



WHERE THE MONEY GOES

The new budget analysis promised for mid-April appears on Pages 6 and 7, with a foreword by Provost and Vice President Curtis R. Reitz. The Provost has invited academic deans and key administrative personnel to make comparative analyses with their own operations, and will review the format with them before publication of further data.

NEWS IN BRIEF

SENATE: NEW OFFICERS, MAJOR REPORTS

In a record total vote, the Senate elected the nominating committee's slate over a partial slate submitted by petition, outgoing Chairman Dr. Henry Abraham announced. By mail ballot, the Senate chose:

Dr. Louis I. Girifalco, Chairman-Elect for 1972-73 (unopposed); Dr. Stephen A. Ross, Secretary-Elect for 1972-73 (392 over Dr. Helen C. Davies' 304); and Dr. Edward Effros, William G. Grigsby, Benjamin F. Hammond and David Rowlands (over Drs. Maria Brooks, Fred Karush and W. Allyn Rickett).

Unopposed, Dr. Hace Tishler was elected to fill Dr. John Wideman's unexpired year on SAC; Dr. Bernard F. Cataldo was chosen for Dr. Girifalco's unexpired two years; and Drs. Lawrence R. Klein and Donald H. Silberger were elected to the Committee on Academic Freedom and Responsibility.

* * *

Dr. Jean Crockett, who takes office the first of May as Senate Chairman, said the April 19 meeting received the McGill and Eilers Reports (ALMANAC February 8; April 4 and 11) and invites response to be sent to the committees or to the administration as soon as possible.

Substantial revisions have been made in the Eilers Committee's report's April 4 Subcommittee report, and the full text will be reissued shortly.

In its consideration of the Economic Status of Faculty (Sprague and Klein reports), Senate voted in favor of options with respect to the fringe benefit package. The administration is expected to respond to the salary report in two weeks.

COUNCIL NOMINATIONS: ASSISTANT PROFESSORS

Nominations may be phoned to Secretary William Owen's office (Ext. 7007) today and until 2 p.m. tomorrow for Assistant Professors to be considered by the Steering Committee to replace Drs. Barry Cooperman and Brian Spooner on Council. All Council constituencies may nominate Assistant Professors who have been fully-affiliated for less than six years. Other Council elections will be reported next week.

ENDING THE MUSIC SEASON APRIL 26, 28

The last two concerts in the Music Department's Spring Series are Wednesday, April 26, and Friday, April 28.

Dr. George Crumb's award-winning "Ancient Voices of Children," based on fragments of Garcia Lorca, will be performed by the Penn Contemporary Players under Richard Wernick at Prince Theater, Annenberg Center, Wednesday (Continued on Page 8)

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Almanac

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THE \$5 MILLION SILVERSTEIN PAVILION

Louis Silverstein, a major contributor to health care facilities here for more than 20 years, was honored at the pouring of footings for The Silverstein Pavilion at the Medical School last week, on a site adjoining the Ravdin Institute he played a key role in funding.

The Silverstein Pavilion will provide ambulatory surgical care on its first floor and a cancer research center on the second, with a pharmacy in the basement. Its foundations will be able to bear as many as nine floors that can be aligned with those of the Ravdin Institute.

Mr. Silverstein has guaranteed \$5 million in personal gifts and gifts of friends to build the Pavilion—the largest guarantee ever offered by an individual to the University.

Surgical and Urological Outpatient Departments will be included on the first floor, along with two operating rooms, cast room for rapid splinting of fractures, cystoscopic and proctoscopic rooms.

The Center for Research in Cancer will comprise about 30 laboratories, 10 research offices, and a number of special facilities. While its functions are still to be developed in detail, it is thought that there will be:

- A block of facilities for research in the virology of cancer, with special emphasis on newer techniques of detection by immunologic tests;
- A center for the study of solid tumors, with emphasis on chemotherapeutic agents;
- An area for studies on the nutrition of malignant disease and on the vascular response to the presence of tumors;
- Space for studies of human resistance to tumors.

Trustee Chairman William Day, President Martin Meyerson and Dr. Jonathan Rhoads and Trustee Bernard Segal joined prominent clergymen in Thursday's ceremony, where mementos of the day were imbedded in the concrete of the Pavilion's footings. Rabbi David H. Wice, John Cardinal Krol, the Rev. Leon Sullivan and Rev. Stanley Johnson were among the clergy. Among the mementos: a Trustees' Resolution naming The Silverstein Pavilion and a letter in which Mr. Silverstein expressed his deep interest in cancer research.

Old Prose and Old Pros

by Clifton Cherpack

Having once served on a committee to investigate innovations in undergraduate education across the country, I found much that was only too familiar in the "new" proposals set forth in the report ("The Advancement of Undergraduate Education") recently issued by the Office of the Vice-Provost for Undergraduate Studies. It is all there: the off-campus and out-of-the-classroom education; the interdisciplinarianism; the living-learning arrangements; the expansible, collapsible, portable, individual, collective, mini-maxi majors; and the inevitable encouragement of the faculty to give over at least some of the work for which they have presumably been trained in order to plunge with an amateur's enthusiasm into nurturing and improving "the educational aspects of residential life, extra-curricular activities, and so on" (Par. 50).

After considerable reflection on the extraordinary and frequently ill-fated changes in one institution studied in depth by my committee, I have concluded that most of them were due to the fact that, since this institution offered little graduate work, and since the most able faculty members tended to move on to universities having more graduate work, few people were left on this campus who had a truly professional grasp of what constitutes disciplined, disinterested inquiry and who, on this basis, were willing or able to try to distinguish between knowledge and impressions or assertions. The initiative fell into the hands of young innovators who put their theories into practice virtually unopposed, and who often, when the practice went sour, went away, leaving hapless students and faculty members to deal with their errant brain-children.

Fortunately, in theory at any rate, this is not the case here. There are plenty of faculty members at Penn who are competent and experienced enough to be able to know what a university can and legitimately should do, and to distinguish between changes that will enhance the learning that is proper to the university and changes, however faddish, that are not in the institution's areas of responsibility and competence. Such men and women will know from their own experience and from the experiences of their colleagues elsewhere that students who are not committed to the kind of learning that is proper to the university (referred to in paragraphs 19, 20, and 31) will undoubtedly not be "won over" to such learning by the suggested schemes, and indeed, will probably not find these schemes, after the moment of novelty has passed, any more responsive to their "needs and interests" than the present ones. These faculty members will conclude that it makes little sense to sacrifice anything of what the university does well to what it probably cannot do at all, or, at best, to what it can do no better than another sort of enterprise, like a hitch-hiking trip around the world.

The "old pro" kind of faculty members that I am talking about will not attack the Vice-Provost and his co-workers for

their report or for their construction of "mechanisms of implementation." He will understand that it is quite simply their job to suggest schemes, however stale they may already be elsewhere, however unfortunate they may have proved to have been elsewhere, however dangerous they may prove to be here, and to try to get them "implemented." He will further understand that if some of these schemes prove to be valuable in the long run, the Vice-Provost and his co-workers may get some of the credit, but that if some or even all of them should prove to be irreparably disastrous, the Vice-Provost and his co-workers will not be held responsible or accountable. The "old pro" will know that this is the way of the world, and that, since he and his colleagues and the students will do the suffering, if suffering there be as the result of these schemes, he will have to do his best to see to it that the proposals contained in this report are subjected to the most rigorous evaluation possible and that he will at least have some say in regard to their adoption, revision, or rejection.

If all else fails, he can perhaps see to it that all graduate departments or interdisciplinary groups require (sorry, I mean "win their students over to") maxi-minors in recreation leadership, inter-personal counseling, tour management, and the other skills that the future Ph.D. would need if he should one day be caught up willy-nilly in the advancement of undergraduate education as described in this report. Surely, the Vice-Provost does not mean to imply that any untrained person can participate successfully in extra-classroom and extra-disciplinary education, since it follows that if any body can do it there is no reason for teacher-scholars to do it. Besides, this suggestion that we train future Ph.D.'s in these tasks should please the Vice-Provost, since he writes in his report: "In principle it is better that new educational programs emerge from departments than that they be superimposed on existing structures by the Provost or the schools" (Par. 24). (If the word "superimposed" in this quotation seems to the "old pro" faculty member to have a nasty ring to it, he will try not to react in an excessive manner, but may well consider this a curious lapse in style if no threat is really intended.)

So we see that, given the presence of so many competent and responsible faculty members at Penn, and assuming the knowledge on the part of the administration that forcing (superimposing?) innovations on a reluctant faculty would be counter-productive, we are clearly in no danger of embarking on reckless experimentation in undergraduate education, and that the Vice-Provost's report should only be regarded as another occasion for friendly debate and possible compromise at faculty meetings.

Why, then, does that small voice keep whispering that when poverty walks in the door, reason, experience, and democratic processes tend to go out the window?

Dr. Cherpack is Professor of Romance Languages.

OF RECORD



The Rights and Responsibilities of the University Community

The Committee on Open Expression, convinced by the events of the past several weeks that the content and applicability of the Guidelines on Open Expression are not sufficiently familiar to the University community, has taken this opportunity to reprint for general information the section of the Guidelines dealing with standards of expression and commenting briefly upon the character and purpose of the Guidelines.

The Guidelines on Open Expression were approved by University Council in April, 1969. Their purpose was and is to guarantee the right of all members of the University community to assemble, express their ideas, demonstrate or picket on behalf of them, or to engage in any other form of individual or collective expression while at the same time refraining from preventing others from exercising their own rights. The Guidelines embody a set of principles which protect and foster full and free expression of ideas in a manner consistent with the necessary respect required for the rights of all. The Guidelines are thus an attempt to define for this University community principles which are consistent with those of all societies that regard the free expression of thought and opinion as a fundamental right of all people. The only test of truth and falsity to which ideas and data can effectively be submitted is that of open and free expression, discussion, rational analysis, agreement, or dissent. To choose any other means of expression—whether these may be the refusal to support the rights of others, the imposition of one's own ideas by force, or the reduction to such amoral terminology as "tactics" practices which categorically deny to others the very rights one claims for oneself—is simply to disclaim any responsibility for one's actions and any intellectual authority for one's ideas.

It is the working policy of this committee to guarantee that the rights of all people on this campus shall not be infringed upon and that administration, faculty, and students, as particularly bound by the decisions of their representatives on University Council, ought to be especially sensitive to the principles underlying the Guidelines and the reasons for their existence. All University officials, no matter how highly placed, and all students, however powerless they may feel, are entitled to the protection afforded by the Guidelines and are responsible for maintaining the principles which they embody.

During the past several weeks, the Guidelines have been observed very well, and their observance has not lessened the intensity of the discussion of issues nor diminished the force of the ideas expressed. The Committee on Open Expression pledges itself to a continuing role of informing the community about the Guidelines, soliciting the opinions of all members of the community concerning their content and applicability, and continually reviewing the purposes for which they were first drawn up. It proposes to continue to do so in an absolutely impartial manner, making absolutely no judgment pertinent to the substantive content of any issue under discussion.

The Committee on Open Expression

III. STANDARDS

A. The right of individuals and groups peaceably to assemble and to demonstrate shall not be infringed.

B. The substance or the nature of the views expressed is not an appropriate basis for any restriction upon or encouragement of an assembly or a demonstration.

C. The University should permit members of the University, upon suitable request, to use any available facility or meeting room for purposes of open or private discussion.

1. The responsibility for determination of the policies and procedures for assigning University facilities should be lodged specifically in the office of the President or his delegates.

2. The Committee on Open Expression should be consulted in the determination of the substance of the policies and procedures and the manner of their publication to the University.

3. Specific attention should be given in the policies and procedures to the groups of organizations, other than recognized student, faculty or administration organizations, entitled to request use of University facilities.

4. Before a request of a University group to use any facility is rejected, for reasons other than the prior commitment of the facility or the like, the President or his delegate should consult with the Committee on Open Expression to obtain the advice and recommendation of that body.

D. Groups or individuals, including faculty, students, administrators, and other University personnel, planning or participating in demonstrations should restrain their activities in accordance with the following standards:

1. Conduct that causes injury to persons or damage to property, or which threatens to cause such injury or damage, is impermissible.

a. Demonstrations should not be held inside laboratories, museums, computer facilities, libraries, or the like, because of the risk of loss, damage or destruction of rare or irreplaceable documents, collections or equipment.

b. Demonstrations should not be held in places where a significant hazard of fire or building collapse or falling objects is presented.

c. Demonstrations should not interfere with the operation of hospitals, emergency facilities, communication systems, utilities, etc.

2. Demonstrations should be conducted in a manner that keeps within reasonable bounds any interference with or disturbance of the activities of other persons. The reasonableness of conduct may be determined by such factors as the time and place of the demonstration and the general tenor of conduct.

a. Demonstrations should not be held inside libraries or private offices, or inside classrooms or seminar rooms in which meetings or classes are being held or are immediately scheduled.

b. Demonstrations should not interfere with free and unimpeded movement in and out of buildings and rooms and through all passageways. This will generally be satisfied if at least one-half of each entrance, exit, or passageway is free from obstruction of any kind.

c. Noise level is not of itself a sufficient ground for making a demonstration improper, but may possibly, in particular circumstances, interfere and disrupt the activities of others in an impermissible way.

3. The refusal of persons participating in a demonstration to follow the instructions of the Vice-Provost for Student Affairs or his delegate to modify or terminate the demonstration is a violation of these Guidelines. The Committee on Open Expression plays a vital role in such situations, either in an advisory capacity or in immediately reviewing the instructions.

4. When the Vice-Provost for Student Affairs or his delegate considers that an individual or a group has violated the Guidelines, he may request to examine their matriculation cards or other University identification. Failure to comply with this request is a violation of the Guidelines.

E. Supervision of demonstrations, where necessary, is the task of the Vice-Provost for Student Affairs and his assistants.

1. In carrying out this responsibility, the Vice-Provost obtains the advice and recommendation of the Committee on Open Expression whenever feasible, but it is recognized that he is the responsible administrative official who may have to act in emergency situations without prior consultation.

2. All members of the University are expected to comply with the instructions of the Vice-Provost or his delegate at the scene of a demonstration which he finds violative of the Guidelines, the fire laws and other laws, ordinances or regulations relating to occupancy of the University's buildings. Such compliance is a defense to any disciplinary proceedings under these Guidelines for the immediate conduct to which the instructions are responsive, unless the violators are found to have caused or consciously threatened injury to persons or damage to property or to have demonstrated willfully in a protected area, as defined in D1 and D2 above.

3. Terminating a demonstration by force is a most serious step. It is frequently a mistake to terminate a demonstration by force, as this may exacerbate existing tensions and lead to personal injury and property damage.

a. Avoidance of injury to persons by the continuation of the demonstrations is a key factor in determining whether it should be forcibly terminated. Property damage and significant interference with educational processes are also factors to be considered, and may be of sufficient magnitude to warrant forcible termination.

b. Whenever possible, the Vice-Provost should consult with the Committee on Open Expression before seeking a court injunction against the demonstrators or calling for police action.

c. The Vice-Provost or his delegate should attempt to inform demonstrators that he intends to seek an injunction or call for police intervention before he does so.

d. When a demonstration is forcibly terminated, a full statement of the circumstances leading to the event should be published by the Vice-Provost within the University.

e. Attendance at demonstrations of unarmed campus police is a normal and useful aid to the Vice-Provost and his assistants.

CODE OF ACADEMIC INTEGRITY

Inasmuch as the standing of an educational institution and the value of a degree from that institution are dependent upon the integrity of study and research carried on at that institution, the following statement is drawn to make clear the policy of the University of Pennsylvania concerning academic honesty.

A. It is the responsibility of each student to see that his study and participation in the academic process is so conducted that there can be no question concerning his integrity.

B. The instructor has the responsibility of conducting his course so as to foster academic integrity.

C. With the exception of such circumstances as the instructor may define, all quizzes, examinations, written problems, papers and term papers, exercises, and daily recitations are expected to be the work of the student himself. Any use of ideas, data or wording of another person must include explicit acknowledgement of the source. Failure to give such credit is plagiarism. Intentionally supplying such information is also a violation of the code.

D. Concerning examinations and quizzes:

1. Proctoring is recommended.

2. Each instructor should specify, as appropriate, what materials students may use during an examination. Unauthorized communication and/or use of unauthorized materials during an examination constitute dishonest conduct.

3. "Open Book" or "take home" examinations or problems may be given but rules for such work should be clearly defined by the instructor.

4. Separate examinations should be prepared if all students do not take the examination at the same time.

5. The unauthorized giving or receiving of information or any other act of collusion during an examination or quiz is a violation of the Code.

6. An instructor may establish additional rules, such as asking students to sit in alternate seats, requesting that books and notebooks be left at a specified place, etc.

E. If dishonesty is alleged:

1. Any student may bring it to the attention of the instructor of the course.

2. The instructor or any student may report the case to the Office of the Judicial System for disposition by the Honor Board.

3. The instructor may:

a) Put the student on disciplinary probation in the course if the act occurs during the semester; or

b) Give a permanent mark of X (no credit because of violation of the Code of Academic Integrity) and dismiss the student from the course.

4. If the instructor takes disciplinary action he must inform the student and the Office of the Judicial System in writing within 10 days of his action.

F. The student has the right to appeal the decision of the instructor to the Honor Board of the University Judicial System. He must make that appeal in writing within 10 days of receipt of notice of the instructor's action.

G. In cases brought before it, the Honor Board shall hear the student and the instructor. The Honor Board may dismiss the case, affirm the action of the instructor where such action has been taken, or recommend disciplinary probation, a mark of X, or suspension for the student to the Executive Committee of the appropriate school. The student has the right to appeal these sanctions to that Executive Committee. Such appeals must be made in writing within 10 days of the hearing by the Honor Board.



The Code of Academic Integrity at left was adopted by Council at its April 12 meeting, along with the constitution of the Honor Board, below. Council also resolved (1) that a summary, omitting names, of all findings of the Honor Board be published once a semester; and (2) that the Code of Academic Integrity be published in all undergraduate catalogues and any other similar and appropriate publications.

THE HONOR BOARD

I. Purpose

The Honor Board of the University Judicial System shall deal with cases involving alleged infractions of the regulations of the Code of Academic Integrity.

II. Affiliation

The Honor Board shall be a tribunal of the University Judicial System and as such shall be administered by the Office of the Judicial System.

III. Competence

The Board shall be considered competent in all cases involving alleged violations of the Code of Academic Integrity. The Board shall be empowered to act as a Court of original jurisdiction, although instructors shall have the right to discipline students within the framework of their own courses, in which case the Board shall have an appellate function.

IV. Procedures

A. Any Instructor alleging violation of the Code of Academic Integrity shall be obliged to file a written report with the Office of the Judicial System, which shall initiate such further investigations and disciplinary actions as may be warranted.

B. In cases involving summary disciplinary action, the instructor shall be obliged to inform the student of his right to appeal to the Board, but such appeal must be made within ten days from the date of notice of such summary action and in writing.

C. When a continued pattern of unethical academic behavior on the part of the student is noted by the Office of the Judicial System, it shall be brought to the attention of the Board, which shall take appropriate action.

D. In all cases, the student shall retain the right to appeal to his school's Executive Committee, which shall be responsible for the final disposition of the case.

E. The Board shall not be held to a strict interpretation of the adversarial process, but it shall grant such privileges of substantive and procedural due process as are normally given to those who stand accused in any other tribunal of the University Judicial System. The rulings of the civil courts may be referred to in procedural matters, but those appearing before the Board shall not have the right to legal counsel. Strict application of *stare decisis* shall not be invoked, nor shall failure to adhere to such construction be considered valid grounds for appeal.

F. For each session there shall be a panel chosen which shall consist of three undergraduates, three faculty members and the Chairman. No judgment shall be considered valid unless a quorum of four, excluding the Chairman, be present. A majority of those present shall suffice for decision. The Chairman shall vote only in cases of tie.

G. The Office of the Judicial System shall advise the student and instructor of the Board's findings in writing.

V. Selection of Members

A. The Board shall be composed of six faculty members, six undergraduates, of whom three shall be juniors and three shall be seniors, and a chairman.

B. In the spring semester of each academic year, the Office of the Judicial System shall obtain a two and one half percent (2½%) random sample printout of the rising sophomore class. A letter shall be sent to each person on this printout explaining the functions and procedures (as set out in this charter) of the Honor

Board and requesting that those interested in serving notify the Office of the Judicial System within fourteen days of the date of said letter. The Office of the Judicial System shall then present the Chairman of the Honor Board with a list of those interested respondents. The Chairman shall convene a committee, consisting of two members of the Honor Board (one faculty member and one undergraduate), one additional faculty member and one additional undergraduate member (both of whom shall have been appointed by the Committee and shall not be members of the Honor Board), and the Chairman, to interview the members of the interested pool as designated by the list supplied by the Office of the Judicial System. These interviews are for the purpose of explaining to those interested the responsibility incumbent in serving on the Honor Board and of ascertaining from those who have expressed interest which ones are qualified for consideration. After all the interested respondents have been interviewed, the Chairman shall present the Judicial Administrator with a list of those interested respondents whom the committee deems to be qualified to serve on the Honor Board. This list shall exceed the number of vacancies on the Board. From this list, the Office of the Judicial System shall randomly select the members to fill the vacancies, including one person who shall be chosen to act as an alternate during his junior year and to fill the vacancy created by the choice of the Chairman in his senior year. This same procedure shall be employed to fill faculty positions on the Honor Board, except that the initial random sample shall be a five percent (5%) printout, of all fully-affiliated faculty of the rank of assistant professor or higher in the several undergraduate schools.

C. No undergraduate student shall be allowed membership unless he be in good academic and disciplinary standing, as defined by his school.

D. The first set of faculty members shall be appointed for one, two and three year terms (respectively) but thereafter faculty appointments shall be for two years.

E. The first set of senior members shall be drawn from the present University Honor Board, and shall sit until they graduate. The first set of junior members shall be selected under the procedures described in V-B and they shall sit for a term of two years.

VI. The Chairman

A. The Chairman always shall be an undergraduate student selected from among those who shall have served as ordinary members of the Board for one full year.

B. The Chairman shall be elected at the end of each academic year from among those students on the Honor Board who are members of the rising junior class. All members of the Honor Board, faculty and students, are to serve as electors of the chairman.

C. The Chairman shall preside at every meeting of the Board. He shall have the power to decide all questions of procedure.

VII. Sanctions

The following sanctions shall be considered applicable:

1. Affirmation of sanction imposed by instructor.
2. Disciplinary Probation.
3. Mark of X in course (no credit: violations of the Code of Academic Integrity).
4. Suspension.
5. Any other action which is appropriate.

VIII. Amendments

Amendments to this Charter shall be made through the University Council.

THE BUDGET: SALARIES AND OTHER COSTS ARE GROUPED FOR ANALYSIS

The accompanying lists are the first phase of a continuing self-study of the University of Pennsylvania. This study is designed to develop a clearer view of what the University is doing and how it is doing it than has been available in the past, and is intended to provide the campus community with a framework within which to see future planning options and potentialities.

This initial information treats salary and teaching data for various academic groups chosen because of similarity of purpose and outlook. Groups have been used rather than departments so as to provide a more meaningful statistical base. For example, many departments have only one or very few faculty members of a particular rank, and the age level and experience level of such a small sample can cause large, misleading swings in average salary or teaching outputs. Average salaries are not reported in cases where the number in rank is less than five.

The total salaries and wages and other expenses reported for each group are those derived from all income sources, including external funding, and give a measure of the scale and relative costs for each group. With respect to teaching outputs, it should be noted that the large faculty effort involved in dissertation supervision cannot be measured in course units.

In the College and College for Women, the departmental groupings follow the quadrant scheme of the Graduate School of Arts and Sciences.

—Curtis R. Reitz, Provost and Vice President

ANNENBERG SCHOOL

	Average Salary
1. Fully Affiliated Faculty	
6 Professors	\$ 23,000*
3 Assoc. Professors	—
1 Asst. Professors	—
— Lecturers and Instructors	—
2. Expenditures 1971-72 (All Sources)	
Salary and wages	\$ 409,000*
Other Direct Expenses	\$ 75,000
3. Teaching Analysis	
Undergraduate Majors	6
Graduate Majors and Dissert.	105
Undergrad. Course Units	94
Grad. Course Units	510
Bachelor's Degrees	1971 —
Master's Degrees	1971 27
First Prof. Degrees	1971 —
Doctorates	1971 —

GRADUATE SCHOOL OF ARTS & SCIENCES (Humanities)

1. Fully Affiliated Faculty	
16 Professors	\$ 19,900*
16 Assoc. Professors	\$ 15,600
16 Asst. Professors	\$ 11,650
3 Lecturers and Instructors	—
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 1,045,580*
Other Direct Expenses	\$ 170,879
3. Teaching Analysis	
Undergraduate Majors	130
Graduate Majors and Dissert.	326
Undergrad. Course Units	2,171
Grad. Course Units	1,516
Bachelor's Degrees	1971 40
Master's Degrees	1971 39
First Prof. Degrees	1971 —
Doctorates	1971 21

COLLEGE & COLLEGE FOR WOMEN (Humanities)

1. Fully Affiliated Faculty	
56 Professors	\$ 22,000*
25 Assoc. Professors	\$ 15,300

*Does not include fringe benefits of 15.1% for academic salaries and an average of 8% for other salaries and wages.

54 Asst. Professors	\$ 11,800
10 Lecturers and Instructors	\$ 9,125
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 3,019,223*
Other Direct Expenses	\$ 156,831
3. Teaching Analysis	
Undergraduate Majors	663
Graduate Majors and Dissert.	703
Undergrad. Course Units	15,380
Grad. Course Units	3,055
Bachelor's Degrees	1971 216
Master's Degrees	1971 92
First Prof. Degrees	1971 —
Doctorates	1971 68

COLLEGE & COLLEGE FOR WOMEN (Social Sciences)

	Average Salary
1. Fully Affiliated Faculty	
12 Professors	\$ 21,200*
12 Assoc. Professors	\$ 15,250
9 Asst. Professors	\$ 12,500
5 Lecturers and Instructors	\$ 10,800
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 963,939*
Other Direct Expenses	\$ 103,401
3. Teaching Analysis	
Undergraduate Majors	569
Graduate Majors and Dissert.	248
Undergrad. Course Units	7,149
Grad. Course Units	1,314
Bachelor's Degrees	1971 218
Master's Degrees	1971 29
First Prof. Degrees	1971 —
Doctorates	1971 14

COLLEGE & COLLEGE FOR WOMEN (Physical Sciences)

1. Fully Affiliated Faculty	
55 Professors	\$ 24,400*
19 Assoc. Professors	\$ 15,800
26 Asst. Professors	\$ 12,500
2 Lecturers and Instructors	—
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 5,168,252*
Other Direct Expenses	\$ 2,247,607

3. Teaching Analysis	
Undergraduate Majors	309
Graduate Majors and Dissert.	315
Undergrad. Course Units	8,087
Grad. Course Units	448
Bachelor's Degrees	1971 42
Master's Degrees	1971 19
First Prof. Degrees	1971 —
Doctorates	1971 70

COLLEGE & COLLEGE FOR WOMEN (Biomedical Sciences)

	Average Salary
1. Fully Affiliated Faculty	
24 Professors	\$ 23,600*
13 Assoc. Professors	\$ 16,000
11 Asst. Professors	\$ 13,200
1 Lecturers and Instructors	—
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 2,171,582*
Other Direct Expenses	\$ 1,047,945
3. Teaching Analysis	
Undergraduate Majors	845
Graduate Majors and Dissert.	136
Undergrad. Course Units	7,768
Grad. Course Units	805
Bachelor's Degrees	1971 204
Master's Degrees	1971 20
First Prof. Degrees	1971 —
Doctorates	1971 25

GRADUATE SCHOOL OF EDUCATION

1. Fully Affiliated Faculty	
14 Professors	\$ 20,482*
10 Assoc. Professors	\$ 16,930
12 Asst. Professors	\$ 12,829
6 Lecturers and Instructors	\$ 10,683
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 1,174,000*
Other Direct Expenses	\$ 487,000
3. Teaching Analysis	
Undergraduate Majors	147
Graduate Majors and Dissert.	533
Undergrad. Course Units	1,212
Grad. Course Units	2,151
Bachelor's Degrees	1971 37
Master's Degrees	1971 183
First Prof. Degrees	1971 —
Doctorates	1971 28

GRADUATE SCHOOL OF FINE ARTS		Average Salary
1. Fully Affiliated Faculty		
14 Professors		\$ 23,328*
12 Assoc. Professors		\$ 15,838
10 Asst. Professors		\$ 13,450
1 Lecturers and Instructors		—
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 1,224,000*
Other Direct Expenses		\$ 207,000
3. Teaching Analysis		
Undergraduate Majors	206	
Graduate Majors and Dissert.	453	
Undergrad. Course Units	1,728	
Grad. Course Units	2,842	
Bachelor's Degrees	1971 70	
Master's Degrees	1971 161	
First Prof. Degrees	1971 —	
Doctorates	1971 7	

LAW SCHOOL

1. Fully Affiliated Faculty		
14 Professors		\$ 30,973*
5 Assoc. Professors		\$ 25,220
4 Asst. Professors		—
— Lecturers and Instructors		—
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 1,241,000*
Other Direct Expenses		\$ 309,000
3. Teaching Analysis		
Undergraduate Majors	—	
Graduate Majors and Dissert.	625	
Undergrad. Course Units	116	
Grad. Course Units	—	
Bachelor's Degrees	1971 —	
Master's Degrees	1971 14	
First Prof. Degrees	1971 154	
Doctorates	1971 —	

SCHOOL OF SOCIAL WORK

1. Fully Affiliated Faculty		
8 Professors		\$ 18,931*
6 Assoc. Professors		\$ 16,158
12 Asst. Professors		\$ 14,381
3 Lecturers and Instructors		—
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 640,000*
Other Direct Expenses		\$ 450,000
3. Teaching Analysis		
Undergraduate Majors	8	
Graduate Majors and Dissert.	176	
Undergrad. Course Units	—	
Grad. Course Units	—	
Bachelor's Degrees	1971 —	
Master's Degrees	1971 88	
First Prof. Degrees	1971 —	
Doctorates	1971 4	

WHARTON — MANAGEMENT FIELDS

1. Fully Affiliated Faculty		
33 Professors		\$ 22,770*
29 Assoc. Professors		\$ 16,298
29 Asst. Professors		\$ 14,475
16 Lecturers and Instructors		\$ 11,944
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 2,309,000*
Other Direct Expenses		\$ 492,000
3. Teaching Analysis		
Undergraduate Majors	939	
Graduate Majors and Dissert.	880	
Undergrad. Course Units	6,039	
Grad. Course Units	8,557	
Bachelor's Degrees	1971 276	
Master's Degrees	1971 625	
First Prof. Degrees	1971 —	
Doctorates	1971 —	

WHARTON — SOCIAL SCIENCE FIELDS

	Average Salary
1. Fully Affiliated Faculty	
49 Professors	\$ 24,265*
22 Assoc. Professors	\$ 17,163
41 Asst. Professors	\$ 13,005
9 Lecturers and Instructors	\$ 13,427
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 2,626,000*
Other Direct Expenses	\$ 640,304
3. Teaching Analysis	
Undergraduate Majors	904
Graduate Majors and Dissert.	496
Undergrad. Course Units	9,569
Grad. Course Units	4,537
Bachelor's Degrees	1971 362
Master's Degrees	1971 131
First Prof. Degrees	1971 —
Doctorates	1971 57

ENGINEERING SCHOOLS

1. Fully Affiliated Faculty		
37 Professors		\$ 22,832*
31 Assoc. Professors		\$ 16,255
17 Asst. Professors		\$ 13,165
1 Lecturers and Instructors		—
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 3,555,000*
Other Direct Expenses		\$ 1,476,000
3. Teaching Analysis		
Undergraduate Majors	461	
Graduate Majors and Dissert.	560	
Undergrad. Course Units	2,087	
Grad. Course Units	2,927	
Bachelor's Degrees	1971 100	
Master's Degrees	1971 115	
First Prof. Degrees	1971 —	
Doctorates	1971 48	

MEDICINE & GRADUATE MEDICINE (Basic Science Fields)

1. Fully Affiliated Faculty		
48 Professors		\$ 25,982*
31 Assoc. Professors		\$ 20,026
40 Asst. Professors		\$ 16,875
21 Lecturers and Instructors		\$ 16,287
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 5,020,000*
Other Direct Expenses		\$ 4,077,000
3. Teaching Analysis		
Undergraduate Majors	—	
Graduate Majors and Dissert.	—	
Undergrad. Course Units	—	
Grad. Course Units	—	
Bachelor's Degrees	1971 15	
Master's Degrees	1971 4	
First Prof. Degrees	1971 131 MD's, 4 MA's**	
Doctorates	1971 292	

MEDICINE & GRADUATE MEDICINE (Clinical Fields)

1. Fully Affiliated Faculty		
74 Professors		\$ 33,057*
77 Assoc. Professors		\$ 27,704
95 Asst. Professors		\$ 23,340
72 Lecturers and Instructors		\$ 19,596
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 9,513,000*
Other Direct Expenses		\$ 4,538,478
3. Teaching Analysis		
Undergraduate Majors	—	
Graduate Majors and Dissert.	—	

Undergrad. Course Units	—
Grad. Course Units	—
Bachelor's Degrees	1971 —
Master's Degrees	1971 —
First Prof. Degrees	1971 131 MD's, 4 MA's**
Doctorates	1971 —

DENTAL MEDICINE

	Average Salary
1. Fully Affiliated Faculty	
16 Professors	\$ 26,900*
11 Assoc. Professors	\$ 19,900
21 Asst. Professors	\$ 18,000
18 Lecturers and Instructors	\$ 12,300
2. Expenditures 1971-72 (All Sources)	
Salary and Wages	\$ 2,659,000*
Other Direct Expenses	\$ 1,111,000
3. Teaching Analysis	
Undergraduate Majors	78
Graduate Majors and Dissert.	633
Undergrad. Course Units	624†
Grad. Course Units	5,064†
Associate Degrees	1971 35
Master's Degrees	1971 —
First Prof. Degrees	1971 135
Doctorates	1971 —

VETERINARY MEDICINE

1. Fully Affiliated Faculty		
27 Professors		\$ 21,700*
27 Assoc. Professors		\$ 18,100
34 Asst. Professors		\$ 15,200
8 Lecturers and Instructors		\$ 12,300
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 3,760,000*
Other Direct Expenses		\$ 1,941,000
3. Teaching Analysis		
Undergraduate Majors	—	
Graduate Majors and Dissert.	320	
Undergrad. Course Units	—	
Grad. Course Units	2,576†	
Bachelor's Degrees	1971 —	
Master's Degrees	1971 —	
First Prof. Degrees	1971 69	
Doctorates	1971 —	

HEALTH PROFESSIONS (Nursing & Allied Medical Professions)

1. Fully Affiliated Faculty		
3 Professors		—
3 Assoc. Professors		—
8 Asst. Professors		\$ 13,100*
44 Lecturers and Instructors		\$ 10,000
2. Expenditures 1971-72 (All Sources)		
Salary and Wages		\$ 953,700*
Other Direct Expenses		\$ 961,300
3. Teaching Analysis		
Undergraduate Majors	1,198	
Graduate Majors and Dissert.	126	
+167 AMP Certificate Enrollees		
Undergrad. Course Units	3,877	
Grad. Course Units	668	
Bachelor's Degrees	1971 217	
+95 Certificates		
Master's Degrees	1971 40	
First Prof. Degrees	1971 —	
Doctorates	1971 —	

*Does not include fringe benefits of 15.1% for academic salaries and an average of 8% for other salaries and wages.

**Output of both Medical Science and Clinical Divisions.

†Estimate based on FTE Enrollment.

NEWS IN BRIEF CONTINUED FROM PAGE 1

at 8:30 with the premiere of Wernick's own "Prayer for Jerusalem".

Brahms' Ein Deutsches Requiem will be heard Friday at 8:30 p.m. at the International House. The University Choir, Choral Society and Symphony Orchestra are under Eugene Narmour. Both concerts are open to the public free.

* * *

Ballots have been mailed to Faculty Club members for election to the 1972-73 Board of Governors. Results will be announced at the Club's annual meeting May 3 in the Faculty Club Tea Room.

Six members are to be elected from a field of 12 candidates: Dr. Morton Benson, Chairman and Professor of Slavic Languages; Ambrose C. Davis, Director of International Services; Richard De Gennaro, Director of Libraries; Dr. Adelaide M. Delluva, Associate Professor of Biochemistry, Vet School; Dr. Robert E. De Revere, Professor of Operative Dentistry; Dr. Charles E. Dwyer, Associate Professor of Education; James J. Eyster, Associate Director of Residence; Dr. Peter J. Freyd, Professor of Mathematics; Dr. Sol H. Goodgal, Professor of Microbiology, Med School; Theodore Hershberg, Lecturer in History; Dr. Harry E. Morton, Professor of Bacteriology; and Dr. Edward B. Shils, Chairman and Professor of Industry.

Remaining on the Board for 1972-73 are John P. Butler III, Dr. John S. de Cani, Dr. Harry Fields, and Mrs. Linda C. Koons. Dr. Clyde de L. Ryals, who was to have continued, has resigned. One of the six elected will be assigned the remainder of his term.

BULLETINS

BROWSERS WELCOME: THROUGH FRIDAY

The University Press is sponsoring a book sale all this week from 9 to 5 p.m. in Room 12 Logan Hall. Approximately 400 titles in damaged books will be sold at 70-80% off the regular prices.

APRIL 27: SYMBOLS OF SELF . . .

The College for Women Alumnae open their annual spring conference to the public. This year it's "The Perceptive I", a one-day participation in the arts: short films and symbolic objects brought by visitors are analyzed by Assistant Professor Stuart Samuels; ICA's Suzanne Delehanty gives a gallery talk at the "Topography of Nature" show. For information: Mrs. Penny Rubincam, Ext. 7811.

. . . BLACK PORTRAIT

A reception from 4 to 6 p.m. will open "Black Portrait of an African Journey," an exhibition of the works of Paul Collins which runs through May 12 in the Bowl Room, Houston Hall. Morgan State College Project is the sponsor.

. . . OR TRANSCENDENTAL MEDITATION

At 8 p.m. Thursday, Joseph Clarke, Regional Coordinator of the International Meditation Society, will give a lecture and slide presentation on "The Physiology of Consciousness."

The lecture, incorporating recent scientific research on transcendental meditation published in *Scientific American*, *American*

AN OPEN LETTER ON HELP WANTED & HELP OFFERED, AND A THANK-YOU FOR HELP RECEIVED

As we begin placing our first 'Jobs 70' trainees in departments throughout the University, I want to express this office's appreciation to the many departments that cooperated with us in the on-the-job training of secretarial and clerical staff. And especially I want to thank the Human Resources Center, which not only accepted trainees but also conducted the ten-hour course in human relations that helped equip all of the on-the-job training supervisors with the sensitivity and understanding that makes such a program work.

Our placement project has been greatly helped by the fact that so many of the departments have asked to retain and hire the very trainees they worked with.

On May 1 we will begin the second such 21-week course under our \$48,000 'Jobs 70' grant from the U.S. Department of Labor. Again there will be 20 trainees taking classroom work for eight weeks and then going out into the departments to work—and at no cost to the departments, I might add.

Any department that would like to put in a bid for 'Jobs 70' trainees should contact us at once. We will again be calling upon Dr. Howard Mitchell and his staff at the Human Resources Center for the ten-week sensitivity training which the on-the-job supervisor must take before beginning to work with the trainees.

If you have any questions about how the program works, or want to discuss whether or not secretarial/clerical trainees would fit into your operation, please call me at Ext. 6017.

—Jack Glover, Training Officer

Journal of Physiology, and *Psychology Today*, will be in the David Rittenhouse Lab, Room A-1, and is open to the public. For further information, call EV 7-1733.

WHO'S ENVIRONMENTALLY WHO

From the St. Louis University School of Law's Environmental Communication Workshop comes a notice that an annual *Directory of Environmental Consultants* will be published beginning in 1972. Environmentally concerned professionals interested in having their name and short resume appear in the Directory should send a No. 10, self-addressed, stamped envelope to: Directory of Environmental Consultants, P.O. Box 8002, University Station. St. Louis, Missouri 73108.

GUIL DUDLEY TO TEMPLE

Associate Dean Guilford Dudley, Director of the Vocational Advising Center in the Dean of Students' Office, leaves in June to become Assistant Professor of Religion at Temple University. He is a doctoral candidate in religious thought, teaching in the Thematic College.

NIGHT, NOT DAY

Life, Death & The American Woman, the April 27 ABC-TV network program featuring Drs. Luigi Mastroianni and Richard Schwarz, will be seen at 10 P.M. instead of at 10 A.M. as listed in last week's ALMANAC.

TAKING A RECOUNT

John Rappolt, Technical Assistant to the Chairman, Physics, notes that the April 27-29 Experimental Meson Spectroscopy Conference listed in last week's ALMANAC will have 250 conferees rather than 130; and that Dr. Julius Halpern, Professor of Physics, will be host.

ALMANAC: 515 Franklin Building, Ext. 5274

Editor Karen C. Gaines

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