, Professor of Psychiatry at the University of Houston.

The second symposium "Sex Counseling of College Students" will begin at 3:30 P.M. with Dr. Lief, founder of the Sex Counseling Center here, acting as chairman. Frederick W. Coons, M.D., Director of the Psychiatric Division of the Student Health Service at the University of Indiana and Philip Sarrel, M.D. and Lorna Sarrel, M.S.W., of the Student Health Service at Yale will be panelists.

During the symposia, student participants and audience members will join panelists in response and dialogue.

UNEMPLOYMENT COMPENSATION SEMINARS

Effective January 1, 1972, University personnel will for the first time come under the regulations and protection of unemployment compensation. This new coverage for the employees in institutions of higher learning and in hospitals results from the 1970 amendments to the Federal Unemployment Tax Act providing the most sweeping change in unemployment compensation since the program began nationally 35 years ago.

In order that our administrative and office staff personnel might be better informed on the operation of the program, a schedule of seminars has been arranged. These seminars will be conducted by the representatives of Gates, McDonald & Company, a national firm engaged by the University for assistance in the control of unemployment compensation costs.

The following schedule will be followed:

Date	Time	Location
Tuesday December 7	10.30 a.m.	Engineering Schools Room 108, Towne Building
	2:00 p.m.	College Room 200, College Hall
Wednesday December 8	10:00 a.m.	Medical Area Lecture Room D, 1st Floor Medical Labs Building
	2:00 p.m.	Other Schools & Departments Fine Arts Auditorium

All administrative personnel, administrative assistants, and secretarial staff members are requested to attend one of these sessions. Wharton School personnel who missed the Monday, December 6 meeting there, should attend any one of the other scheduled sessions. It is hoped that each department head will arrange to have at least one representative participate in the seminar discussions.

—Fred C. Ford, Director of Personnel

As part of the evening program, which includes a founders' reception and dinner at the University Museum, Dr. Emily H. Mudd, a co-founder of the Council, will speak about the Marriage Council's history, beginning in the 1930's when it functioned in one room over a store. This past year, over 5000 were counseled by a full and part-time staff of 33.

The agency, of which Dr. David M. Reed (Psychiatry) is assistant director, has a number of firsts on its four-decade record. Its elective courses for University medical students in "Family Attitudes and Sexual Behavior" broke new ground in 1952.

Its doctorate program in marriage counseling began early last decade in conjunction with the University's School of Education.

In 1968, the staff of the Marriage Council developed a Center for the Study of Sex Education in Medicine to aid America's medical schools in offering courses relevant to the modern counseling role of the physician.

This year, through its parent Division of Family Study at the University, the agency opened what is believed to be the first sex counseling center in college residential halls.

During the past several years, satellite clinics have been established for marriage counseling of couples and individuals in two suburban locations, bringing the services of skilled counselors to the community via the use of churches and other central facilities.

Through a component unit, the Institute of Family Life and Sex Education, training has been given for physicians, clergymen, social workers, black teenagers, and others.

Those interested in attending the symposia may reserve seats in the auditorium at a fee of \$5 for professionals and \$2 for students through the Marriage Council of Philadelphia, 4025 Chestnut St., University extension "O."

TOWARD CHOOSING A NEW DEAN FOR THE WHARTON SCHOOL

December 3, 1971

To: Faculty, Students, Alumni, and Friends of The Wharton School and the University of Pennsylvania:

A committee for the nomination of candidates for Dean of The Wharton School has been appointed by President Meyerson. The committee whose membership is indicated below, invites your suggestions concerning possible candidates. A statement of the qualifications for the deanship is attached.

If you have any suggestions, please write to William G. Owen, Secretary of the University, 112 College Hall, who is also serving as the secretary of the committee, or to any member of the committee. It would be helpful if each suggestion were accompanied by a statement about the candidate in light of the qualifications set out by the committee.

You are urged to respond promptly since the committee intends to discharge its responsibilities expeditiously.

Professor Irving B. Kravis, Committee Chairman,
Economics Department

Mr. Kenneth Bridgewater, MBA Student '72

Professor Thomas Cochran, History Department

Professor Ronald E. Frank, Marketing

Professor Morris Hamburg, Statistics and Operations
Research Department

Professor William F. Hamilton, Industry Department

Mr. Jeffrey L. Jacobs, Wharton '73

Dr. Carl Kaysen, Director, Institute for Advanced Study

Professor Louise Shoemaker, School of Social Work

Professor Henry Teune, Political Science Department

Professor Bernard Wolfman, Law School

Alumni Advisors

Mr. Louis J. Ream, Jr., MBA '48; Executive Vice
President of Atlantic Richfield

Mr. Nelson Harris, W '48; President of Central Valley
Co., Inc., subsidiary of IVB.

STATEMENT PREPARED BY THE CONSULTATIVE COMMITTEE FOR THE WHARTON SCHOOL DEANSHIP

Part I: The Wharton School

The Wharton School of the University of Pennsylvania is committed to a position of leadership in teaching and research in the social and managerial sciences. It is dedicated to the study of the social and behavioral sciences and the quantitative disciplines and their application to the formulation of business and public policy and to the problems of managing complex organizations in the national and international environment. The Wharton School now enrolls some 2500 full-time students in its undergraduate and graduate programs. It is also responsible for instruction in business and social science subjects to students enrolled in other programs in the University ranging from undergraduate to the Ph.D. level. It reaches outward to managerial communities around the world and contributes to the educational goals of a great university in an urban setting.

Since 1881, The Wharton School has been known for its distinguished programs in the areas of business management and the social sciences. Recently the School has undertaken a variety of new programs for more direct concern with public policy issues and the management of not-for-profit institutions, for relating more intensely to its constituencies through the establishment of a continuing education center, and for extending itself internationally. The problems generated by these and other new com-

mitments will challenge The Wharton School and its leadership to adapt itself to its evolving mission in the future.

Part II: The Role of the Dean of The Wharton School

(1) The most important responsibility of the Dean is to provide educational leadership. He must be able to identify outstanding academicians in the social and managerial sciences and to create conditions in The Wharton School that will make it attractive for distinguished present faculty to stay and for first rank scholars and students to come to Wharton.

(2) As the top administrator of The Wharton School, the Dean plays a role as an advocate and interpreter in the higher administrative levels of the University for the departments, research units, and other segments of the School. The Dean must not only interpret the policies and activities of The Wharton School to the administration and wider University community, but must also link Wharton's programs to the overall goals of the University and be the spokesman to The Wharton School for the policies of the University. The Dean has the responsibility for seeing that sufficient University resources are allocated to Wharton to develop and maintain teaching and research programs of the highest quality.

(3) The Dean of The Wharton School must represent, both nationally and internationally, the various competencies of the School in the academic, business, and public policy communities. He must interpret the policies and needs of the School to the community at large and particularly to business and alumni of the School. He must provide the leadership to expand the resource base of the School.

Part III: Criteria

In light of this conception of the role of the School and of its Dean, the following are some of the attributes the ideal Dean would have:

(1) *Academic background:* It is desirable that the Dean be widely recognized for possessing a high level of competence in at least one of the social sciences or business disciplines. He should be qualified to hold a faculty appointment in a Wharton department.

(2) A commitment to academic freedom and excellence.

(3) An appreciation of the importance of the role of the social and behavioral sciences and quantitative disciplines to the mission of the School.

(4) Ability to provide strong leadership in the recruitment, development and retention of first rate faculty members.

(5) Ability to appreciate needs and problems of students and to be responsive to them, and to provide leadership in the recruitment of an outstanding student body.

(6) Ability to lead the faculty in formulating teaching and research policies and in reformulating them to meet changing needs.

(7) Demonstrated managerial competence, preferably both within and outside of academic institutions.

(8) Ability to project The Wharton School publicly and to help to obtain support for its activities.

The most important responsibility of the Deanship is the maintenance of a challenging intellectual environment in which faculty members are stimulated and encouraged to fulfill their greatest potential in research and teaching activities. The Dean's leadership in obtaining adequate material support, both in terms of salaries and supporting services, is also a *sine qua non*. He also has the responsibility to appreciate the needs and aspirations of the several student bodies of The Wharton School and to ensure that teaching programs are conducted at a high level of excellence.

GRANT INFORMATION

SPONSORED RESEARCH

A Summary of Contracts and Grants for Research and Related Activities Received by Faculty Members During October 1971

PUBLIC HEALTH SERVICE: *W. Blakemore* (Surgery) "General Clinical Research Center" \$317,737 . . . *D. Y. Cooper* (Harrison) "Aerobic Hydroxylases in Steroid and Drug Metabolism" \$37,800 . . . *R. Cooper* (Medicine) "Disorder of the Red Cell Membrane Diseases in Man" \$68,722 . . . *R. D. Dripps* (Anesthesia) "Center For Research in Anesthesia" \$820,826 . . . *I. J. Fidler* (Dental Pathology) "Quantitative Analysis of Mechanism(s) of Cancer Metastasis" \$22,238 . . . *A. P. Fishman* (Medicine) "Biochemistry and Biophysics in Cardiovascular Disease" \$642,630 . . . *N. K. Gonatas* (Neurology) "Ultrastructural Basis of Neurophysiological Disease" \$58,784 . . . *C. L. Hamilton* (Physiology) "Regulations of Food Intake" \$11,152 . . . *Z. Harris* (Linguistics) "Objective & Subjective Components of Grammar" \$60,000 . . . *A. M. Kligman* (Dermatology) "Sustained Protection Against Superficial Bacterial & Fungal Infections" \$25,500 . . . *G. B. Koelle* (Pharmacology) "Neurohumoral Transmitters & Related Drugs" \$55,228 . . . *L. Mastroianni* (Ob-Gyn) "Primate Resource Studies in Reproductive Biology" \$120,097 . . . *J. Mendels* (Psychiatry) "Longitudinal Studies of Sleep in Depression" \$94,271 . . . *H. E. Morton* (Pepper Lab) "Involvement of Mucoplasma in Some Types of Arthritis" \$24,415 . . . *U. R. Nilsson* (Medicine) "Structure and Function of Human C5" \$15,849 . . . *P. C. Nowell* (Pathology) "Cell Biology of Neoplasia" \$147,866 . . . *A. Relman* (Clin Res Cntr) "General Clinical Research Center" \$538,393 . . . *K. Rickels* (Psychiatry) "Early Drug Evaluation in Neurotic Outpatients" \$157,867 . . . *H. P. Schwan* (Moore) "Electrical and Acoustic Properties of Biological Materials" \$47,748 . . . *M. E. Seligman* (Psychology) "Uncontrollable & Unpredictable Trauma" \$34,965 . . . *E. Stellar* (Inst. of Neurol. Sci.) "Neurological Mechanisms Underlying Behavior" \$241,497 . . . *B. T. Storey* (Johnson) "Rose of Ubiquinone in Mitochondria" \$22,798 . . . *R. G. Thurman* (Johnson) "Interaction of Drug & Ethanol Metabolism with Gluco and Lipogenesis" \$40,635 . . . *K. C. Tsou* (Harrison) "Cytochemical Substrates & Anti-Cancer Agents" \$73,705 . . . *W. T. Weber* (Pathobiology) "Lymphocyte Functional Capacities" \$20,501 . . . *B. Wolfe* (Pathobiology) "Mechanisms of Secondary Antibody Response in Vitro" \$30,807 . . . *M. E. Wolfgang* (Sociology) "Post Juvenile Delinquency of a Birth Cohort" \$73,785.

U. S. OFFICE OF EDUCATION: *E. Bender* (Graduate School of Arts & Sciences) "Plan of Operation: Force in the Bengali Language" \$38,864.

NATIONAL SCIENCE FOUNDATION: *J. M. Abel* (Towne) "Techniques for the Explicit Synthesis of Liapounov Functions for Continuous Assistance" \$33,900 . . . *N. A. Evans* (Towne) "Low Speed Shear Flow Around Bluff Bodies" \$61,500 . . . *L. B. Flexner* (Anatomy) "The Role of Norepinephrine in Memory" \$26,911 . . . *K. Krippendorff* (Annenberg) "Computer Programs for Multivariate Classification in Content Analysis" \$54,900 . . . *A. I. Teger* (Psychology) "Studies on Escalation of Conflict" \$43,000 . . . *I. M. Cohen* (Towne) "Continuum Theory of Electrostatic Probes" \$70,000 . . . *H. F. Hamelka* (Chemistry) "Use of Green Function Techniques in Atomic & Molecular Calculations" \$40,200 . . . *E. K. Ralph* (Physics) "C-19 Measurements of Known Age Samples" \$46,100 . . . *B. W. Roberts* (Chemistry) "Synthesis & Study of New Pi-Electron & Associated Alicyclic Ring Systems" \$43,300 . . . *P. Rozin* (Psychology) "Adaptive Specializations in Learning & Memory" \$8,000.

U. S. DEPARTMENT OF LABOR: *J. Robinson* (External Affairs) "Jobs '70 Training Program" \$48,372.

NATIONAL ACADEMY OF SCIENCES: *F. Ajzenberg-Selove* (Physics) "Panel on Nuclear Data Compilations" \$10,280.

NATIONAL FOUNDATION FOR THE ARTS AND HUMANITIES: *G. T. Bernard* (Museum) "Caribbean Splendors" \$3,000.

U. S. DEPARTMENT OF THE INTERIOR: *F. Rainey* (Museum) "Study of Aerial Photographic Systems" \$6,000 . . . *M. Kare* (Monell) "Sensory Physiology of Blackbirds and Other Species" \$14,275.

PRIVATE FOUNDATIONS, RESEARCH ORGANIZATIONS AND ASSOCIATIONS, AND INDUSTRY: FORD FOUNDATION: *J. R. Behrman* (Economics) "Faculty Research Fellowship in Economics" \$17,500 . . . *N. Gross* (Education) "Preparing Educational Leaders in School Administration" \$333,535. UKRAINIAN CONGRESS COMMITTEE: *M. Benson* (Slavic Languages) "Graduate Course of Ukrainian Literature" \$2,500. COUNCIL FOR TOBACCO RESEARCH: *R. J. Hickey* (Mgmt. Sci. Center) "Ecological Statistical & Theoretical Biological Studies" \$80,250. MERCK CO. FOUNDATION: *A. M. Laties* (Ophthalmology) "Evaluation of Effects of Indocin Upon Ocular Structure & Function" \$44,462. HAAS COMPANY FUND: *M. G. Murphy* (American Civilization) "Archaeological Research at Site of Blue Anchor Tavern" \$20,000. UNIVERSITY OF DELAWARE: *A. Strong* (Inst. Environ. Studies) "Legal Survey for Governor's Task Force on Marine and Coastal Affairs" \$3,500. ESSO EDUCATIONAL FUNDS: *W. D. Seider* (Chemical Engineering) "Development of a Chemical Engineering Calculating System For Use in Education" \$40,000. ESSO RESEARCH & ENGINEERING COMPANY: *H. Wallace* (Surgery, DGM) "Evaluation for Mixtures of Fluorocarbons" \$21,213. ROCKEFELLER FOUNDATION: *D. P. Wolf* (Ob-Gyn) "Faculty Fellow Support" \$120,000. HARTFORD FOUNDATION: *A. G. Kovach* (Johnson) "Effects of Hemorrhagic Shock & Hypoxia" \$112,426. KREY PACKING COMPANY: *R. L. Ackoff* (Mgmt. & Beh'v. Sci. Center) "Operations Research" \$80,000.

COMMONWEALTH OF PENNSYLVANIA: *L. Shoemaker* (Social Work) "Graduate Student Support in Corrections" \$20,252.

SUMMARY: Contract and Grant Awards July 1, 1971 to October 31, 1971: 228, totalling \$14,949,310.

PENN SECOND IN HUMANITIES AWARDS

Four University faculty members are among the 84 recipients of senior fellowships from the National Endowment for the Humanities. Winners of the fellowships, intended for teachers, writers, scholars and interpreters of the humanities, were selected from a record 715 applicants. Pennsylvania ranks second nationally, with Brown, Stanford and Michigan, in the number of awards granted. Yale and Berkeley, with seven awards each, ranked first. The average award is close to \$18,000.

University recipients are Dr. Ernest Bender, comparative linguistics/literature; Dr. Dell H. Hymes, anthropology; Dr. Charles E. Rosenberg, American history; and Dr. Michael W. Zuckerman, American history.

The fellowship program is designed to help humanists further their research and their development as teachers and scholars by providing the financial support for six to twelve months of uninterrupted study.

SAMPLING MARS BY REMOTE CONTROL

Moon rock samples have proved invaluable in providing scientific information about the age and origin of the moon. Because of the difficulties involved in a manned landing on Mars, with its comparatively strong gravitational pull, scientists are now investigating the possibilities of retrieving Martian samples by remote control.

Supported by a grant from the National Aeronautics and Space Administration, the University's Geology Department, under the direction of Chairman Henry Faul, is researching the adaptability of present geochronological dating methods to a remote experiment aboard a Martian lander.

Dr. Faul expects that in about two years research will be far enough along to merit the development of techniques and concepts for future hardware, but estimates that it will be 1975 before such hardware is forthcoming.

Among dating techniques which appear to be likely candidates for future development are the nuclear dating methods, especially the "parent-daughter" systems which involve determining the age of a rock by measuring the gradual change of one element into another through radioactive decay.

WEOUP DRAFTS AN AFFIRMATIVE ACTION PLAN FOR WOMEN

Following is the text of a letter to Provost Curtis Reitz from the president of Women for Equal Opportunity at the University of Pennsylvania. (Since the publication of the proposed University Employment Policies and Equal Opportunity in the October 19 issue, President Meyerson has pointed out at Council and at his Conference that the proposals did not constitute an affirmative action plan. Such a plan is now being written, and is to speak to concerns of students as well as faculty and staff at all levels.)

November 12, 1971

We were pleased that the University had expressed a desire to end discrimination against women. However, the University Employment Policies and Equal Opportunities Proposal of September 15, 1971, do not fulfill the requirements of an affirmative action plan.

The document ignores women in A-1, A-3, A-4 categories as well as students. In addition, the proposals put forward are quite inadequate for the following reasons:

1. No goals or timetables are set; the proposals therefore do not represent affirmative action.

2. While there is provision for fact-finding, reporting and evaluation, there is no provision for enforcement of any policies, nor are there insurances that women and minorities will play a major role in these functions.

3. The provisions for accountability leave much to be desired. Male administrators are only *encouraged* to carry out actions which are *required* by law.

4. There is no provision for adjustment of current salaries and retroactive compensation which must be paid where salary differential because of sex has existed since October 13, 1968.

5. In general, the statements are vague where they should be explicit. No affirmative action plan will be effective unless backed up by effective grievance mechanisms, and the University statement on grievance mechanisms is the weakest element in a generally weak proposal.

6. The University proposals on partially affiliated faculty women are inadequate. This sensitive and complicated area requires further study before final recommendations can be made.

In order to illustrate the distinction between pious hopes and affirmative action, we once again submit an affirmative action plan for women at the University of Pennsylvania which we urge be adopted promptly. Further proposals for affirmative action, particularly relating to partially affiliated women, will be forthcoming.

C. E. Tracy, President, WEOUP

WEOUP'S PLAN FOR ELIMINATING SEXUAL DISCRIMINATION

The Affirmative Action plan formulated by WEOUP and presented to the Provost includes general requirements such as a Day Care program for children of all University women who need such service, and a grievance mechanism for insuring compliance with the plan. Specific goals and timetables will be needed for implementation of the plan. The plan has been compiled by women of all categories in the University and their specific requirements include the following:

For Women Faculty of all Colleges, Graduate and Professional Schools

1. Salary adjustments and retroactive pay to 1968 where inequality has prevailed.
2. Advertising of all positions in professional journals.
3. Preference to be given to the appointment of women where there are equally qualified applicants of both sexes.

4. Professorial appointments for women in the Nursing School, with eligibility for tenure. Improvement of facilities in this school.

5. Appointment of women at all levels of governance concerned with policy-making, hiring, promotion and admissions.

For Non-Academic Women (A-1 and A-3)

1. A positive program of appointments, promotion, salary upgrading and equalization of salaries.

2. A complete review and restructure of all job classifications.

3. Publish all job announcements in the ALMANAC.

4. Insure that all job openings must go through the Personnel Office and that they not be filled until advertised for at least 7 days.

5. Insure that all promotions are from within the University unless there is proof that no qualified person is available.

6. Hire a training officer to supervise clerical and technical training programs.

7. Institute a reciprocal exchange program among various schools and departments to enable employees to visit offices and laboratories to learn new methods, procedures and techniques.

8. Compile and distribute a handbook describing registration procedures, purchasing procedures, etc.

9. Representation on University Council and all other University Committees, excluding those of a purely academic nature.

For Graduate Students

1. All graduate groups and professional schools to handle admission and financial aid without penalties based on sex, marital status or children.

2. A University Committee of women graduate students and women faculty to review applications with these objectives in mind prior to notification of acceptance of candidates and granting of financial aid.

3. All graduate departments and professional schools to expand their present recruitment procedures to include female recruiters to encourage applications by women.

4. Graduate departments and professional schools must practice a policy of non-discrimination in recommending students for placement in their professional careers.

For Undergraduate Students

1. Women to have equal opportunity for admission to all schools and colleges of the University.

2. Women students to sit on the board of admissions.

3. Recruitment programs in the high schools and communities to be expanded to encourage women regardless of age or marital status to apply for admission.

4. Admission should be encouraged particularly in predominantly male fields (Wharton School, School of Engineering).

5. An appeal mechanism to be established to review complaints of discrimination in admission procedures or distribution of financial aid.

6. An institute for curriculum development to examine current courses for evidence of sexual bias and to provide alternative materials including courses pertaining to women.

7. Vocational counseling for women students and a program in cooperation with local industry and government to develop new employment opportunities and training for women.

Grievance Mechanism

Calls for the appointment of four *Equal Employment Opportunity Officers*, one for each employment category (A-1, A-2, A-3, A-4) to be trained by H.E.W. Their responsibilities include assuring compliance with federal regulations and conducting formal investigations of grievances. The EEOO's shall have access to all pertinent files. Officers shall be assisted by *Counselors* who will conduct informal inquiries concerning grievances.

A *Women's Advisory Group* shall be elected, with five representatives from each employment category and five women student representatives. The Women's Advisory Group shall work with the EEOO in assessing compliance, in revising and updating the Affirmative Action Plan, and in compiling yearly reports.

AAAS DECEMBER MEETING FEATURES UNIVERSITY FACULTY MEMBERS

(Continued from Page 1)

"to increase public understanding of science." Registration fees, payable at the Sheraton Hotel on the third floor, are \$15 for adults, \$20 for husband and wife, and \$5 for students and young people.

Symposia

An overall view of Philadelphia's implementation of socio-scientific thinking in a number of local programs and plans will be discussed in a series of meetings:

Urban Health Care—Arranged by Alfred Gellhorn, Dean and Director of the University's Medical Center.

Focus is on Philadelphia's evolving health delivery system and its Neighborhood Health Centers Program, and on the variety of efforts in Philadelphia to modify and innovate in health care delivery. Participants include Dr. Helen O. Dickens, Associate Dean of the University's School of Medicine; William F. Hamilton, Leonard Davis Institute of Health Economics, Wharton School; Stanley Brody, Department of Community Medicine; Robert M. Sigmund, Executive Vice President of Albert Einstein Medical Center; and Edward Sewell, Director of School Health Services in Philadelphia.

University-Black Ghetto Relations: A Case Study—Arranged and chaired by Russell L. Ackoff, University Management and Behavioral Science Center.

The possibilities of the University's Mantua program as a prototype for community development of ghetto areas will be examined. The experimental program, which has proved highly successful, involved employing Mantua residents to work on their own community's development with no supervision by the University and to find ways in which the University could assist the community. The way the University has been used, what it has learned and how it has benefitted from the association will be discussed. Participants are Herman C. Wrice, President, Young Great Society, Philadelphia; Vice-Provost John A. Russell Jr.; Frederick C. Fletcher Jr., University graduate student in Operations Research.

Urban Education in the Schools—Arranged and chaired by I. Ezra Staples, Associate Superintendent-Instructional Services, Philadelphia School District; and Rev. John F. Neill, Assistant Superintendent of Schools, Archdiocese of Philadelphia.

Aspects of three different programs involving community institutional facilities and personnel as integral parts of the science learning experiences of high school students will be presented. Attention will focus on the expanding role of the community in implementing the schools' efforts to make science education more relevant.

New Towns and Old Cities: Prospects for Partnership in Urban Planning—Arranged by William L. Rafsky, Executive Director, Greater Philadelphia Movement. Keynote speaker: The Honorable Henry Maier, Mayor of Milwaukee.

The Urban Growth and New Community Development Act of 1970 is one of the most important legislative statements of national urban growth policy. Against its background, prominent experts from interdisciplinary fields of urban growth planning will explore ways in which local communities have responded to the challenges of growth, with emphasis on the common problems faced by new towns in rural areas, the suburbs and the big city. The objective will be to identify elements of an effective urban growth strategy common to all.

Socially Responsive Actions by Institutions of Higher Education—Arranged by Millard Gladfelter, Chancellor, Temple University; chaired by Herman Niebuhr, Associate Vice President for Urban Affairs, Temple University.

A seminar discussing Philadelphia's ongoing efforts to go beyond traditional procedures in educating and training urban youth. Programs to increase the college-going rate from minority groups and provide training for non-college youth and adults are presented. A second section deals with the combined efforts of 25 institutions in pure and applied research, and extensive undertakings between

a university and the public schools for the improvement of public education in urban schools.

Participants include Thomas Ritter, Executive Director, Opportunities Industrialization Center, Philadelphia; Randall H. Whaley, President, University City Science Center; and Leonard P. Krivy, Executive Director, Philadelphia Commission on Higher Education.

Interactions Between Natural and Urban Ecological Communities—Arranged by Ruth Patrick, curator and chairman, Dept. of Limnology, Academy of Natural Sciences of Philadelphia; Adjunct Professor of Biology at Penn.

Ecological and urban studies are plagued by an infinite complex of variables. This seminar probes the need for an understanding of these two communities and their interconnections. Man presently imposes his world on the natural, ordered world. What is the ordered world of ecological communities? How does man impose on this natural community? How can we solve the problems of urban communities to permit the natural community to persist?

David R. Goddard, University Professor of Science and Public Policy, will be among participants; also, Clyde E. Goulden, Associate Professor of Biology here; David R. Gates, Director of Douglas Lake Biological Station, University of Michigan; Donald Cornely, Professor, Dept. of Population Studies, Johns Hopkins Medical School; Ian McHarg, Chairman of Landscape Architecture and Regional Planning at Penn.

The Future of the Cities: An Overview—Arranged and chaired by David R. Goddard, University Professor of Science and Public Policy.

As the final seminar, this panel discussion is designed as more than a summary of previous days' discussion; it is to foster interaction among spokesmen representing urban health care, urban ecology, urban physical redevelopment, urban education in the schools and universities, and urban race relations; and to lead to a final analysis of our cities as they function and will continue to function. Participants will include many of the leading contributors to the previous seminars.

General Interest Discussions

Among the remaining 13 symposia are discussions of environmental problems and urban affairs; health, diseases, and behavior (dealing with the overmedicated society, the drug addict and his physician, and the value of human health); the possibilities of and requirements for world peace; women in academia; and a look toward scientific institutions of the future.

Computer Theatre and Music

An AAAS Computer Concert, designed to demonstrate the impact of new light control and sound qualities in today's computer music, will be held on Wednesday, December 29, at 8:30 p.m. in the new Zellerbach Theatre at the Annenberg Center.

Arranged by Max V. Mathews, Director of the Behavioral and Statistical Research Center at Bell Laboratories, New Jersey, the program includes a ballet with computer-controlled lighting, as well as computer music and a selection of computer-animated films with computer-made sound tracks. The evening's offerings include "Little Boy", an example of traditional computer music composed by Jean-Claude Risset; "Requiem", a brief dramatic tone poem by Richard Moore; and "Olympiad", a film with computer images created by Lillian Schwartz and Ken Knowlton and computer music by Max Mathews.

Tickets, including bus transportation to and from the theatre, leaving from the Bellevue-Stratford and Sheraton hotels, are available for \$3 at the AAAS ticket desk in the Sheraton, or at the Zellerbach Theatre on the night of performance.

ALMANAC: 515 Franklin Building, Ext. 5274

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