
NEWS IN BRIEF

AAUP ELECTIONS APRIL 19

The campus AAUP chapter will elect 1972-73 officers at the April 19 luncheon meeting at 12:15 in the Faculty Club. University Trustee John W. Eckman, Chairman of the Development Committee, will be guest speaker and Committee Z Chairman Lawrence Klein will report. For luncheon reservations: chapter secretary Brian Chellas, Ext. 6370.

ASSISTANT TO THE VICE-PROVOST: RICHARD BEEMAN

Vice-Provost for Undergraduate Studies Dr. Humphrey Tonkin has announced the appointment of Dr. Richard Beeman, Assistant Professor of History, as Assistant to the Vice-Provost for the balance of this academic year.

Dr. Beeman, a specialist in American history of the Revolutionary period, has been active in curricular matters in the College of Arts and Sciences and the Wharton School. He is chairman of the College committee on independent study and a member of the curriculum committees of the College and the Wharton School.

DEATH OF DR. ROBERT RAVDIN

Dr. Robert G. Ravdin, Professor of Surgery, died suddenly on March 28 at the age of 49. The Chief of Cancer Chemotherapy at HUP is survived by his parents, Drs. Elizabeth and Isidor S. Ravdin; his wife, the former Carolyn Port; two sons, three daughters, a brother and a sister. In lieu of flowers the family has requested donations to the Ravdin Cancer Research Fund.

LINDBACK AWARDS IN MEDICAL AREAS

Four Lindback Awards for Distinguished Teaching are given in University medical areas each year, in addition to four given for undergraduate teaching (ALMANAC March 21).

Dr. Edward J. Stemmler's ad hoc selection committee is now accepting nominations and will report to Dr. Robert D. Dripps, Acting Vice President for Health Affairs, by April 14. Two awards are given in the Medical School and two in other health affairs units. Criteria include "total impact on the intellectual life of students rather than impact in any one course," and are intended to encourage distinguished teaching in the future as well as to recognize it in the past, Dr. Dripps said.

APRIL 11 LECTURERS: CARL KAYSEN, ARLEN SPECTER

Dr. Carl Kaysen, President of the Institute for Advanced Study at Princeton, will give a Crawley Memorial Lecture Tuesday, April 11, at 11 a.m. in the Annenberg Auditorium. Dr. Kaysen, a Penn Trustee and head of the Trustees Committee on Educational Policy, will speak on "Economic Issues of Management in the '70s." The Crawley series honors Wharton Graduate Division's 50th anniversary.

* * *

District Attorney Arlen Specter will discuss organized crime in Philadelphia at 2 p.m. Tuesday in the Annenberg Auditorium. His lecture is sponsored by the Faculty Tea Club. Mrs. Martin Meyerson and Mrs. Curtis R. Reitz will be hostesses after the talk at a tea in the Faculty Club.

Both the Kaysen and Specter lectures are open to the public.

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Almanac

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NEW BUDGET ANALYSIS MID-APRIL

A budget analysis that projects the University's priorities is being prepared for campus dissemination on or about April 15, President Martin Meyerson told a sit-in audience last week in Room 200 College Hall.

In the tuition protest that started Monday, March 27, an "open budget" was one of three demands. (The others: a rollback in newly-announced tuition and rent increases, and a detailed demand for increased student power to create their education.)

President Meyerson said the \$250 tuition increase was based on inflation, with library books costing 10 to 15% more this year than last. Earlier in the day he told press that the University's attempts to pay "living wages" also figured in its growing deficit.

He reiterated plans to improve the undergraduate education even in deficit, however. "Some improvements cost money, some do not. I am trying to persuade my colleagues that undergraduates for a variety of reasons merit their attention . . . but a president is not an authoritarian passing edicts. You (students) talk about autonomy; and it's true we are a University of students. But we are also a University of faculty, and if it were not for this faculty you would not want to be here," he said.

"A University ought to reveal its budget in greater detail than is done in our University or any other today," the President conceded; but said he doubted that his idea of an open budget and the students' were the same. He said his calls for "protection of privacy for faculty, just as we have for students." (He referred to a policy on confidentiality: *Introduction to Pennsylvania*, pp. 109-111 in the 1971-72 edition.)

Senate Chairman-Elect Jean Crockett also said it was "in the interests of both faculty and students to have more budget information than is readily available at present," but stressed the difference between revealing ranges or departmental averages, and revealing individual salary data—"a very private matter."

Discussion centered on the "gray books" or detailed departmental budgets, which Dr. John Hobstetter said "give no feel for priorities, not even good management data. Gray books are not analytical. But we are in the process of perfecting a kind of analysis that will project priorities." He expects specific School data to be ready in two and a half weeks, and departmental data to come later. Reports are expected from Council's Academic Planning and Educational Policy by April 15 as well.

ON THE AFFIRMATIVE ACTION DRAFT

The Department of Animal Biology, School of Veterinary Medicine, following a series of meetings* (February 16, 22, 23 and March 3, 1972) on University Employment Policies and Equal Opportunity proposals and the working draft of the University Affirmative Action Program for women and minorities, has adopted the following resolutions specifically aimed at strengthening these proposals, securing compliances with the law and avoiding termination of some or all Federal support for the University.

Resolution 1

There must be a sense of urgency with respect to equal employment opportunity matters, and new Federal regulations (Title 41, Chapter 60, Part 60-2, December 4, 1971, U. S. Dept. of Labor) dealing with equal opportunity require that the University have an Affirmative Action Compliance program by April 3, 1972 or face termination of Federal support within 70 days after that date. Current University proposals would in no way meet these requirements and could, even after many years, leave substantial discrimination even in areas where pools of qualified personnel permit a solution. Furthermore, specific requirements of the Federal regulation as to the contents of an Affirmative Action proposal (pages 23 and 53-7, Federal Register, Vol. 36, No. 234, Dec. 4, 1971) are not met by present University proposals.

Resolution 2

In recognition of the realistic necessity, as well as the legal requirements (Part 60-2, Equal Employment Opportunity regulations), for such arrangements, the University should adopt specific goals and time-tables, showing the progressive elimination of discrimination against women and against minority groups in the employment policies of the University. Following discussion with the Office of Equal Opportunity or other suitable agencies goals and time-tables should be assigned to the individual Schools, departments and administrative sections of the University, so as to implement the overall University goals and time-tables which are now specifically required by Federal regulation (p. 2315-3, Federal Register, Vol. 36, No. 234, Dec. 4, 1971) as part of the Affirmative Action program.

Resolution 3

We commend the "Enforcement and Grievance Machinery" which is Appendix A of the document "An Affirmative Action Plan for the University of Pennsylvania", prepared by the Women for Equal Opportunity at the University of Pennsylvania, dated November 1971, and strongly urge the Administration of the University of Pennsylvania to adopt this machinery for dealing with the grievances of women and we recommend that comparable mechanisms be created for dealing with grievances of members of minority groups.

Resolution 4

We recommend that the University immediately undertake detailed conversations with representatives of minority groups to develop detailed proposals with respect to Affirmative Action programs for equal opportunity for minority groups.

Resolution 5

We specifically recommend that the University establish an overall Equal Employment Opportunity Policy and Enforcement Board having essentially the responsibilities and powers described for the Women's Advisory Group under the "Enforcement and Grievance Machinery" proposal of the WEOUP and referred to in Resolution 3. At least 2/3 of the personnel of the Board should be women and/or members of minority groups, elected and/or appointed in a manner acceptable to the women's groups and the minority groups. The recommendation of this board must be considered by the President before making a decision on the appointment.

* 21 faculty and other A-2 personnel and 14 A-3 and A-4 personnel attended some or all of these meetings.

Resolution 6

The Affirmative Action proposal developed by the University must contain specific mechanisms to assure equal opportunity in the employment and promotion of faculty. To assure this, all personnel (appointment and promotion) committees and the Provost Staff Conference shall approve only those appointments which clearly contribute to a reduction in discrimination against women and/or minority group members at the University of Pennsylvania. Appointments which do not meet this criteria can only be made if it can be demonstrated that no appointment is possible which is contributory to increased equal opportunity and which meets the standards of the University of Pennsylvania for such a position. It must be reviewed by an appropriate subcommittee composed of all faculty members of the Equal Employment Opportunity Policy and Enforcement Board. The recommendation of this Board must be considered by the President before making a decision on the appointment.

Resolution 7

In keeping with the Affirmative Action regulations (p. 23154-5, Federal Register, Vol. 36, No. 234, Dec. 4, 1971), the University shall require that all persons connected with appointment, hiring or promotion read and understand the relevant regulation governing equal opportunity, copies of which shall be furnished by the University, and file, with the Office of Equal Opportunity, a signed statement attesting to this.

R. J. Rutman, Head, Laboratories of Biochemistry

C. A. Ritter, Head, Laboratories of Pharmacology

D. K. Detweiler, Head, Laboratories of Physiology

R. E. Davies, Chairman, Department of Animal Biology

Adelaide M. Delluva, Associate Chairman, Dept. of Animal Biology

W. C. D. Hare, Head, Laboratories of Anatomy

LETTERS

CIVILITY AND GOOD MANNERS

Unless I am very much mistaken, Henry Abraham in a recent issue of your publication offered two propositions: first, that civility and good manners are essential for intellectual exchanges and parliamentary processes, and second, that the presiding officer of an assembly dedicated to either or both of these purposes is responsible for maintaining a reasonable level of civility and good manners among the members.

If there is anyone who has a contrary view, he could, I suppose, present it in the ALMANAC and we might have an interesting discussion. Personal attacks on Henry Abraham, however, are not only of questionable taste but surely also irrelevant to the validity of his propositions.

Thank you for your kind consideration.

—Karl von Vorss, Associate Professor of Political Science

INTELLECTUAL OAFISHNESS

The 3/21/72 ALMANAC purports to justify intellectual oafishness and undergraduate perversity on the basis of "normal newspaper ethics" and a spiderweb of assumptions disguised as "open expression."

It would appear that intimidation is the reason for publication of this unconstructive litany of criticism. Lack of "written immunity" and "absence of appeal mechanism" do not hit the mark; neither can erase the need for exercise of mature judgment. The ALMANAC does not hold a public franchise, accordingly equal time or space is a privilege not a right.

No institution, much less a "newspaper," can stand erect when it cowers to such intimidation. May the future bring courage to the ALMANAC.

Should there be any questions of a legal nature that I may assist you with, I do hope you will feel free to call upon me in my capacity as Counsel to the Development Program.

—Norman S. Fink, Counsel—Development Program

THE SENATE

Work of the Ad Hoc Committee on the Reorganization of the Faculty

by Robert D. Eilers

The Ad Hoc Committee has been working throughout the year to develop proposals for the consideration of the Senate and the Administration. Much of the work of the Committee has been conducted through two subcommittees, one on the General Organization of the Faculty and one on Special Organizational Problems. The accompanying material is the report of the Subcommittee on General Organization. The report on Special Organizational Problems will be included in a forthcoming ALMANAC.

Some items in the accompanying report have been debated for a lengthy period of time by the parent committee; others have been considered only briefly. It was felt by most of those on the committee, however, that the Subcommittee Report should be shared with the faculty in order to allow time for inputs from individual faculty members and possibly from departments and schools. Such inputs would be particularly helpful if they could be received by the Committee as soon as possible. There will be an opportunity for discussion at the meeting of the Senate on April 19.

Throughout its deliberations, the Ad Hoc Committee generally has recognized that the organization of the faculty should be dictated by the functions that the faculties should serve. As would be expected, there is disagreement within the Committee on these matters, principally on the organization that would best serve certain desired functions. Since multiple functions need to be carried out by the faculty, there is no simple pattern which serves each of the functions equally well.

Although many issues concerning the general organization of the faculty seem critical, perhaps three are especially troublesome:

1. The organization of the faculties involved in conducting Ph.D. programs;
2. The organization of the Arts and Sciences; and
3. The structure by which major faculty units (principally schools) relate to the administration of the University.

In considering these and other issues, there is the related consideration that structure must also be influenced by personalities holding major positions and the way that these individuals will utilize a structure. Thus, it is highly important in considering the third issue mentioned above, to note that the scope of work assumed by the current Provost and the relationship between the Provost and the President is perhaps substantially different from that of other administrations at this University. This is reflected in part by the fact that much of the work of the two positions in the key offices of President and Provost is now combined in what might be described as "Offices of the President." This factor, plus the strong feeling that the number of divisions now reporting directly to the Provost is so large that he cannot give adequate attention to the various faculty groupings and divisions, has influenced the Subcommittee. At the same time, structure often outlives those holding administrative positions, so the organizational proposals must be considered in that light.

The following Subcommittee proposal contemplates there being three Provosts under the President and the Senior Provost (i.e., the "Offices of the President"). One of the most controversial aspects of this proposal seems to be the position of Provost for Professional Studies. While the Provost and others have articulated the need for a strong leader over the Arts and Sciences, the Subcommittee also felt a need for a strong voice to represent the professional areas of the University within the Administration. While the position proposed is viewed as a "line" relationship, the possibility has been raised that the Provost for Professional Studies might be a "staff" position.

As a somewhat separate matter, there has been strong resistance to certain proposals that all Ph.D. programs be combined under a Dean of Arts and Sciences, inasmuch as many of the Ph.D. programs are conducted by faculty units related to schools other than the College. The proposal at hand thus provides coordination for Ph.D. programs through an Associate Provost for Graduate Studies and Research.

The following report is deemed by its proponents to be a reasonable compromise between conflicting views on these and other matters. The members of the Subcommittee which prepared the report are: Dr. Jean Crockett, Chairman, and Drs. Britton Harris, Murray Murphey, Charles Rosenberg, and David Solomons.

SENATE NOTICES

Senate elections are being conducted by mail ballot, since alternate candidates have been proposed for some positions on the slate submitted by the Nominating Committee. The new nominees, whose names were introduced by petition, are:

Secretary-Elect: Dr. Helen C. Davies, Associate Professor Physical Biochemistry.

Membership on the Senate Advisory Committee: Dr. Maria Z. Brooks, Associate Professor of Slavic Languages; Dr. Fred Karush, Professor of Microbiology; and Dr. W. Allyn Rickett, Associate Professor of Oriental Studies.

* * *

Members of the Senate are reminded of the special meeting Wednesday, April 5 (3 p.m., B-6 Stiteler Hall), to discuss the motion, "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."

Subcommittee Report on General Organization of the Faculty of the Ad Hoc Committee on Reorganization of the Faculty

I

Within a University there exists a tension between two organizational principles: (1) by disciplines and aggregations of related disciplines and (2) by the degree programs offered to our students, which generally involve a cross-sectional slicing across disciplines. Some provision must be made for organizational ties which will permit the effective coordination of faculty efforts in both dimensions.

Because we perceive our academic strength as flowing largely from the mutual stimulation and mutual criticism produced by close interaction of faculty with similar disciplinary interests and competence and because the departmental structure is far more effective in reinforcing such interaction than any alternative we can envisage, we recommend that:

1. *Departments should be retained as the basic units of faculty organization. The structure should not produce any separation of graduate and undergraduate program responsibility at the departmental/unit level.*

Frequently, however, the growth of knowledge may proceed along lines not readily encompassed within traditional academic departments. Mechanisms are needed to permit research and teaching programs in such new areas to be undertaken on an experimental basis. Three problems arise in this connection.

First, there will ordinarily be at any given time many more new directions of knowledge than the University has the resources to explore, and some principle of choice must be invoked. We suggest that the selection should be based primarily on the academic interests of present faculty members with established competency in existing disciplines. The availability of external financial support, while it will certainly operate as a factor in generating faculty interest, should not be a predominant consideration. Even if funding is available, we would be opposed to bringing in a high proportion of outsiders to staff an experimental program which generates little interest among the existing faculty.

Since innovation is inherently a risky process, there will be some failures as well as some successes in experimental programs. The second problem which concerns us is the development of effective periodic evaluation of programs which lie outside the purview of traditional departments and effective procedures for terminating any unsuccessful ventures after a reasonable trial period. We cannot permit these to be a continuing drain on our resources.

The third problem relates to the possibility of appointments, potentially leading to tenure, of personnel useful to the experimental program but not acceptable to any existing department. We are deeply concerned over the prospect of a proliferation of tenured faculty not attached to any department.

Historically, the Graduate School of Arts and Sciences has served as a primary channel for interdisciplinary innovation by facilitating the development of inter-departmental and inter-school graduate groups. We believe that the interactions thus generated have not only been highly productive academically but also have been a significant unifying force across the University. Since innovation in the directions of knowledge is very likely to occur first at the level of the Ph.D. program, we believe that such graduate groups must remain an extremely important mechanism for providing flexibility and encouraging experimentation. However, since such groups are not the direct responsibility of any budgetary unit, they have suffered sometimes from a lack of adequate resources and sometimes from a lack of adequate quality control. We shall propose below measures which should be taken to ameliorate these shortcomings.

Where an interdisciplinary program is strongly oriented toward undergraduate or graduate/professional teaching, the graduate

group mechanism is not appropriate. An alternative device, for which there are prototypes within the Wharton School, is the Interdisciplinary Unit. Such Units should be considered as an experimental and temporary phase of development. After an appropriate trial period, they should either be incorporated into an existing department, achieve independent departmental status, or be phased out. We recommend that:

2. *When a School establishes an interdisciplinary unit with undergraduate or graduate/professional teaching responsibilities, the work of this unit shall be subject to periodic review, at intervals not to exceed five years, by an appropriate faculty committee of the school (perhaps the Committee on Instruction), which may recommend termination, continuation or departmental status for the program. Such review may be initiated at any time by the Dean. Every effort should be made to avoid new appointments which may lead to tenure, except under the auspices of an existing department. If, in extraordinary circumstances, such an appointment is considered essential to a unit's purposes, this appointment and subsequent promotion and tenure decisions must be approved, like all others, by the school's Personnel Committee, which (in the absence of favorable action by an established department) should ask the advice of an ad hoc committee of its own choosing, perhaps including outside experts. We do not recommend that the establishment of interdisciplinary units be permitted except under the auspices of a school or college.*

II

We do not recommend the integration of undergraduate education of the University as proposed by the Task Force. On this question, we find ourselves in substantial agreement with the conclusions of the Committee on the Organization of the College Faculty as expressed in the following excerpts from their report:

In the opinion of the committee, the merging of all undergraduate teachers into one faculty would make diversification and experimentation much more difficult, if not impossible. . . . The placing of all undergraduate education under a single dean and in a single faculty would result in an unwieldy unit, unadministrable without the interposition of second-level associate deans and various subdivisions. . . . Moreover, experience with the College Faculty shows that it is difficult enough to engage the entire faculty in an active role in decision-making with regard to matters of educational policy; increasing the size and diversity of the faculty could only compound the difficulties, and very likely result in a fragmentation into cliques and interest groups.

In addition to the above considerations, we feel that the unification of the undergraduate professional Schools with the College would be a step backward in our efforts to provide multiple program options to undergraduates in order to serve better the divergent needs of students with divergent interests and purposes. The specific requirements of the students who enter college with strong motivation toward a particular professional career are well served by the existing structure. We doubt that such students would be equally well served or equally eager to come to the University under the integrated structure proposed by the Task Force.

Finally, the prestige of our undergraduate professional Schools and the loyalty of their alumni provide a source of strength to the University which we should not sacrifice without compelling reason. With respect to the College for Women, we recommend its continuance for the present. In some important respects, the students in this school are better served than their counterparts elsewhere; and while we earnestly hope for University-wide improvement in these areas, we recommend that the College for Women be continued until there are very clear indications that this hope will be realized. In view of the demonstrated ability of CW as an administrative unit, a number of long-run possibilities bear further

investigation. For example, the College for Women might be incorporated in the College as a separate administrative unit with responsibilities, not for women students specifically, but for the advising system generally and for the development of program options in response to student needs and interests.

III

To reduce to more manageable proportions the number of academic administrators reporting to the Office of the President, within which we encompass both the President and the Provost and Vice President, we recommend: (see chart)

3. That the title of the Provost be changed to Senior Provost and Vice President.

4. That as at present the Schools of Medicine, Dental Medicine, Veterinary Medicine, Nursing and Allied Medical Professions be administered through the chief administrator for health affairs, for whom we suggest the title Provost and Vice President for Health Affairs.

5. That a new position be established of Provost for Arts and Sciences, with administrative authority for the College of Arts and Sciences, the College for Women, and perhaps the Annenberg School. This Provost shall be the spokesman for the Colleges under his jurisdiction. A search committee for this position shall contain nominees of the Faculties of these Colleges, with the number of nominees provided by each College reflecting in some appropriate way the relative size of the College. The President may designate a number of search committee members up to the total nominated by the several Faculties. Students will be added according to procedures stipulated in the by-laws of the University Council for consultative committees for academic administrators above the level of Dean.

6. That the departments now budgeted through GSAS be combined into a College for Interdisciplinary Studies in Arts and Sciences under the administrative authority of the Provost for Arts and Sciences. Any new interdisciplinary departments which may be established could be placed in this School.

7. That a new position be established of Provost for Profes-

sional Studies, with administrative authority for the School of Education, the Engineering School(s), the Graduate School of Fine Arts, the Law School, the School of Social Work and the Wharton School. At its option the Annenberg School might also report through this channel. This Provost shall be the spokesman for the Schools under his jurisdiction. The composition of a search committee for this position shall be analogous to that described for the Provost for Arts and Sciences.

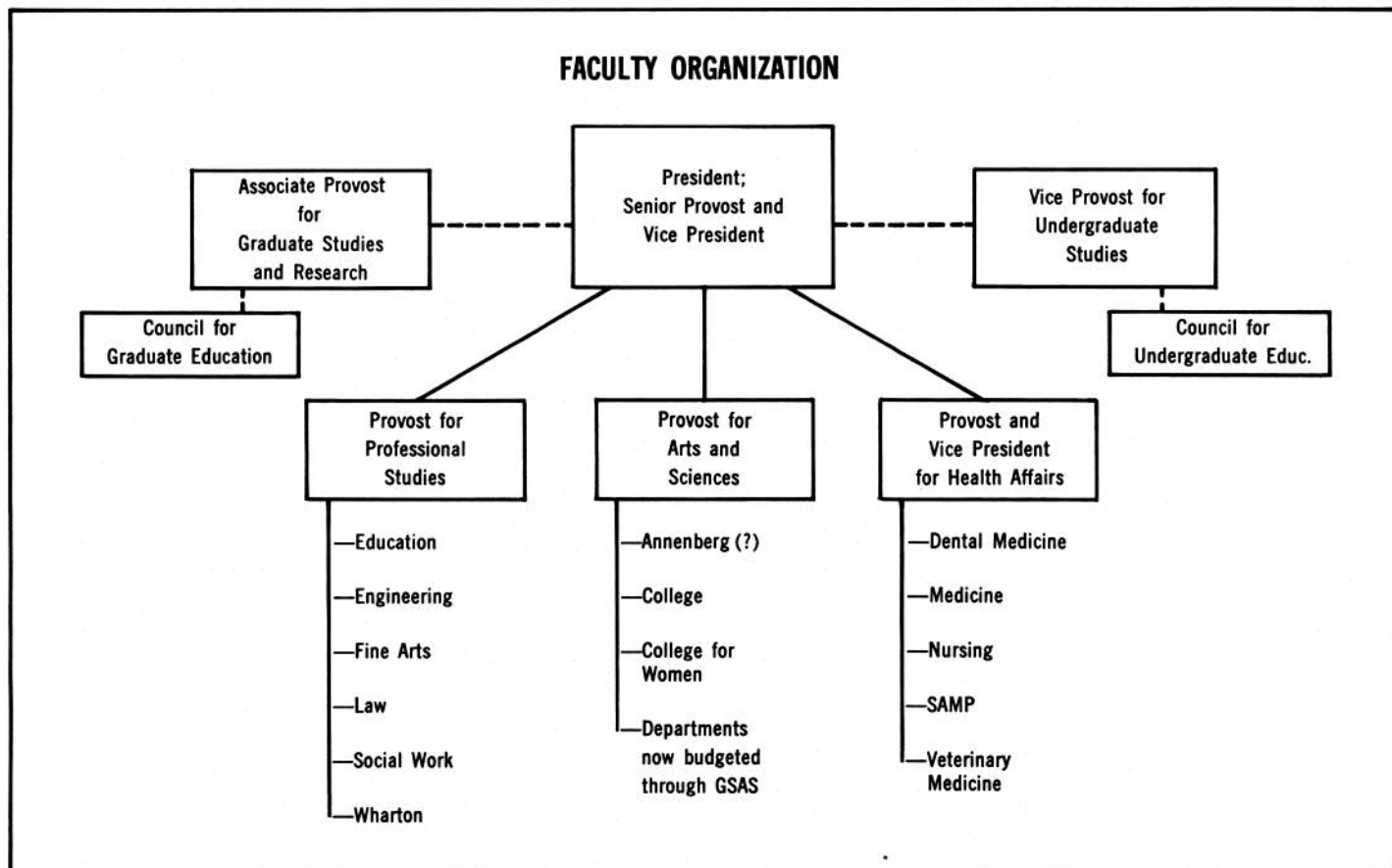
To achieve greater unification within the area of Arts and Sciences, the faculty members of the Schools and departments under the purview of the Provost for Arts and Sciences may wish to join together in a Faculty of Arts and Sciences for curricular and perhaps other purposes. The processing of appointments and promotions should remain in the hands of the individual colleges and should not be undertaken by such a Faculty of Arts and Sciences.

IV

The structure of the University tends to focus attention on the excellence of individual departments, and this is judged primarily by the quality of instruction offered to their majors, both graduate and undergraduate, and by the research contributions of the departmental faculty. However, the undergraduate educational program cuts across departments and, to a considerable extent, across schools; and too little faculty and administrative attention has been focused on whether this cross-sectional slice is cohesive and satisfying. Even in excellent departments the large introductory courses in which a majority of students are non-majors may be slighted in the allocation of departmental resources in favor of the advanced courses which are closer to the center of departmental interest. Yet these introductory courses compose a very large part of the student's educational experience in his first two years and are essential to provide him with the skills relevant to his advanced work and with the breadth of exposure to a variety of disciplines which is the criterion of a liberal education.

We therefore see a need for a high-level administrator who will be charged, as his primary concern, with evaluation of the overall educational experience provided to the student by the

(Continued on Page 6)



various undergraduate degree programs and with recommendations for improvement. It is our hope that the new Vice Provost for Undergraduate Studies will fill this need.

We further see a need to focus faculty attention on the overall quality of the student's educational experience within the various undergraduate degree programs. To this end, we endorse the proposal of the Committee on the Organization of the College Faculty for a Council on Undergraduate Education and recommend:

8. *The establishment of a Council or Board of Undergraduate Education, consisting of several elected faculty members representing each school offering undergraduate programs, as well as the Dean, Assistant Dean or other administrative officer responsible for undergraduate programs in each school (ex officio). This body should be advisory to the Vice Provost for Undergraduate Studies.*

Among the questions to which this council or board might address itself are the following:

a. How the tools which are basic to advanced study in a variety of areas may best be taught. Basic economics is such a tool for most business disciplines, basic physics is similarly related to much engineering, while certain areas of mathematics and statistics underlie advanced work in all the sciences.

b. Evaluation of undergraduate education programs which cross departmental and school boundaries.

c. Recommendations as to the manner in which admissions standards should vary among schools. For example, minimum mathematical scores required in Wharton and Engineering should probably be higher than for the College, while relatively higher verbal scores should probably be required in the College. Other less quantitative criteria should perhaps receive differing weights depending on the school to which the student is applying.

d. The problems which may arise from wide differences in grading standards among departments as well as among Schools.

e. The problems which may arise from differences among Schools in graduation requirements.

f. Recommendations on such matters as the timing of the student's choice of major and policies regarding the admission of transfer students.

g. The implications for undergraduate education of such matters as: changes in the University calendar; class scheduling practices and procedures (e.g., the length of the class period); submatriculation arrangements.

h. The problems of restructuring and revitalizing the process of academic advising.

V

The Graduate School of Arts and Sciences has performed two very useful functions in bringing together faculty members with overlapping interests and areas of competence from the various undergraduate and graduate/professional schools of the University and in facilitating experimentation with innovative interdisciplinary approaches. Mechanisms for accomplishing these functions should be preserved and if possible strengthened.

Under existing arrangements, however, it has not been possible for the Dean of the Graduate School to maintain adequate quality control over the various graduate groups or to speak with a sufficiently powerful voice in the interests of the Ph.D. program as a whole and the University has suffered significantly as a result. In the absence of budgetary authority over the graduate groups, we do not see how he can fulfill these highly important responsibilities effectively. However, to give him such authority would confuse the administrative structure in a way which appears unacceptable to us, would tend to undermine the effectiveness of the Deans of Colleges and Schools with faculty members who participate in the Ph.D. program, and would run counter to very strong feelings as to the importance of maintaining the closest possible relationship between graduate and undergraduate teaching within a discipline.

We further find the present separation of admissions decisions and quality control responsibilities for graduate groups from budgetary authority and control over promotions and tenure for graduate group members to be administratively unworkable.

We therefore recommend:

9. *That the Dean of any School or College with budgetary responsibility for faculty members participating in graduate groups be given clear responsibility for the performance of all graduate groups consisting solely or primarily of faculty members affiliated with that school, and that he have authority to review the admissions decisions of such groups. Where a large number of graduate groups are involved, as in the College, the appointment of an Associate Dean for Graduate Affairs to oversee these groups will undoubtedly be appropriate.*

10. *That there be an Associate Provost for Graduate Studies and Research with responsibility for maintaining a general overview of all Ph.D. programs, with particular concern for inter-school graduate groups not subject to the review of any Dean. He will have responsibility for the formulation and execution of research policy and will maintain a general overview of the research centers and institutes of the University with particular concern for those that span more than one school or college. He will review the academic budgets of all schools with faculty members participating in the Ph.D. program and make recommendations thereon to the Senior Provost, with particular reference to the number of admissions to Ph.D. programs expected by each School.*

11. *That the Faculty of the Graduate School of Arts and Sciences shall continue as a separate organizational entity, in order to preserve its role in facilitating interdisciplinary innovation and in fostering interaction among the faculty members from different Schools who are involved in the Ph.D. program. The Associate Provost for Graduate Studies and Research shall serve as the Dean of this Faculty. All Ph.D. degrees will continue to be awarded on the recommendation of this Faculty, which (in the interests of limiting variability in quality among graduate groups budgeted through different Schools) will maintain a final review over admissions standards.*

12. *That there be a Council or Board of Graduate Studies which will be advisory to the Associate Provost and will consist of representatives of the Graduate Faculty elected on a constituency basis. The responsibilities of this body will include:*

a. *To conduct periodic in-depth review of all graduate groups, with particular concern for those not subject to the review of a Dean.*

b. *To advise the Associate Provost on admissions policies and the allocation of fellowships and scholarships.*

c. *To advise the Associate Provost on the creation of new graduate groups and termination of existing ones.*

Members of the Council of Graduate Studies should be given reduced teaching loads because of the extent and importance of the responsibilities of the Council.

It is expected that the Graduate Faculty may wish to form various types of subgroupings for various purposes. One natural grouping would be according to the School through which each graduate group is budgeted. Smaller aggregates of graduate groups with substantially overlapping areas of interest and competence may be appropriate for approval of curriculum, especially when there is a significant amount of cross-registration of students of one group in the courses offered by another. These aggregates would not necessarily be mutually exclusive and might well cross school boundaries. The formation of these aggregates shall be approved by the Council on Graduate Studies.

13. *That the Associate Provost have a budget to be used as required to provide clerical services for inter-school graduate groups and to reimburse the Dean of one School for services provided by faculty members of that School to inter-school graduate groups. He shall facilitate inter-school budgetary transfers in cases where graduate groups budgeted in one School make significant demands on the faculty of graduate groups budgeted in another.*

Jean B. Crockett, Chairman

Britton Harris

Murray Murphy

Charles Rosenberg

David Solomons

BACKGROUND ON BLACK RESIDENCE

Following is a condensation of the 19-page proposal for a Black Residence Center which forms part of the background of debate scheduled for the special Senate meeting April 5 (3 p.m., B-6 Stiteler Hall). The document is available in full at the office of Vice Provost John A. Russell Jr., 110 College Hall.

This is not the administration's proposal. That document, which was presented to the Council in Provost Curtis Reitz' report on April 9, appeared verbatim in the March 14 issue of ALMANAC. It recommends a Center for 45 freshmen and 45 sophomores. It was based, however, on the document condensed here, and on a faculty-staff critique which was also published March 14. The material below, especially that relating to rationale, is very heavily edited and the serious reader is advised to turn to the original.

Background

In 1968 the University of Pennsylvania, realizing its responsibility to provide educational opportunities to all segments of society, began to admit Black students in significant numbers. . . .

Upon being admitted each student was assigned a faculty adviser to facilitate his adjustment to academic life. But otherwise, Black students were expected to adjust themselves in whatever manner necessary to function in the white environment into which they had been thrust. They were expected to adapt their thinking, their aspirations, their life style to conform with white middle class values. Many of the students, faced with these surroundings, became alienated. Many became defensive toward other students and administrators, both Black and white. They became indifferent toward fellow classmates and instructors. Very few students wholeheartedly participated in student activities. Even the Society of Afro-American Students, an organization formed expressly for Black students, was ineffective. In effect there existed among Black students no sense of unity, no sense of social responsibility.

. . . Because of the efforts of a small group of Black students and administrators who developed the Advising and Pre-Freshmen Programs, the situation of Black students has improved somewhat. A beginning has been made in providing academic counseling services to Black freshmen and with continued training the advisers can become more effective. However, no real effort has been made to increase Black student participation outside of the classroom. Intellectual and personal development can take place outside of the classroom, as well as inside, if it is encouraged.

Proposal

. . . In order to create a meaningful "college experience" for more Black undergraduates, a residential environment must be provided which will help foster community spirit and self-help—while promoting intellectual, personal and social development. By allowing freshmen and sophomores the alternative of living in a residence of their peers, which supports psychologically a sense of belonging and fellowship, one creates an environment which has within itself the potential for supporting individual development and group participation. It is therefore proposed that a Residential Center for Black Undergraduates, primarily those in their first and second years, be established.

The establishment of a Residential Center for Black Undergraduates is not unprecedented. For example, Temple University in North Philadelphia has a "Black floor" in both Hartwick, the women's residence, and Peabody, the men's residence. The staff person assigned to these floors is Black. Administratively the program is viewed as positive because the students have had little trouble and appear happy. Barnard College in New York City allows incoming Black students the choice of living on a "Black floor." This program is running effectively also. Perhaps the only significant difference between these residential programs and the proposed Residential Center is the purpose. The Center's main function will be to foster personal growth through the development of programs and the interaction of competent staff and interested students rather than to simply provide a convenient social setting.

The proposal goes on to describe a program for approximately 120 students, with 50 spaces for freshmen and 50 for sophomores; the other twenty allocated to juniors and seniors who were particularly involved in on-going programs at the Center or who transferred here. It also called for ten resource persons, ten advisers, an assistant director and a director, and outlined space and facilities needed.

Residence in the Center will, of course, not be mandatory for all Black undergraduates. It will simply be an alternative. Because the main purpose of the project is to help Black students fulfill themselves intellectually and develop themselves personally, students will be screened by applications and/or interviews to select those whose energies and goals are most in line with the project's aim. The only criteria for eligibility will be that a student be in good academic standing with his college. . . . Screening will be conducted by a committee of two faculty members and two students. . . . The screening committee will also act as an advisory board for the Center. The committee will review changes in policy and disciplinary decisions whenever necessary. In addition the screening committee will make recommendations regarding personnel.

Programs

With the creation of a Residential Center such as the one proposed, a number of supplementary programs will be brought into existence. . . . There will be no restrictions against students who are not residents participating in the programs.

The proposal describes in detail:

A series of Advising Programs, including the Pre-Freshman Seminar Program, to be incorporated in the Center;

A Speaker's Forum which would invite locally known speakers; A seminar in "Current Topics and Problems", involving both faculty and outside experts;

Development of the Center as an information and communications base with bulletin boards, newsletter, et. al;

A Film Series offering documentaries on the Black experience here and abroad, open to the entire University community;

Career Counseling (to prevent students from preparation for overcrowded fields), with discussions by Black professionals;

Artists-in-residence to live in the Center and conduct classes;

Independent Community Study, allowing part-classroom, part-community study; courses would be for one-hour credit, developed through departments or through the Black Studies Program;

A Paul Robeson Memorial Library, giving special attention to periodicals which Van Pelt Library has not yet acquired.

WASHINGTON

The Office of Federal Relations has available for examination in Room 11, College Hall the *Catalog of Federal Domestic Assistance*. This catalog contains over 1,000 programs administered by some 60 federal agencies. The catalog is a comprehensive listing and brief description of federal programs and activities which provide benefits or assistance to the American public, including members of the higher education community.

Each program is described in terms of the specific type of assistance provided, the purpose for which it is available, who can apply for it and how to apply. It also identifies the federal office with whom contact should be made for additional information.

One word of caution to be offered is that the funds actually available for the various programs are not included in the descriptions of the programs. The Office of Federal Relations will attempt to indicate the funds that have been appropriated for any given program and the extent to which any of the funds so appropriated are still available.

—Donald S. Murray

SPENCER FOUNDATION GRANTS

Dr. Neal Gross, Dean of the Graduate School of Education, has announced the 1972 awards made by the Spencer Foundation Committee. The Committee consists of Dr. Eliot Stellar, *Chairman*, Dr. Morton Botel, Dr. Ruben Reina, Dr. Burton Rosner and Dr. Marvin Wolfgang. The recipients of the awards and the title of their research proposals are:

Dr. James Reed Campbell, Assistant Professor of Education	"To develop discussion modules and accompanying instructional models for teacher training in the area of sex education."
Dr. Gerald A. Goldin, Assistant Professor of Education	"A proposal to introduce APL into mathematics education research."
Dr. Robert Paul Inman, Assistant Professor of Economics	"The implication of Serrano vs. Ivy Baker Priest."
Mr. James C. Johnson, III, Graduate Student in Psychology, and Mr. James L. McClelland, Graduate Student in Psychology	"Perceptual processes in reading."
Dr. Deborah G. Kemler, Lecturer in Psychology	"Studies of organizational and memory in children."
Mr. Paul S. Licker, Lecturer in Communications	"A psycholinguistic investigation of the 'cut' as a determiner of units in film communication be- havior from the point of view of the film spectator."
Dr. Charles E. McClelland, Assistant Professor of History	"What's wrong with the modern university: history and analysis of the German University system."
Mr. Daniel Osherson, Graduate Student in Psychology	"A study of conception of space in the child."
Dr. Richard Viale, Assistant Professor of Biochemistry	"Computer simulation of experi- ments in biochemistry teaching."

The Spencer Foundation awarded a \$90,000 grant to the Graduate School of Education to facilitate its strong interest in supporting promising research ideas of junior members of the faculty in the social sciences and education.

NEWS IN BRIEF CONTINUED FROM PAGE 1

A CHINESE TRIP FOR HUP

If you're an antiques buff, a philanthropist in need of a good cause or just a victim of Spring Fever, University Hospital can use your help. Volunteers are still needed for the 1972 University Hospital Antiques Show, a HUP benefit scheduled Tuesday, April 18 through Saturday, April 22.

The Show's focus this year is on Chinese antiquities. Volunteers will receive free admission to the Show at the 103rd Engineers Armory, 33rd Street, north of Market. They may take part in special walking tours (Gallery Tours) given by Philadelphia Museum of Art Guides, and a Thursday Night Supper at the Show. Help is needed on two days: Thursday: (10:15 a.m.-2 p.m.; 1:30 p.m.-4 p.m.) and Friday (10:15 a.m.-2 p.m.; 1:30 p.m.-4 p.m.; 3:30 p.m.-7 p.m.; 6:30 p.m.-9:45 p.m.). Volunteers should call Mrs. James J. Ferguson Jr. at 527-0315.

OF RECORD



PART-TIME SUMMER HELP

Following is the text of a memorandum sent March 22 to all Deans, Directors and Department Chairmen by the Student Employment Officer of the University

During the past two years the number of departments hiring students from their A-4 budgets has substantially decreased. This is due, in part, to the increased use of students assigned under the College Work-Study Program. While over a thousand students are expected to apply for summer jobs through the Student Employment Office, less than one fifth can be supported by the Work-Study Program. Those students not supported by Work-Study *must* find part-time jobs, as many of them are on financial aid and are required to provide between \$500 and \$700 from their summer earnings toward their education expenses.

If you, or anyone in your department, can provide a job for one or more students this summer, please contact the Student Employment Office as soon as possible. If budget limitations prevent you from hiring students in May, consider hiring after the start of the new Fiscal Year. While we hope to place as many students as possible prior to May 15th, I am sure we will have a number of qualified applicants ready to work any time during the summer.

Remember, by hiring a University student to assist in your department this summer you will be providing an opportunity for that student to earn toward the high costs of his college education.

If you require "Job Available" forms, or if you have any questions about the Summer Employment Program, please call Ext: 7539.

—Charles L. Friedman

RACE FOR LIFE: SICKLE CELL ANEMIA

Dr. Frank Oski, Associate Professor of Pediatrics at Children's Hospital is one of a number of physicians and medical researchers to be honored at the first annual "Race For Life" Sickle Cell Anemia Banquet on Tuesday, April 11, at the Civic Center.

Sponsored by the Southern Christian Leadership Conference, the banquet will recognize those who have demonstrated outstanding achievements in research on sickle cell anemia, abnormal hemoglobin, genetics and health education.

Others to be honored include Dr. Linus Pauling, Stanford University; Dr. Howard Pearson, Yale University; Dr. Graham Sargent, Oxford University, England; and Dr. Makio Murayama, University of Tokyo.

All proceeds of the fund-raising affair will be used to establish a national sickle cell anemia education, diagnostic, research and treatment center in Philadelphia.

Tickets are available at \$100. each; a table of ten is \$1000. Contributions are tax deductible and should be made payable to: Southern Christian Leadership Conference Sickle Cell Anemia Special Fund, 3644 Broad Street, Philadelphia, Pa. 19140.

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