

SPECIAL SENATE MEETING APRIL 5

Pursuant to Section 10(a) of the By-Laws of the Faculty Senate, a request in writing having been received from at least 20 members of the Senate, a special Senate meeting is hereby called for Wednesday, April 5, from 3 to 5 p.m. in B-6 Stiteler Hall, for the primary purpose of considering the following resolution regarding the proposed black residence plan:

RESOLVED, that the Faculty Senate is opposed to the establishment of any racial or religious criteria for residence in any University-operated housing unit or subdivision thereof.

—Henry J. Abraham, Chairman

'TRANSFUSION INSURANCE' AT HUP: March 22

While Congress, hospitals and Herbert Denenberg wage war over escalating hospital costs, University employees can act on their own to cut potential expenses for themselves and their immediate families, via HUP's Blood Donor Club.

For minimal annual dues (45 minutes to give one pint of blood), the donor and his family receive, free of charge, all the blood they need whenever and wherever they are in the U. S. At the going rate of \$75 a pint, Club membership represents a healthy investment.

Last year, HUP used about 18,000 pints of blood; 4100 pints were produced through the Blood Donor Program. A special drive for University staff members will be held Wednesday at Houston Hall from 10 a.m. to 5 p.m. For more information: HUP Ext. 3455.

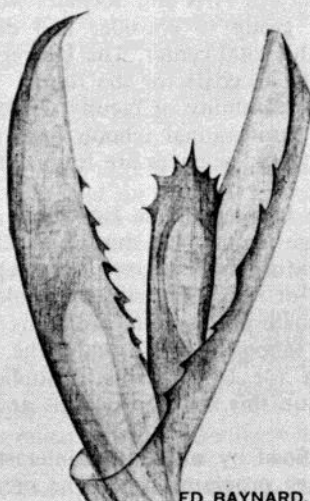
PENN — NORTH CAROLINA —

After a 78-67 revenge over Villanova, Penn won a shot at the NCAA Eastern Regional title last week. But ALMANAC had to go to press before Saturday's game. Will the readers kindly fill in the score above to make this a publication of record? And whether we went on to the national title or not, record the congratulations of the campus to the team, and to Chuck Daly for an incredible first year on the job.

AMERICAN PHYSICAL SOCIETY: March 24, 25

The Moore School and LRSM are joint hosts of the March 24-25 Conference on the Physics of IV-VI Compounds and Alloys, opening at 9 a.m. Friday in Auditorium 105 LRSM. Dr. Sohrab Rabii of Moore School is chairman of the gathering, a Topical Conference of the American Physical Society.

Spring is an
ICA Show
or a Botany
Course . . .
Page 8



BLUE #12

ED BAYNARD, WILLARD GALLERY

IN THIS ISSUE

- PROVOST: *On Faculty Organization*
- OF RECORD: *Space Allocation* • DEATHS
- LETTERS • OF RECORD: *Lindback Awards*
- CUE REPORT: *Premedical Education*
- SENATE: *SAC Statement on Nominating Members to the University Development Commission*
- *Courses in Botany and Horticulture*

Almanac

Volume 18, Number 27

March 21, 1972

Published weekly by the University of Pennsylvania

From the Provost and Vice President:

AN INCREASE IN TUITION FOR 1972-73

The University has established new levels for tuition and fees for the coming academic year. Undergraduate tuition and fees represent an increase of \$250 for the year. For most graduate and professional students, the increase is \$300 for the year. Comparable adjustments have been made in the charges for courses taken by part-time students and for summer and evening programs. The Resolution adopted by the Executive Board of Trustees on March 10, 1972, appears on Page 8.

Like other institutions of higher learning, our University confronts the vexing problem of rising costs, which add to existing deficits despite diligent efforts to curtail all expenditures, and particularly those in the nonacademic sectors of the University. The University Budget Committee, composed of faculty, administrators and students, concluded that these increases in tuition and fees were essential. President Meyerson and I reluctantly accepted the recommendation. The increases are in line with recent actions at other major private universities, and some public institutions as well. (See table, Page 8—Ed.)

The amount for higher education paid by our students and their families has been steadily rising. This should be a spur to every faculty member, to every department, to every school, to act with renewed vigor to improve the educational opportunities for all our students. Throughout the University, in small ways and large, faculty members, administrators and students are working together to this end. Many schools are substantially reviewing and modifying their programs to increase their effectiveness. Steady development in "living-learning" programs is occurring. Programs for improving especially the freshman and sophomore year experiences of undergraduates are attracting faculty members and students into promising new educational ventures.

More can be done. I stress one immediate goal. We should foster an educational environment, through a variety of initiatives, in which each student has the opportunity while at the University to work very closely each year with one or more faculty members. As we enhance the educational climate of the University, we will greatly improve its substantive quality many times over.

The University is going through a difficult financial period. Despite these pressures, we are striving not only to maintain academic quality, but to raise it. Our efforts can succeed only if we can continue to enlist the widest support from faculty, students and all others who contribute to the human resources that make the University as fine as it is.—Curtis R. Reitz

On Faculty Organization

by Curtis R. Reitz

The time has come to wind up the present extensive discussions about faculty organization at this University. The process began over three years ago with the authorization of the Task Force on University Governance. That group reported in August of 1970. Meanwhile several Schools have responded to the Task Force Report. A Senate Committee has deliberated with care on the question of organization of faculties. Several subcommittee reports have been drafted. I believe that organizational questions must be resolved, and promptly, so that we can get on to solving the educational challenges that lie ahead.

I propose several specific changes in our organizational patterns on the basis of the accumulated wisdom of the many groups that have contributed to the thinking on this subject. These do not conform exactly to any of the many views so far expressed, but I believe they are consonant with the basic themes that have been struck.

1. We should retain departments as the basic academic building block of our colleges and schools.

a. Our structure must be flexible and adaptable to permit the emergence of new disciplines. Graduate groups have played this role to some extent. Within the Wharton School, experimentation with "units" suggests a method dealing in part with this need. They provide budgetary bases without the appointment of tenured faculty.

b. There must be paths for interdisciplinary activity, teaching and research, to flourish. This activity must take place with broad faculty overview. Interdisciplinary projects separated from faculty surveillance may lose vitality and may lack adequate qualitative standards.

2. Our schools such as the Engineering group and Wharton permit desirable aggregations of departments and should be retained.

a. However, there ought to be change possible in the alignment of departments among Schools. The inherited pattern is not necessarily the sound pattern for the 1970's and beyond. The Task Force and particularly the Murphey Subcommittee have proposals for determining the most effective location of departments and for resolving problems where a department has important attachments to more than one School. These appear sound and workable.

b. The status of the several departments now budgeted under the Dean of the Graduate School of Arts and Sciences should be clarified. They are anomalous in having no collective existence separate from the entire Graduate School. All teach undergraduate as well as graduate students. If they remain a separate aggregation of departments, they should be treated as such.

c. The College for Women should be retained for now. As President Meyerson and I noted last March 31, we believe there are present advantages in preserving a College for Women.

3. We should establish a Faculty of Arts and Sciences. The University is disserved by the absence of a strong, coherent faculty that encompasses the full range of the arts and sciences. Equally, the arts and sciences are not now effectively

represented in the academic life of the University. I believe that the arts and sciences are fundamental to a great university. Our faculty in arts and sciences is presently divided and cannot bring to bear the force of its collective competence. We should move decisively and forthrightly to create this faculty center.

a. Basic elements of the Faculty of Arts and Sciences would be the College of Arts and Sciences, the College for Women, and the Graduate School of Arts and Sciences including the departments budgeted under the Dean of the Graduate School of Arts and Sciences. The Faculty of Arts and Sciences would also extend to the social science departments which may choose to remain in the Wharton School or to relocate as indicated in 2a. The pre-clinical departments in the Schools of Medicine, Veterinary Medicine and Dental Medicine would have to establish links with Arts and Sciences. In addition, faculty members in some other Schools would hold appointments in Arts and Sciences as well.

b. The Faculty of Arts and Sciences should through its own structure increase the intellectual flow between graduate and undergraduate programs. The quality of our undergraduate education is greatly dependent upon undergraduate students having access to graduate courses for which they are qualified and to faculty members who teach both graduate and undergraduate students. Combined bachelor's and master's degree programs are now available in many sectors and properly further blur the line between graduate and undergraduate offerings. This is not to suggest that we should not preserve the integrity of our Ph.D. programs by the medium of the Graduate School of Arts and Sciences.

c. The Faculty of Arts and Sciences will provide a suitable faculty base for various interdisciplinary programs that now fall between Schools. Examples would be Urban Studies, Afro-American Studies, and certain interdisciplinary programs being planned for improving the pre-major offerings to undergraduate students.

d. The Faculty of Arts and Sciences will enable the appropriate faculty group to consider and develop academic priorities within this vital center. The University is embarked on an effort to set its goals for the future. Much sensitivity exists to the indispensability of faculty wisdom and initiative in this task. Our professional schools have coherent faculty structures, but arts and sciences are fragmented. This is most unfortunate.

4. A Board on Undergraduate Education should be established. The College Faculty has made a similar proposal and the Crockett and Murphey Subcommittees' reports are supportive. The Faculty of Arts and Sciences would not encompass all the undergraduate professional programs. A Board drawn from the several schools meeting under the chairmanship of the Vice Provost for Undergraduate Studies, would focus faculty attention on this set of programs and their interrelationships.

5. Councils defined by substantive interest in broad areas of multidisciplinary programs should be created. A Council

on Urban, Regional and Environmental Studies, a Council on International Studies, and a Council on the Arts are illustrative of these bodies. They would provide the faculty base for a variety of teaching or research projects. Such a base is necessary for faculty evaluation of new proposals, for providing essential faculty participants in active projects, and for effective assessment of results of work done. It is anticipated that funds may be attracted to permit a few long-term appointments of some faculty through such Councils.

6. Appropriate administrative arrangements would be made to reflect these faculty patterns. The University has an extraordinarily thin academic administration, and it is wise to develop in the directions proposed.

a. The Vice-Provost for Undergraduate Studies, Humphrey Tonkin, although only briefly in office, has already demonstrated the contribution that can be made by a senior administrator devoted to this set of programs.

b. A Vice-Provost for Graduate Studies and Research is essential for John Hobstetter and for me and as soon as possible.

c. The new position of Dean of the Faculty of Arts and Sciences would provide a much needed spokesman within the University, and without, for this academic center. This office would be a major figure in the central administration as well.

d. The Vice-President for Health Affairs will provide coordination and leadership, both academic and non-academic, for the five professional schools in Medicine, Dentistry, Veterinary Medicine, Nursing and Allied Health, and for the hospitals.

e. Appropriate academic administrative officers will be necessary for the Councils.

OF RECORD



SPACE ALLOCATION

Following is the text of a memorandum sent by the Provost on March 2 to all Deans, Directors and Dept. Chairmen.

As we are all well aware, despite the magnitude of the recent building program the University is still experiencing a serious shortage of space. In order that we use existing space to the maximum advantage of our academic and research programs and in order that competing interests have an opportunity to be heard by some responsible central body, I have requested the following to serve as the Administrative Committee on Space Allocation:

Otto Springer, University Professor of German, Chairman
Ralph Amado, Chairman of the Educational Policy Committee, University Council
John C. Hetherston, Vice President for Facilities Management and Construction
John N. Hobstetter, Vice Provost for Academic Planning and University Budget Officer
Richard T. Paumen, Registrar

The Committee will have jurisdiction over the assignment or use of space including non-academic areas. Staff services will be carried out by the Office of Planning and Design. John Hetherston will be administratively responsible for all space uses. He will be aided by the administrators in each building. In order to minimize procedural delays, requests for minor allocations of office space will be handled through the appropriate building administrator. More major shifts should be brought promptly to the attention of the Committee. You will be provided with appropriate forms through which requests may be initiated.

Your cooperation and understanding will be very much appreciated.
—Curtis R. Reitz

DEATHS



JOSEPH STOKES, JR.
1896-1972

Dr. Joseph Stokes, Jr., Emeritus Professor of Pediatrics and Community Medicine in the School of Medicine and Emeritus Physician-in-Chief of Children's Hospital, died March 9 at the age of 76.

Dr. Stokes, a world-renowned pediatrician, was a pioneer in the use of gamma globulin to prevent the spread of viral-borne diseases. He is credited with being the first to discover that gamma globulin, a protective antibody derived from the blood, could be used to immunize people against viral hepatitis. He was also instrumental in the development of rubella (German measles) vaccine and was partially responsible for the development of vaccines used against measles, mumps, and influenza.

Dr. Stokes had a long history with the University. An alumnus of Haverford College, he graduated from Penn's School of Medicine in 1920 and interned at Children's Hospital which awarded him a Gold Medal, its highest award, in 1967. From 1939 until his retirement in 1964, Dr. Stokes was the William H. Bennett Professor of Pediatrics in the School of Medicine and Chief of Pediatric Services at HUP. He had been active at the University's Henry Phipps Institute and was on the board of managers of the Wistar Institute.

In May, 1971, Dr. Stokes was given the Philadelphia County Medical Society's Strittmatter Award for "extraordinary meritorious service." He also received the John Howland Medal of the American Pediatric Society, the Medal of Freedom of the U. S. War Department, and the 150th Anniversary Medal of the Massachusetts General Hospital.

Dr. Stokes was one of a group that collaborated on *Who Shall Live?—Man's Control Over Birth and Death*, a book dealing with population control and genetics.

* * *

DR. E. DUNCAN GRIZZELL (March 6 at 84), Dean of the School of Education from 1948 through 1955, and a member of the faculty from 1921 until his retirement in 1957 as Professor Emeritus. He took his M.A. and Ph.D. here.

DR. HERBERT H. LAKOFF (March 3 at 58), alumnus and assistant instructor, then instructor, at the School of Medicine, 1949-50.

DR. MERLE M. MILLER (February 26 at 68), Professor in Allergy and member of the staff at Graduate Hospital. Dr. Miller joined the faculty as instructor in 1933; he was a Trustee of the Harrison Foundation also. (In lieu of flowers, donation to the Memorial Church of the Good Shepherd, Germantown, requested.)

GEORGE SHANKS (February 25 at 56), a roofer in Buildings and Grounds since 1962.

MRS. ELEANOR P. STEEL (February 28 at 50), a laboratory technician since 1962 at the New Bolton Center of the University's School of Veterinary Medicine.

LETTERS

PHYSICALLY IMPOSSIBLE ACTS

Dr. Henry J. Abraham, in the ALMANAC of 3/7/72, disapproved of undergraduates telling members of the faculty to perform "certain physically impossible acts upon themselves". He may be interested to know that Dr. Cawadias in his book *Hermaphrodites—The Human Intersex*, published in 1943 by Heinemann, London, recorded that Affaitatus Fortunius stated that the magician Merlin was a product of a self-fertilized hermaphrodite. So who knows what is really impossible for some people?

—R. E. Davies, Benjamin Franklin Professor
of Molecular Biology

LETTERS VIA THE OMBUDSMAN

The two letters that follow were conveyed to ALMANAC by the University Ombudsman, acting as a neutral party in discussions concerning access to the pages of the faculty-staff publication. The letters were transmitted on the basis of his reading of the February, 1971 Final Report and Recommendations of the President's Committee on University Communications (Shayon Committee), and their publication in no way indicates endorsement.

ALMANAC has no written policies as such, but looks to its readers for an understanding of its function. It takes its general guidelines from the above-mentioned Report, which was produced after two years' study financed by the Carnegie Corporation. The Shayon Report called for a University publication for all campus constituencies as one of three major steps toward improved internal communications; this in turn was to help increase participation in decision-making, and to help "de-mystify" the University for the surrounding community.

The spirit of the Shayon Report was one of open communication: "News, opinion and documents—these should be the major permanent components of the publication. The news should be topical. The opinion should reflect the views of all University constituencies, which should have access to the pages of the publication. At least one page should be offered to the Chairman of the Senate." Complaints about the publication and about access to its pages were to have been made to the editor, and appeals made to a Council committee that was recommended but never created.

The Shayon Report itself was never implemented. A scaled-down version of its "University publication" was achieved by converting the old, monthly ALMANAC (4000 copies to faculty and some administrators) into a weekly "publication of record and journal of opinion" (8500 copies to faculty, administration and staff, with some copies to student media and public locations).

The President and the then-Chairman of the Senate, Dr. Herbert Callen, were among those who shaped the reduced format. It was a budgetary decision that eliminated full student circulation, mostly on the ground that the students had two frequent newspapers while faculty and staff had none. It was assumed rather than specified that students would continue to express themselves in student media. The question of student response to faculty or staff opinions expressed in ALMANAC simply never came up.

Thus the two student letters here have posed a special problem. They only barely relate to decision-making (on the continuation of the fora), and the factual questions they raise could have been treated in far less space. On the other hand, they do respond to signed opinion which appeared in these pages. Normal newspaper ethics, as well as the Shayon Report's attitude of open expression, support a principle of allowing response in the same forum where the original material appeared. In the absence of written immunity for any one set of opinions, and more important in the absence of an appeal mechanism for anyone whose letter might be rejected, ALMANAC has so far made it a practice that so long as space permits, contributions are put in rather than kept out.

—K.C.G.

VIOLATED HONOR

How does one deal with a man of Henry Abraham's unabashed guile? I am, of course, referring to the Chairman's cleverly contrived account of the most recent, or as he would have it, final, campus forum. Having witnessed the events which Dr. Abraham so righteously condemned, and having seen him perform on other occasions, I am in a position to comment on both his diatribe and the lamentable circumstances which gave rise to it.

Unless he alludes to his own behavior, which is not entirely impossible, given his penchant for humorous twists, Dr. Abraham is quite in error when he claims that the source of disruption and incivility was the student and faculty "claque." He neglects to mention, most inexcusably, that it was he who first threw down the gauntlet with an insulting, illogical, and pointless assault on both Dr. Doppelt and the students requesting accreditation of a Vietnamese history course. Though, admittedly, Dr. Abraham's critique had not an epithet in it, I submit that the sentiments he therein expressed were more willfully ignoble than the indecorous reaction which he provoked and then promoted for his own defense. To categorize undergraduates as "mere transients," who implicitly have neither the sense nor the right to share in decision-making, is to resort to a tactic that no epithet could match for sterility and repugnance.

Dr. Abraham, I believe, sought to close off debate with what he undoubtedly thought would be a witty and efficient rebuke to the administration's critics. When his dramatic flair failed to win a majority, he shifted gears at once and tried to gain support, not through rational persuasion, but on the basis of his violated honor. Even on this count, however, his narrative of the day's events is sorely incorrect: undergraduates did not "tell members of the faculty to perform" indelicate acts; one member of the faculty,

OF RECORD



LINDBACK AWARDS

Following is the text of a memorandum sent by the Provost on March 2 to all Deans, Directors and Department Chairmen.

Several members of the University community have been anxious to increase the visibility of the Lindback Awards for Distinguished Teaching awarded each year to four University scholar-teachers. This fall the Student Committee on Undergraduate Education proposed an alternative procedure to that used in the past for the nomination and selection of Lindback Award winners in the non-medical areas. It received the support of the Provost's Staff Conference. The attached statement is the SCUE proposal as revised and approved by the Provost's Staff Conference on January 10, 1972. Here, too, is a list of the newly-constituted Committee on Distinguished Teaching Awards.

Since this is the time of year that many of you are thinking about Lindback Award nominations, may I ask that you send these nominations to the new Committee on Distinguished Teaching Awards in care of Dr. Humphrey Tonkin, Room 104 College Hall, and not, as in the past, to the various Schools. I would also appreciate your cooperation with this committee in its efforts to obtain substantiating material for nominations (e.g. vitae, course assignments for individual faculty members, etc.). The committee is acutely aware of the delicacy of teacher evaluation and will be asked to keep its deliberations entirely confidential. I know the committee will be most grateful for your nominations and any comments and suggestions you may have.

—Curtis R. Reitz

Dr. Abraham, was treated to an indelicate phrase after that one member had already revealed his kinship with things unseemly and derisive.

That Dr. Abraham should seek to convert his petty grievance into a cause célèbre for the entire faculty strongly suggests that he himself has come to doubt the sufficiency of his position. He has, in short, repeated his original ploy: rather than logically argue the validity of his attack, he appeals to his colleagues' prim sensibilities, all the while obscuring the substantive, pressing issues that took up the better part of the February forum.

—John M. McGowan, College, '73

TO SET THE RECORD STRAIGHT

Having had the rare delight of reading another spate of arcane commentary by Penn's favorite lame-duck professor, we feel compelled to set the record straight. Dr. Henry Abraham's recent column, "Of Fora and Language," (Almanac, March 7) was objectionable on three counts.

First of all, it was inaccurate.

The last forum was chaired by President Meyerson, who gave people the floor by recognizing their upraised hands. Professor Abraham received the floor in this fashion immediately following an exchange between Professor Humphrey Tonkin and Geoffrey Gilmore. Abraham, who bemoaned the forum's lack of "decorum, courtesy and, yes, civility" in his column, followed Gilmore's admitted improprieties with a tirade of comparable bad taste. It was typical of the arrogant, insulting, bombastic rhetoric that has become Abraham's trademark and won him a reputation as something of a comical figure.

Abraham's memory of the incident is somewhat conveniently cloudy and convoluted. Gilmore did not, as the professor implies,

tell Abraham to "f--k yourself," he did call Abraham "so f--king insulting"—a sentiment which seemed quite appropriate to many observers.

Abraham soon reiterated his own incivility, as if intent upon convincing the audience that he could be as unruly as any undergraduate. In this second blatant breach of the decorum so treasured by the professor, he leapt to his feet without being recognized by President Meyerson and dominated the floor for five minutes with a response to some remarks made by Professor Jerry Doppelt.

We later pointed out to the professor that his remarks had been out of order, and we suggested that he raise his hand and wait to be recognized as everyone else (including faculty members) was doing. During this exchange, the professor admitted his faux pas, but superciliously retorted, "When anyone attacks my faculty, I'm going to speak up in their defense."

Aside from its obvious inaccuracies, one can also find fault with the "logic" of Dr. Abraham's column. Whatever the merits of President Meyerson's fora, to condemn them solely on the basis of alleged incivilities seems banal at best. We can only surmise that the professor has other axes to grind against the fora, the President, and the students—ones which he apparently feels unable to cogently state and defend.

Our final objection concerns the apparent ease with which Professor Abraham uses the ALMANAC as a medium for his own vendettas against other segments of the University community. Unlike *The Daily Pennsylvanian*, which devotes a full page to editorials and campus-wide opinion, the ALMANAC has repeatedly claimed to be a "journal of record." But a journal of record does not—or at least should not—print lies, no matter whose they may be.

—John Riley, College '72

—Peter Eglick, College '72

REVISED LINDBACK AWARD PROCEDURE

(1) The Provost shall appoint a nine-member Committee on Distinguished Teaching Awards to recommend to him and to the President the winners of the Lindback teaching awards. This committee shall also make nominations to the Danforth Foundation and other teaching competitions.

(2) The committee shall be made up of nine members and an ex-officio member of the Provost's staff who will serve as chairman of the committee. Three undergraduates and two graduate students shall be appointed. Four faculty members shall be appointed, and should be if possible, past winners of the Lindback Award. Members will be chosen each year with an eye towards balanced representation from the several schools.

(3) The committee shall begin its deliberations by eliciting nominations from the University community. The committee should make sure every effort is made to publicize the nomination process. (It should not, however, be bound by such nominations.)

(4) The committee will decide upon a list of (perhaps 8-10) finalists. Students and faculty colleagues of these finalists will be interviewed and questioned and a ranked list, with justification for this ranking, will be forwarded to the Provost's Staff Conference.

(5) The four winners will be announced on Hey Day and graduation. At least three of these winners must have taught undergraduates during the past two years.

—Provost and Vice-President's Staff Conference

DISTINGUISHED TEACHING AWARD COMMITTEE 1971-72

Faculty

Dr. Joel Conarroe	Associate Professor, Department of English, College of Arts and Sciences
Dr. Frederick Ketterer	Associate Professor, Department of Electrical Engineering, Moore School of Electrical Engr.
Dr. Herbert S. Levine	Professor, Department of Economics, Wharton School of Finance and Commerce
Dr. Barbara Ruch	Associate Professor of Japanese, Graduate School of Arts and Sciences

Graduate Students

Mr. Mark Kadzielski	Doctoral candidate, History Department
Mr. David Lehman	Law Student

Undergraduate Students

Ms. Phyllis Kaniss	College for Women '72
Mr. Peter Mayer	College '73
Mr. David Peterson	Wharton '73

Chairman

Dr. Humphrey Tonkin	Vice Provost for Undergraduate Studies
---------------------	--

PREMEDICAL SUBCOMMITTEE CONSIDERS A BROADER LOOK AT HEALTH CAREERS

Following is the text of a report by the Subcommittee on Pre-medical Education of the October 1971 Conference on Undergraduate Education. The Subcommittee, chaired by Dr. Samuel O. Thier, Associate Professor of Medicine, prepared the report in meetings continued after the Conference.

Premedical education at the University of Pennsylvania has a long tradition. Not only was Pennsylvania the nation's first medical school, but it was also the first such institution that required a college level education for admission to medical training. Along with its vintage excellence, one of the Medical School's distinctive assets is that physically, it is an integral part of the larger university campus. It is ideally situated so that, in principle, it can be involved in a dynamic interchange with premedical (and graduate) medical education at Pennsylvania. Yet the premedical education that we offer does not take full advantage of the privileged milieu in which it occurs. Nor has it been characterized by the kind of innovation that would constitute a creative response to the serious problems now faced by the large percentage of our undergraduates who declare themselves premedical students.

For historical, economic and sociological reasons that have not been sufficiently explored, a growing number of college students are aspiring to become physicians, and are applying to medical school. At the present time, there are twice* as many qualified applicants for admission to American medical schools as there are positions open to accommodate them. Despite public demands for more physicians and federal incentive funding to promote the augmentation of their numbers, there is little realistic possibility that available positions in medical schools will be doubled in the near future. The press of facilities, the counter-attitudes of medical school faculties, the high cost of educating medical students in our present system, and the claims that better distribution of physicians rather than more physicians is what is required, augur that, for some time, the number of qualified applicants will greatly exceed medical school acceptances. The quality of medical school applicants, including an increasing number of "late deciders," is improving.

The present application/position ratio is conducive to competition for admission to medical school. But its intensity and magnitude may be increased by our approach to premedical students. They describe the forms that this competition takes at Pennsylvania as "savage."

Our premedical students have little knowledge of alternative health careers, and view entrance into the medical field as an all-or-none phenomenon, totally dependent on admission to medical school. We do nothing to disabuse them of this conviction. In turn, admission to medical schools is primarily based on completion of a series of premedical courses, almost exclusively in biological and physical sciences. These courses are defined as the only reliable and valid measures of a student's demonstrated competence in a rigorous scientific pursuit.

*At the time of writing, the American Association of Medical Colleges' 1971-72 admissions data showed an estimated 29,000 applicants to 12,361 enrollees. AAMC's 1972-73 questionnaire results indicated a sharp rise in competition: 35,000 applicants to 12,900 enrollees.

Taught to classes as large as 600 students, these courses stress memorization, and assume the quality of a hurdle, rather than of an educational experience. The competition and impersonal structure of the courses nurture an atmosphere which is the antithesis of what most students seek in a university. Cheating occurs and self-seeking, amoral attitudes are fostered which are inappropriate in the health care field, and which the students themselves regard as deforming.

After considerable discussion, it was concluded that:

1. Despite arguments in favor of the broadest possible undergraduate education, a more specifically defined pre-medical program is necessary. This statement does not imply a premedical curriculum, but simply a structured recognition of the particular problems facing premedical students. There should be a course or an intensive orientation program defining health careers. Students interested in such careers should learn about ways they can serve in this sphere in addition to, or rather than in the capacity of physician. Perhaps a Health Career Advisory Office, instead of a Pre-Medical Advisory Office should be instituted.

2. An effort to reduce the number of large enrollment classes should be coupled with an attempt to:

a) Enable students to demonstrate scientific rigor, insight and technical competence in meaningful and satisfying ways;

b) Provide such scientific experiences not only in biological and physical sciences, but in other disciplines, as well (e.g., the behavioral sciences).

c) Produce interdepartmental, interdisciplinary and interschool courses, devised both to meet pre-medical requirements, and to offer systematic education of depth and scope.

Though a critical mass of interested individuals exists in the medical school to help design and teach the new course, the effort to develop such courses should be initiated by the undergraduate department. The new courses should be separated into requirements for medical school admission and non-required courses. Courses should also be developed that permit students to pursue disciplines or programs across undergraduate-graduate lines. Non-required courses should be offered on a pass-fail basis, in which personal evaluations should be encouraged in lieu of grades.

4. Inter-university consortium efforts to provide complementary programs, exchange between universities and flexibility for students should be actively encouraged. In addition, modifications in pre-medical education, accepted by a consortium of high quality universities, are more likely to be translated into nationally accepted solutions.

TRENDS IN THE NUMBER OF MEDICAL SCHOOL APPLICANTS: PENN VERSUS NATIONAL

Penn ¹	1967-68	1968-69	1969-70	1970-71	1971-72
# of applicants	165	162	182	197	265
% change		-1.8%	+12.4%	+8.2%	+34.5%
National ²					
# of applicants	18,724	21,118	24,465	24,987	29,000
% change		+13%	+16%	+2.2%	+21%

¹Penn data abstracted from Annual Reports of the Pre-medical Board

²National data from the American Association of Medical Colleges.

Statement of the Senate Advisory Committee Regarding the Nomination of Members of the University Development Commission

At this point in the University's history, substantial increments in external funds are required to permit continued growth, either through significant improvement of existing programs or through the exploration of new directions. In this context, the efforts of the University Development Commission are crucial to the welfare of the University. The wish and intention of the Senate Advisory Committee is to support and facilitate the work of the Development Commission in carrying out its functions.

At the same time, the procedures which were followed in the appointment of Commission members have aroused deep concern. This is not to question in any way the great distinction of the group selected. However, the Senate Advisory Committee bears a fundamental responsibility to protect from erosion the principle of shared authority between the faculty and the Administration in the formulation of academic policy.

We understand the principle of shared authority to mean that before the University adopts a policy with a significant academic impact the faculty will be afforded an opportunity to make a substantial input to that policy. The faculty's input must be formulated with the substantial participation of those designated by the faculty itself. A major function of the Senate is to provide mechanisms for such designation. The President may, of course, consult with individual faculty members of his own choosing whenever he finds this useful; but the advice of such faculty members, however distinguished, is no substitute for advice formulated through Senate designees and does not meet the conditions of shared authority.

Nor does the possibility of ultimate review by a Senate Committee of the completed report of a President's Commission adequately meet the conditions of shared authority. Reacting to a completed, integrated position is not the same as sharing in the development and formulation of policy. When a Commission has substantial resources to assemble and analyze information, when it has the status of an independent body, and its findings emerge from an extended process of collective deliberations, its report will have not only great force but a certain aura of finality. It will have a weight and momentum of its own which—particularly when there is a perceived need for prompt implementation of policy decisions in the area of its concern—will severely limit the possibility for any meaningful and realistic faculty contribution to result from subsequent review.

The principle of shared authority and the mechanisms for implementing it have been established by tradition and by precedent. In recent years, a substantial fraction of the membership of those groups advising the President on matters with significant academic impact either has consisted of or has been nominated by elected representatives of the faculty. In the case of consultative committees advising the President in the selection of academic administrators above the level of Dean, the rule is parity between the President and the Senate in the designation of committee members. In the case of the University Council, a majority of the full membership (40 out of 75) consists of elected representatives of the faculty. In the case of the Academic Planning Committee, all of the faculty members are nominated by the Senate, and these constitute a majority of the full voting membership of the Committee.

It was the initial understanding of the officers of the Senate that the President intended to clarify the rather ambiguous charge of the University Development Commission to define the Commission as primarily a liaison and fund-raising group

which would be concerned only in a secondary way with academic policy. This was based on the President's remarks to the Steering Committee of the Council on January 26, just before the Commission was appointed, on the reports of the President and Provost to the Council on February 9, on the President's discussion with the Senate Advisory Committee on February 14, and on private conversations with the President and the Provost. With this understanding, and in view of our reluctance to hamper or delay the work of the Commission, the Senate Advisory Committee considered it acceptable to add only a token representation of Senate nominees to the Commission, provided (1) that satisfactory procedures could be worked out for the designation of replacements when vacancies shall occur on the Commission and (2) that the charge of the Commission could be clarified in a way consistent with our understanding as outlined above.

It became apparent during the 24 hours preceding the special Senate Meeting on February 23 and the 48 hours following it that the Commission would not accept a limitation of its functions in the areas of educational policy that would accord with the understanding of the Senate Advisory Committee and that the President did not wish to modify the charge in a way not acceptable to the Commission. The Commission Chairmen felt strongly that the Commission must have a major role in the articulation of academic directions for the entire University programs, as well as new proposals.

If the Commission is to have responsibility of this magnitude in matters of academic policy, it would be consonant with the precedents listed above for the Senate to nominate at least half of the faculty members of the Commission. It has been clear since the initial conversation of the Senate officers with the President on February 7 that such a modification of the Commission would not be acceptable to the President or to the Commission itself. Under these circumstances, it appeared to the Senate Advisory Committee that the token representation of five Senate nominees on the Commission, to which the President and the Commission would agree, would be entirely inadequate and would only serve to erode the precedent of shared authority. We have therefore resolved:

1. To nominate no members to serve on the University Development Commission.
2. To offer our fullest support to the Commission, and to co-operate with it through:
 - a. A commitment by the Ad Hoc Senate Committee on Academic Priorities to review promptly both the President's initial proposals and further refinements and new proposals developed by the Commission.
 - b. A liaison arrangement between the Senate Committee and the Commission and its working groups which will facilitate the free and continuous interchange of information and ideas.
3. To express to the President and the University community our regret and deep concern at the departure from the principle of shared authority which we believe has occurred. In our view, such a departure is inherent in the appointment, without prior consultation with the Senate and without initially inviting the Senate to participate in any way in the designation of members, of a body which is to have broad responsibility for the articulation of educational directions. The Senate should be willing to consider bilateral modification of the traditional mechanisms for implementing shared authority, but it must strongly protest unilateral departures from these mechanisms. In particular, it must protest the substitution of faculty members of the President's own choosing for the elected representatives of the faculty or their designees on advisory bodies of great academic importance.

COURSES IN BOTANY AND HORTICULTURE

The Morris Arboretum's nontechnical courses on basic botany and horticulture are again being offered for members of the University, Associates of the Arboretum and the general public. Each consists of six sessions that combine lectures, demonstrations, and practical experience. Participants may select single courses or follow a plan of organized study that will earn the Botanical School Certificate. The beginner is advised that course number 01, Organization and Function of Plants, or equivalent knowledge, is fundamental to most other courses (02, 05, 06, 09, 10, 11, 12, 13).

11. CONIFERS. Dr. H. L. Li.

Distinctive features and means of identifying the genera and species of these remarkable cone-bearing plants.

Mondays, 10-11:30 a.m., March 27, April 3, 10, 17, 24, May 1.

01. ORGANIZATION AND FUNCTION OF PLANTS. Dr. A. O. Dahl.

An introduction to the structure of flowering plants; how roots, stems, and leaves, flowers, fruits and seeds function; and how the plants live in their environment. This course, or equivalent knowledge, is needed for most other courses.

Mondays, 8-9:30 p.m., March 27, April 3, 10, 17, 24, May 1.

02. CLASSIFICATION AND IDENTIFICATION OF PLANTS. Dr. A. E.

Schuyler, Philadelphia Academy of Natural Sciences
General principles of classifying and naming flowering plants; identifying plants by keys, manuals, floras, and the herbarium.

Tuesdays, 10-11:30 a.m., March 28, April 4, 11, 18, 25, May 2.

04. PLANT PROPAGATION. William Brientnall

Basic procedures of propagation by seed and vegetative parts. Particular attention will be paid to those plants which can be propagated during the Spring and Summer months.

Wednesdays, 10-11:30 a.m., March 29, April 5, 12, 19, 26, May 3.

03. MOLDS, MUSHROOMS, AND ENVIRONMENT. Dr. Patricia Allison

What important fungi look like; how they interact with their surroundings and change the lives of other creatures.

Thursdays, 10-11:30 a.m., March 30, April 6, 13, 20, 27, May 4.

All classes meet in Gates Hall, 9414 Meadowbrook Avenue, Philadelphia 19118, CH 7-5232. Fee: \$25 per course for Associates, \$30 for others, payable when registering.

Complete Course Listing

- | | |
|---|---|
| 01. Organization and Function of Plants | 09. Breeding Plants |
| 02. Classification of Plants | 10. Plant Pathology |
| 03. Molds, Mushrooms and Environment | 11. Conifers |
| 04. Plant Propagation | 12. Ornamental Shrubs |
| 05. Fundamentals of Plant Ecology | 13. Ornamental Trees |
| 06. Important Plant Families | 14. Man's Uses and Misuses of Plants |
| 07. Gardening Practices | 15. Algae, Mosses, and Ferns |
| 08. Field Study of the Fungi | 16. Seminar on Local Environmental Problems |
| | 100. Tutorial Botany |

Tutorial Botany

Those registering for tutorial botany are given special opportunities for independent exploration of a subject under the guidance of staff members. The grounds, library, and laboratories will be available to such students. An understanding of plants and fungi equivalent to the completion of four courses (01, 02, either 03 or 08, and 05) is required beforehand.

REGISTRATION FORM

To: Dr. Patricia Allison, The Morris Arboretum,
9414 Meadowbrook Ave., Philadelphia 19118.
Please enroll me in the courses checked below:

- ☐ 11. Conifers
☐ 01. Organization and Function of Plants
☐ 02. Classification of Plants
☐ 04. Plant Propagation
☐ 03. Molds, Mushrooms and the Environment

My check for \$_____ is enclosed

Name _____

Address _____ Zip _____

RESOLUTION OF MARCH 10

RESOLVED, That, upon recommendation of the President as advised by the University Budget Committee, the combined tuition and general fee for full-time undergraduate students in all schools of the University be increased from \$2750 to \$3000 for the academic year 1972-73.

RESOLVED, That, upon recommendation of the President as advised by the University Budget Committee, the combined tuition and general fee for full-time graduate and graduate-professional school students be increased from \$2750 to \$3050 for the academic year 1972-73, except that special rates may be established by the President for programs where he finds that special circumstances prevail.

RESOLVED, That, upon recommendation of the President as advised by the University Budget Committee, the combined tuition and general fee for students in the Evening School of Accounts and Finance and in the College of General Studies be increased from \$110 to \$122 per course unit for the academic year 1972-73.

RESOLVED, That, upon recommendation of the President as advised by the University Budget Committee, the tuition for students in the Summer School be increased from \$135 to \$200 per course unit for the year 1972.

* * *

RESOLVED, That, upon the recommendation of the President, the combined tuition and general fee for full-time graduate students entering the programs of the Wharton Graduate Division in the Fall of 1972 be increased from \$3200 to \$3300 and that the tuition for the MBA summer program be raised from \$235 to \$300 per course.

—Executive Board of Trustees

PENN AND OTHERS' NEWLY ANNOUNCED TUITIONS

Brown University	\$3050
California Inst. Technology	Fee + 2670
Dartmouth College	3060
Harvard University	3000
Lehigh University	2650
Massachusetts Inst. Technology	Fee + 2900
Northwestern University	3000
University of Pennsylvania	3000
Princeton University	3050
Yale University	3200

NEWS IN BRIEF CONTINUED FROM PAGE 1

TOPOGRAPHY OF NATURE MARCH 22-APRIL 27

For Spring the Institute of Contemporary Art shows the land as artists see it, in 17 widely different styles from nature painter Georgia O'Keeffe to plastic sculptor Sam Richardson. Hours are 9 to 5 daily, 1 to 5 weekends, and 9 to 9 Wednesdays in the Fine Arts Building, 34th and Walnut.

BLACK THEATRE MARCH 24, 25

Morgan State College's Ira Aldridge Players will perform Friday and Saturday at 8 p.m. in the Harold Prince Theatre. "Ain't Got No Teeth" by Marion Corprew and "El Hajj Malik" by N. R. Davidson are directed by R. Adrienne Britt. Penn-Morgan Project and Penn Players are hosts. Admission is free.

JAPANESE GUEST MARCH 23, 24

Dr. Terukazu Akiyama, Director of the Institute for Studies of Cultural Interchange, University of Tokyo, and one of the world's foremost specialists on Ancient Chinese and Japanese painting, will speak here on March 23 and 24 under the joint sponsorship of the Institute for Medieval Japanese Studies, the Oriental Studies Department, the Philomathean Society and the East Asian Club. Information: Ext. 7466.

ALMANAC: 515 Franklin Building, Ext. 5274

Editor Karen C. Gaines

Assistant Editor Anne M. Geuss