
NEWS IN BRIEF

BALANCED BUDGET FOR 1972-73

President Martin Meyerson announced at Council on May 10 that the University Trustees have approved a balanced budget for 1972-73, assuming a state appropriation of \$13.8 million and possibly using realized capital gains in addition to income on investments. Other Council coverage: Page 8.

COMMENCEMENT SPEAKER: JOHN KNOWLES

Dr. John Hilton Knowles, President-designate of the Rockefeller Foundation and former General Director of Massachusetts General Hospital, will speak at the Class of 1972's Commencement on May 22. Recipient of six honorary degrees, Dr. Knowles will be honored again with an Honorary Doctor of Laws Degree from this University.

Dr. Knowles did his undergraduate work at Harvard College and received his M.D. from Washington University School of Medicine. His training and professional years were spent almost exclusively at Mass. General and as a Professor of Medicine at Harvard Medical School. Dr. Knowles is also a Research Associate to the Program on Technology and Society at Harvard and is a member of the Board of Directors of the Harvard Community Health Plan, Inc. He has won 16 awards including the prized Markle Scholar Award for his contributions to medical education.



... page 7

TEN HONORARY DEGREES

In addition to Dr. John Knowles, honorary degree recipients at this year's Commencement are:

William Gordon Bowen, Provost and President-Elect, Princeton University (Doctor of Laws)

Thomas Childs Cochran, Benjamin Franklin Professor of History (Doctor of Laws)

Robert Galbraith Dunlop, Chairman and Chief Executive Officer, Sun Oil Co. (Doctor of Laws)

Nancy Hanks, Chairman, National Endowment for the Arts (Doctor of Fine Arts)

Yu Hsiu Ku, Professor of Electrical Engineering (Doctor of Laws)

Harold Francis Linder, Chairman of the Board, Institute for Advanced Study (Doctor of Laws)

Emily Hartshorne Mudd, Professor Emeritus of Family Study in Psychiatry, former Director of the Marriage Council of Philadelphia (Doctor of Science)

George Holmes Perkins, University Professor of Architecture, former Dean of the Graduate School of Fine Arts (Doctor of Laws)

Andrew Wyeth, artist (Doctor of Fine Arts)

(Continued on page 8)

IN THIS ISSUE

- FOR COMMENT: *Corporate Responsibility*
- *The Advancement of Undergraduate Education: A Reply* • *Open Letter: Any Tuesday*
- DO SOMETHING: *A Women's Film Series*
- AAUP: *Committee W Designs a Grievance Structure*
- COUNCIL: *Faculty of Arts & Sciences; Special Meeting*

Almanac

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WHARTON DEAN: DONALD C. CARROLL

Donald Cary Carroll, Chairman and President of Technology Management, Inc., and a former Professor of Management at M.I.T.'s Sloan School, has been named Dean of the Wharton School effective September 1, according to President Martin Meyerson.

The University's Trustees named Dr. Carroll to succeed Dr. Willis J. Winn, who resigned last year to become President of the Federal Reserve Bank in Cleveland, Ohio. Dr. Richard C. Clelland has served as acting dean for this academic year.

"Donald Carroll will bring to the Wharton School deanship a needed blend of academic and managerial experience which reflects two outstanding careers," President Meyerson commented. "He has worked on the frontiers of management and policy."

Dr. Carroll received his doctorate in management from Massachusetts Institute of Technology in 1965, was a member of the faculty of the Sloan School until 1969. There he served as head of the Management Information Systems Group, and the Operations Management Group. While at M.I.T., he took part in the program for management education in Colombia. For five years, he worked with Project MAC, M.I.T.'s pioneering time-shared computer development project.

A native of Chapel Hill, North Carolina, Dr. Carroll received his B.S. in mathematics from the University of North Carolina. In addition to a doctorate degree from M.I.T., he holds a bachelor's and master's degree from there. He is a member of Phi Beta Kappa, Tau Beta Pi, and other honorary societies and has received Sloan and Ford Foundation fellowships.

Dr. Carroll has lectured at a number of universities here and abroad, including Cornell, U.C.L.A., Dartmouth, Centre d'Etudes Industrielles (Geneva), Universidad de Los Andes (Bogota), and Centre de Recherches des Chefs d'Entreprise (Paris). His publications include "On the Realization of Intelligent Management Information Systems" and "On the Structure of Operational Control Systems."

Dr. Carroll is the first dean of the Wharton School to be selected from outside the University faculty. A Search Committee, including faculty members, students, and alumni and headed by Dr. Irving B. Kravis, Professor of Economics at Wharton, recommended Dr. Carroll for the deanship.

FOR COMMENT



CORPORATE RESPONSIBILITY

Following is a tentative draft of policy guidelines, submitted for comment to the University community by the Trustees Committee on Corporate Responsibility. A final draft of the guidelines will go before the Trustees for action at their October meeting. All contributions must be received by September 30, 1972, and should be directed to Professor Robert Mundheim, counselor to the Committee, at 138 Law School.

TENTATIVE DRAFT GUIDELINES For Investment in Publicly Held Companies

May 5, 1972

This memorandum examines the appropriate role of the University of Pennsylvania as an investor and shareholder in publicly held companies. The question posed is the extent, if any, to which the University should give weight to the general political, social, moral consequences or other public impact of activities of corporations in which the University is investing or is considering investing.

Wrestling with this difficult question requires consideration of a number of factors:

(1) The University has traditionally sought to manage its endowment to achieve maximum return on a risk adjusted basis. An element in achieving return is the expense incurred in managing the portfolio, including transaction costs. The constraints imposed on many important University activities by the inadequacies of the University's financial resources underscore the costs of departing from a maximization of return principle in the management of University endowment.

(a) However, the University has not pushed its maximum return policy to a logical extreme. For example, it has taken the position that it will not invest in certain kinds of enterprises or activities even if they promise the highest available adjusted return.

(2) The University is an institution which is peculiarly inhibited in its ability to take collective action. Its basic mission of discovering, improving and disseminating knowledge is effected through the efforts of individual members of the academic community. The University must, therefore, foster an environment which gives maximum encouragement to each individual in the academic community to pursue knowledge and express his views. The attempt to determine a majority view or a consensus of the academic community creates a risk of dividing groups in the academic community along political or doctrinal lines, and threatens community censure of those who disagree, thus spoiling the environment which the University is charged to promote.

(a) There are, of course, occasions when the University must act as an institution. These occasions include investment of its endowment funds and voting of its stock. However, those decisions can be made without seeking or purporting to reflect a judgment of the academic community.

(3) The University's endowment portfolio typically contains between 100 and 150 separate securities. A still broader range of securities is considered as possible investments. If the University decides to consider the general political, social, or moral consequences of the activities of the issuers of these

securities, it would have to gather and evaluate a large body of information presently not generally available. The process of informing itself sufficiently so that decisions will be made responsibly is likely to be costly.

(a) The concern of many institutions with the political, social and moral impact of corporate activity has spawned a number of collective efforts to gather and evaluate information. Collective effort can effect significant cost reductions and the University and individual members of the University community might usefully participate in cooperative ventures which will facilitate the gathering and evaluation of information. The University and the Trustees' Committee on Corporate Responsibility have, for example, chosen representatives to attend seminars on corporate responsibility by other collegiate institutions, sponsored by the African-American Institute and by the Project on Corporate Responsibility.

(4) The University's stock holdings in a company typically constitute a small percentage of the stock outstanding. At present, there is no case in which the University's stock holdings permit it to control or influence corporate action. Thus, expenditure of Trustee or University energies to channel the activities of publicly held corporations to inhibit undesirable or promote desirable political, social, or moral consequences can, in most cases, be expected to have little tangible effect unless the University's views are shared by other owners of substantial shareholdings.

II

The University's role as a shareholder and investor may be divided into three categories: as a buyer of securities, as a holder of securities which has the right to vote on certain issues and to exert less formal pressures, and as a seller of securities.

A. As a Holder of Securities

Holders of securities can face and sometimes act on the desirability of the issuer's engaging in a specific activity or course of action. In recent years it has been increasingly possible to focus questions concerning corporate activity or courses of action through shareholder proposals for shareholder action. These proposals include efforts to require a shareholders' vote on the selection of independent certified public accountants for the company, distribution of post-annual meeting reports, cessation of corporate activity in certain portions of South Africa and broadening of the constituency of the board of directors.

Although it has been argued that the importance of institutional neutrality to preserving maximum freedom for individual members of the academic community gives the University a special interest whenever possible, in not taking an

institutional position, the Committee rejects the view that the University should uniformly abstain from exercising its shareholder franchise. The Committee believes that in many cases judgment on how shares are to be voted reflects solely investment considerations and that the University would be remiss in abdicating its responsibility to make such judgments. Further, in some cases, the practical effect of abstention is support of management; in others (such as where a specified percentage of the votes of the outstanding shares is required) it operates as a negative vote. Finally, the Committee believes that the University as the recipient of the benefits of being a shareholder cannot properly avoid making judgments about corporate activities or courses of action.

The Committee concludes that each matter on which the shareholders are asked to vote should be considered by the University on its merits. Since the University is typically a long term investor, it will judge a proposal on the basis of whether in the long run it will enhance the profitability of the corporation or in certain cases, whether it will otherwise protect the interests of the shareholders. The Committee fully recognizes that a corporation's sensitivity to public expectations may have an important impact on its long-run profitability.

However, the Committee thinks that in certain cases, judgments should not rest solely on what will enhance the long-run profitability of the corporation. The Committee thinks that the University should vote its stock against any corporate activity which violates the law of the applicable jurisdiction, frustrates its enforcement or implementation or offends the collective conscience of the Trustees. In adopting this standard, the Committee recognizes that it does not justify use of the University's financial resources to impose on corporate management the Trustees' idiosyncratic judgments about general social, political, economic or moral priorities. The standard accepts the proposition that the normal function of a corporation is long-term maximization of return and that the University's normal investor interest is to maximize the return on its portfolio. Departure from these norms will be warranted only in unusual cases. In any event, the standard cannot be used affirmatively to support activities which are thought to achieve desirable social, political, or moral consequences.

Although the Committee expects that the Trustees will primarily exercise the University's shareholder power by voting on proposals submitted to the shareholders, it does not rule out informal action which seeks to influence management not to engage in activities or take courses of action which violate the law, frustrate its enforcement or implementation or offend the collective conscience of the Trustees.

B. As a Buyer of Securities

The purchase of securities, unlike the exercise of the corporate franchise, generally does not permit the potential purchaser to focus on just a single activity of the issuer. He either buys the security or he does not. For example, one activity of a corporation may violate applicable law, but overall the corporation may behave responsibly. The Committee concludes that securities should be purchased on the basis of maximum expected return adjusted for risk. However, if the activities of a corporation, on balance, is likely to offend the collective conscience of the Trustees, the University should not buy the security even if not doing so results in the University's foregoing the highest available risk adjusted return.

C. As a Seller

The decision to sell a security should be based on a judgment that the sale will contribute to maximization of risk

adjusted return on the portfolio. However, the Committee thinks that despite transaction costs involved in making switches in the portfolio, the University should not retain in its portfolio the securities of any company whose activities, on balance, would offend the collective conscience of the Trustees.

III

The principles set forth in this memorandum contemplate that most matters pertaining to the University's investments will be determined on the basis of investment considerations. The Investment Committee is the appropriate body to make those determinations. However, when the Investment Committee believes that it will be called on to make a judgment on other than investment considerations, it should look to the Committee on Corporate Responsibility for guidance. In addition, the Committee on Corporate Responsibility can on its own initiative provide either general guidelines or directions on specific questions which will be answered on bases other than investment considerations.

The Committee on Corporate Responsibility will be making judgments concerning relatively objective facts such as whether or not particular activity violates the law or frustrates its enforcement or implementation. In addition, it will be making the subjective determination of whether or not a particular activity would offend the collective conscience of the Trustees. It is vital to the preservation of the freedom of the academic environment that the Committee's judgments not be regarded as a reflection of the collective judgment of the academic community. On the other hand, the Committee's use of the collective conscience of the Trustees as a touchstone requires that the Committee have a diverse background, both in terms of experience and age. In this connection the Committee thinks it desirable that its membership include at least one trustee who is a recent alumnus.

Although the Committee will apply its experience and judgment to the issues raised, the Committee recognizes the need to base its judgment on adequate information and analysis. The best source of information and analysis for any particular issue will vary. In some cases attendance at seminars such as those sponsored by the African-American Institute or the Project on Corporate Responsibility will be helpful. The public hearings held by the Committee in connection with its consideration of the Campaign GM proposals proved useful. The Committee should not be bound to any specified procedure for informing itself but should adopt those methods which appear most appropriate for the issue under consideration.

The Committee recognizes and welcomes the interest of individual members of the University community in helping the Committee to perform its functions. To facilitate such interest, the Committee will make available in the Treasurer's Office:

- (1) a quarterly list of the portfolio securities held by the University, to be available 30 days after the close of each fiscal quarter.
- (2) a list of questions currently being considered by the Committee.
- (3) A record of the disposition by the Committee of the questions considered within the prior 12-month period.

Trustees' Committee on Corporate Responsibility

Charles D. Dickey, Jr.
John W. Eckman
Carl Kaysen

Donald T. Regan
Marietta Tree
Bernard G. Segal, Chairman

The Advancement of Undergraduate Education: A Reply

Dr. Humphrey Tonkin, Vice Provost for Undergraduate Studies, has conveyed to ALMANAC an article by four students who responded to his April 18 report on "The Advancement of Undergraduate Education." Their 18-page counter-report is too long for the space available at this time, but excerpts below summarize the students' negative reactions and make some recommendations that are over and above the Vice Provost's proposals. The full document is available in Room 117 College Hall.

The feeling of movement inspired by the report fosters the hope that the rhetoric of reform may finally be displaced by the reality of change. We are disturbed, though, by the apparent assumptions of the report, and its implications for any radical shift in educational priorities. In particular, we are afraid that the following considerations make Dr. Tonkin's optimism somewhat premature.

1. Current dissatisfaction of undergraduates with their education, and the related "anti-intellectualism" cited by the Vice-Provost, may stem from a malaise so serious that simply more and better structures of the traditional kind will not eliminate it. Briefly, universities are now teaching few students whose main career goal is "teaching on the college level," or who in fact have any career goal at all. Students no longer come with purpose or excitement. They are alienated from the norms of objectivity, and so-called value-neutrality, the dominance of reason to the exclusion of the non-verbal and non-rational, and the strictures of scholarship. They cannot relate to themselves as "students" in a setting ruled by those norms, and they can relate only with difficulty to professors who have internalized and now embody those norms, at least in their public roles.

2. Universities, if they are to effectively meet that challenge, will have to make three major changes they seem unwilling even to consider.

—They will have to recognize that education is a mutual process, and that consequently the master-disciple model is inapplicable and the traditional classroom style inappropriate. The peculiar values and concerns of youth in 1972 must be confronted; it must be acknowledged that concern for the non-verbal and the non-rational is not faddish, and must be shared by the institution if it is to matter to students in touch with those dimensions.

—They will have to act on the recognition that they are institutions among others in a larger society, that they do indeed have responsibilities to that society, and that their responsibilities as seen by the society may be in conflict with their fundamental commitments to criticism, open inquiry, and the search for truth. What universities owe to society may be very different from what society thinks they owe.

—They will have to alter their loci of power, if students aware of nothing so much as their own powerlessness are to feel that the institution is a real part of their lives, worthy of being taken seriously.

3. The departmental cooperation on which even Dr. Tonkin's modest proposals depend may not be forthcoming. Departments are not likely to suddenly "recognize fully their obligation to nurture and improve the overall educational situation in the University" (Dr. Tonkin) until status, recognition, and financial reward accrue from teaching as well as publication, and non-departmental service as well as departmental. There simply is not time, or in some cases ability, to teach well and publish profusely. Cooperation, therefore, may have to be required and not merely requested; certainly the reward system must be altered more drastically than the Vice-Provost or the McGill Report suggest. It is also apparent that the departmental organization of the undergraduate education is not the best one; that students are forced into slots really designed to prepare graduate students, and not to provide a liberal education. The Vice-Provost's reliance on mini-majors, temporary majors, and individualized majors seems to be a way of avoiding a head-on confrontation with the real problem.

1. The University Semester

Much of the aimless anomie of undergraduate education is caused, not by a lack of structures, but a lack of understanding. Students do not understand what a university is and does. They have to come to it because of class and social pressures, having made no decision, weighed only the alternative of large urban vs. small rural, and considered no possibilities of self-education, direct entry into business, apprenticeship in a lower-status trade, etc. Once they have matriculated, no one bothers to provide the understanding so sorely needed. Indeed, a university busily engrossed in studying the minutest details of everything under the sun except itself could not adequately provide the answer to "What is a university" even if it wanted to.

In responding to this situation, we have forwarded to the Development Commission and the deans a proposal for a freshman program entitled the University Semester. The proposal has two goals. First, the academic program it sets up would give every student entering the university a clear idea of what the institution is, has been, and could be. It will tell the student what he or she can hope to get from it, and what hopes are bound to be disappointed; what personal decisions it can expedite and what problems ameliorate, and what matters will have to be solved elsewhere. Second, by establishing the concrete need to communicate such a view, repeatedly and to ever-new generations of students, this proposal will focus and stimulate efforts on the university's part to study and understand itself as an institution. By legitimizing self-study as an academic pursuit and making it an important part of university teaching and research activity, the University Semester will stimulate scholarship by fine minds in an area in which it is sorely needed.

Curricula

The University Semester could be organized as an expanded Thematic College, or ideally as a number of such colleges, since it is not the particular approach taken but the fact that it is taken which is important; identical curricula, far from being desirable, would contradict the purpose of the program. The semester would be an option, not a requirement. Hopefully though, the quality and benefits of the program would attract and motivate students better than any requirement. Indeed, the uniqueness of the program might very well attract students to the University in the first place. The program would include four courses along the following lines:

The University as an Institution. Historical, comparative, analytic, and futuristic discussions would all be appropriate. A course might, for example, study the history of the American university, tracing its roots through the English, German, and Italian universities back to the Greeks and forward through Harvard, Wisconsin, etc. and the state colleges to present character and composition. Who has studied and taught at these institutions; how they were organized; when areas of study were legitimized, etc. would be likely candidates for discussion. An alternate or supplemental program would be a *sociological analysis of the university* as an institution among other institutions. What are their effects on participants? How does institutional organization, or role definitions, influence members of the institution? A great deal of work has been done in this area, and could easily be applied to universities. Finally, *educational analysis*, using the plethora of recent books hailing and criticizing the American educational system, would be a third approach. Harold Taylor, Clark Kerr, Robert Paul Wolff, David Riesman, Christopher Jencks, etc. This might also be titled educational philosophy, and the ties of the university to other areas of society might be scrutinized.

The American University Today. Many students leave a university with as little understanding of many of its disciplines as they had upon entering. What is Operations Research, or Regional Science, or Energy Management? How does a sociologist decide he is what he is, and not a psychologist, historian, or anthropologist? What goes on in a City Planning Department, a Medical School, a Law School, or a graduate program in Religion? The university is doing a poor job of answering these questions, relying on unimaginative introductory courses and curiosity restricted by requirements to do a job which should be done directly and

with purpose. Indeed, the fact that so few students have a clear idea of what differentiates the humanities from the social sciences and the latter from the natural and physical sciences, indicates that perhaps the university itself has lost sight of those distinctions and needs to remind itself of them.

The University Semester would not attack this problem simply by inviting a different academic each week to speak on his field, though even that high school approach would be an improvement over current lack of approaches. Imagination leads to alternate ways of dealing with the above questions, however. For instance the study of almost any area dealt with traditionally by anthropologists is a good way of noting the contributions the sciences, social sciences, and humanities have made to the understanding of a particular culture. Relating the subject studies to current research and discussing who is researching what would be fruitful. Or, Brown has a course entitled "Modes of Experience: Science, History, Philosophy, and the Arts," which "seeks to help the student toward a synoptic understanding of four major forms of order and meaning and toward a balanced development of the corresponding human faculties." Or, we now have a whole literature, a la C. P. Snow, discussing the relation of science to the humanities, and the spawning of the social sciences. Or, a study of conflict resolution and decision-making at the university would reveal the interworking of its various parts, and stimulate questions whose answers would involve an understanding of what those parts do, and how they fit (or do not fit) together. Alternative means could be found.

Interdisciplinary Themes. Brown University's courses might also be emulated here. They approach in an interdisciplinary fashion areas of inquiry essential to an understanding of the university. Examples of such courses at Pennsylvania might be: Technology and the Moral Order. The History of Materials Technology: Culture. Knowledge. The University and the City. Reason.

Freshman Seminars. The University Semester would incorporate existing freshman seminar programs, except that these would be oriented to concerns of students as they enter the university. The study, of course, would be an academic one, but the material under study would be directly related to student life-experiences. For example: The Bildungsroman (English). Identity (Psychology). Adolescence, The Family, Institutions, The Counter-Culture (Sociology). Plato: The Symposium and the Phaedrus (Philoso-

phy). Community Studies, The Commune in America (History). Literally hundreds of courses in every field would be available. It is expected that the University's various undergraduate schools would orient the Interdisciplinary Themes and Freshman Seminars to concerns peculiar to those schools, and that they would not employ these two programs to offer normal introductory courses.

The Faculty

Professors for the last two areas of the program would be drawn from those now teaching in such seminars, though the increased numbers required will necessitate a greater distribution of large lectures on the second semester freshman, sophomore, and junior levels. The University as an Institution, and The American University Today, might be offered in part with a lecture format. Though some professors will have expertise in these areas as a result of study in their disciplines (History, Sociology, Languages, Philosophy, Classics, etc.) the university will have to bring to its campus men and women with an especial interest in them. For that reason it will establish several endowed chairs, one in Educational Philosophy, one in the History of Universities, one in the Sociology of Institutions. (Names are subject to change.) The holders of these chairs would both teach and evolve curricula.

Costs

The University will appeal to foundations to support the following needs, inherent in the program:

1. Endowed chairs.
2. Full or part-time leaves for other faculty to be devoted to development of curricula in this area.
3. Visitors from other universities, and the non-academic sectors, to provide supplementary expertise.
4. An assistant to the Vice-Provost to coordinate such a program.
5. Reimbursement money for faculty time that would have gone elsewhere.
6. Evaluation mechanisms.
7. Pedagogical Institute to help professors organize such teaching.

Barring such support, we must make every effort to finance such a program on a smaller scale beginning in the Fall of 1973.

2. *SCUE Proposals* [detailing a series of alternate suggestions for the freshman year].

INTERMEDIATE AND MAJOR PROGRAMS

[The first three sections discuss the "not unavoidable" division between teaching and research; the nature and variety of courses; and the manner of deciding what courses shall be taught.]

4. One of the advantages of being a "large, urban university" with graduate, professional and undergraduate schools on the same campus is the possibility of interplay between and among them. We are thinking specifically of courses which take a problem-solving approach, the fruits of which may be directly applicable to social needs, and courses which have a fieldwork component that takes advantage of our urban location.

- a. [A section recommends expansion of fieldwork opportunity.]
- b. *Projects Network Office.* Since Fall 1970, a group at Harvard called the Projects Network Office (composed of faculty, administrators, and students from throughout that university) has been working to facilitate interdepartmental and interdisciplinary activities, with emphasis placed on those activities with a problem-solving or public service component. PNO coordinates efforts to involve students in faculty research in areas such as those listed below, and does so through the publication of "The Problem-Centered Guide to Study and Research at Harvard," copies of which are available in the President's Office. Projects are underway in the following general categories: Cambridge Community, Communications, Consumer Protection, Drugs, Ecology, Education, Environment, Fuel and Power Sources, Government, Health, Human Growth and Development, Institutional Innovation, Law, Management, Minorities, Nutrition, Politics, Pollution, Population, Prisons and Criminal Justice, Social Problem-Solving, Technology, Transportation, Women, Miscellaneous.

We have formed a workgroup to develop, along with deans and

ANY TUESDAY

Is there such a thing as a faculty member who lives far away and would want to stay on campus several nights a week?

Dr. Michael Levine does that. His wife and family live in Princeton, but he has chosen to take up residence at Foederer Dorm in the top of the Quadrangle. He has used this apartment to get to know a large number of the undergraduates that live around him.

He has organized periodical coffee/sherry hours there. On any Tuesday evening, maybe 30 or 40 people come and go. He has undergraduates, graduate students from many fields, and faculty members like Burt Rosner, Joel Conarro, Allan Teger, Peter Freyd, and many more. To walk into his apartment any Tuesday is to see as many as ten exciting conversations going on at once.

Mike Levine is going on sabbatical. The apartment is open. The undergraduates would like a good replacement.

Get in touch: Ext. 8696.

—Stanley Berke, Coordinator of Residence Counseling

department chairmen of all our schools, similar efforts at Pennsylvania. In the CURE Report and the Center for Community Services we already have two valuable resources for such efforts. Examples of opportunities at Harvard which we might emulate in addition to original programs are: Center for Research in Children's Television (psychology, education, social work, communications); Models for the Evaluation of Educational Institutions (sociology, operations research, Management Science Center, education); Community Organization and Economic Development; Black Studies Programs in Penal Institutions; Getting Results: Skills for the Innovator.

* * *

THE SENIOR SEMESTER

Just as the freshman semester is designed to give students a "sense of arrival" at the University, the senior semester, recommended for the second semester of the senior year, is designed to give students a sense of departure. The program we envision has three aims. First, to integrate the educational experience the student has had in his or her four years at Pennsylvania. Second, to provide a comparative framework, so that the student can compare his or her views of the kinds of issues discussed in the freshman semester with his or her current thinking, and so that each student can compare his or her university experience with that of others. Graduation is always a time of reflection, and this semester is designed to focus that reflection, to provide a pause before plunging into whatever follows the college years. That preparation for what comes next is the third and final aim of the Senior Semester: to examine how a university differs from society's other institutions, to examine in detail some of the institutions students are likely to encounter upon graduation (the business world, professional schools and the professions, public school system, the family, the military, city government), and to inquire how the skills gained in the past four years may be useful in the various roles a student will take on in the next few years. Again, the Semester would be an academic examination of the most rigorous sort, and not a therapeutic one, but it would be an examination directly related to the concerns of students at that moment in their lives.

Curricula

The program would include four courses along the following lines.

Integration. Courses aimed at tying together the loose threads of the university experience. Many could be identical with the "interdisciplinary themes" contained in the University Semester, though these courses would now be on a more sophisticated level. It might be fruitful as well to have many seminars composed of the members of the University Semester seminar three years earlier, to provide a rich comparative experience. One example would be a Great Books seminar during the first semester of the freshman year repeated the second semester of the senior year, composed of the same people, and reading the same books. (There are of course hundreds of other appropriate titles). . . .

Institutions. An analysis from the perspective of sociology, psychology, anthropology, economics, history or political science or any combination of the above, of the institutions and roles students are likely to encounter in the years after graduation. The following immediately suggest themselves: The Sociology of Medicine (Law, Engineering, Business, etc.); Citizen and Society; The American Public School System; Government and Corporation; Communes in America; The Family; The Sociology of Work; and so on.

Major Seminar. A discussion of a central theme within the major discipline, or equivalent area of concentration. Each department, mini-major, or temporary major will offer such seminars, and individualized majors will be matched with others in related areas.

The Senior Thesis. Each senior will have a one-to-one tutorial with a faculty member in his area of interest, and will work on a paper, film, project, or problem of interest.

Arnold Eisen, C. '73
Carol Jones, C. '73

William Keller, C. '73
Irvin Rosenthal, Wh. '72

DO SOMETHING

"A look at film history shows the woman film-maker to be virtually invisible," says Sandra Grilikhes of the festival that starts May 25. "The mostly male film historians have seen and written of women only in movie roles familiar to everyone: women as mother or nurse to their husbands . . . women as harpies, or angels with their children . . . women as sexual objects . . . women as narcissists, preening themselves . . . women as props, sexual and other."

"The image we do not find in either film history or media is that of the free, independent, thoughtful and creative human being, who, after overcoming enormous obstacles, emerges as a film-maker (or other kind of artist) to be seriously reckoned with. . . ."

The 27 films will be shown in a series running five consecutive Thursday evenings in Annenberg Auditorium, 7:00 p.m.; admission is \$1.

May 25

MARIE MENKEN

Notebook. USA 1962-3; color; silent; 10 min.

Arabesque for Kenneth Anger. USA 1961; color; 4 min. (Score: Teiji Ito.)

Glimpse of the Garden. USA 1957; color; 5 min.

One of the first to use hand-held, ambulating camera.

GERMAINE DULAC

La Coquille et le Clergyman. France 1928; silent; 38 min. (Scenario: Antonin Artaud.)

The first surrealist film in cinema history by a director who influenced Bunuel, Cocteau.

LEONTINE SAGAN

Maedchen in Uniform. Germany 1931; 89 min.

A film set in a 1913 boarding school but made 2 years before the Nazi regime.

June 1

MAYA DEREN

Meshes of The Afternoon. USA 1943; 13 min.; (Score: Teiji Ito.)

A Study in Choreography for the Camera. USA 1945; silent; 4 min.

Ritual in Transfigured Time. USA 1946; silent; 15 min.

The Very Eye of Night. USA 1959; 15 min. (Score: Teiji Ito.)

Four works by a woman who was catalyst to the important American experimental film movement of the '40's, and the first winner of a Guggenheim for creative cinema work.

VERA CHYTILOVA

Something Different. Czechoslovakia 1963; 65 min.; subtitles.

First feature film by a leading Czech director.

June 8

STORM DEHIRSCH

The Color of Ritual the Color of Thought. USA 1964-7; color; 26 min.

A trilogy (*Divinations, Shaman, Peyote Queen*) by the recipient of the American Film Institute's first Independent Film Grant.

SHIRLEY CLARKE

Portrait of Jason. USA 1967; 105 min.

Camera-interview of a man whom society rejects and oppresses as black and homosexual.

Skyscraper. USA 1959; 20 min.

Exploring the construction of an enormous NYC building, contrasting workers, materials, movements, and space, within the strong point-of-view of unspoken commentary.

Bridges-Go-Round. USA 1959; 3 min. (Music: Teo Macero.)

Poetic interpretation of monumental New York City bridges, using rhythm and color.

June 15

AGNES VARDA

L'Opera Mouffe. France 1957; 14 min.

An early work of one of the original French "new wave" directors. (Continued on page 8)



**AAUP's
Committee on
the Status of
Women Proposes a
Grievance Machinery**

The following grievance machinery for the handling of cases of sex discrimination involving women faculty has been drafted by Committee W of the University of Pennsylvania chapter A.A.U.P. On May 3, 1972, the Executive Board of the chapter recommended that it be published in the ALMANAC and sent to the University Administration for incorporation into the Affirmative Action Program it is now preparing for submission to the Department of Health, Education and Welfare. The Committee feels that the grievance machinery provided in the Draft Affirmative Action Program of December 20, 1971, is inadequate to meet the needs of women suffering from discrimination in regard to promotion, reappointment, salary etc. The grievance machinery provided for in that draft is essentially limited to such existing mechanisms as the Ombudsman, Equal Opportunity Administrator or School Committees on Academic Freedom and Responsibility. It is important to note that all of these are dominated by men, often closely identified with the Administration; they [the mechanisms] have no special concern for women or women's rights; and that they usually have very limited authority to investigate cases of discrimination beyond the mere procedural level. The machinery outlined below is designed to overcome these deficiencies by establishing a special Women's Equal Employment Opportunity Officer who will work in close association with a Women's Advisory Group elected by women faculty members.

*—R. L. Widmann and W. Allyn Rickett,
on behalf of the Committee*

**UNIVERSITY OF PENNSYLVANIA
American Association of University Professors
Committee W**

Grievance Machinery for Affirmative Action Program (see Section 1, Paragraph 8, p. 11 of the Draft Program dated 12/20/71)

8. Grievance Machinery

A. Equal Employment Opportunity Machinery for Women Faculty.

In order to insure compliance with executive orders 11246 as amended by 11375, and Revised Order 4 of the Office of Federal Contract Compliance, the University shall appoint a Women's Equal Employment Opportunity Officer and provide her with ancillary staff necessary to carry out investigation, supervision and hearing of grievances.

The Women's Equal Employment Opportunity Officer shall be appointed from a list of three or more candidates submitted to the administration by the Women's Advisory Group (see below):

The Women's Equal Employment Opportunity Officer shall work in close association with the Women's Advisory Group and shall be empowered to:

- a. Receive written complaints alleging discrimination.
- b. Act as the investigating officer to investigate all aspects of complaints of discrimination and recommend other channels for pursuing grievances if appropriate.
- c. Require all employees to cooperate with her in the conduct of the investigation.
- d. Examine all pertinent information and records necessary for evaluating the validity of charges of discrimination. To that end she shall have access to records including but not limited to vitae of employees in the department, salary records, reports and decisions of departmental meetings, school personnel committees and Provost Staff Conference minutes.

e. Where deemed necessary seek outside and/or independent evaluation of the complainants academic and other qualifications.

f. After reviewing the investigative file, attempt to adjust the complaint.

g. If satisfactory adjustment is not possible, recommend appropriate action to the Provost and President of the University.

h. If satisfactory adjustment is not possible within the University, advise the complainant of her right to appeal to the appropriate department within H.E.W.

A Women's Advisory Group representing women faculty of the University shall work closely with the Women's Equal Employment Opportunities Officer in formulating, implementing and overseeing an action program to eliminate discrimination against women at the University of Pennsylvania.

The Women's Advisory Group shall have the power to formulate detailed grievance procedure, initiate reviews and, recommend remedial policy and action concerning recruitment programs, hiring, firing, partial affiliation, nonappointment, reappointment, promotions, transfer, training and salary. It shall have the right to be provided with legal counsel and other technical assistance of its own choosing paid for by the University and the right to make public its conclusions and recommendations.

The Women's Advisory Group shall consist of 5 faculty the majority of whom shall be women and shall be elected by women faculty including both partially affiliated and fully affiliated members. It shall have the power to coopt such additional members as is deemed necessary by the Advisory Group and the faculty it represents.

The University shall assist women faculty to establish a University-wide women's faculty organization which shall have as its primary purpose the election of members to the Advisory Group and the promotion of the interests of women faculty in general.

B. Other Grievance Machinery.

Women faculty shall also have the right to utilize other grievance machinery including the Ombudsman, Equal Opportunity Administrator, School Committees on Academic Freedom and Responsibility and such other channels for expressing grievances as they may deem appropriate to their case.

C. Criteria for Hiring, Reappointment, and Promotion.

In order to facilitate the operation of grievance machinery, the University shall require that all schools and/or departments publish a statement of policy and criteria for hiring, reappointment and promotion of its faculty.

BULLETINS

DEMONSTRATIONS (ENGINEERING, NOT POLITICS)

On Friday, May 19, three Engineering School facilities will welcome Alumni Day visitors between 1 p.m. and 5 p.m.:

Demonstrations of the Moore School TV classrooms will be given in Room 103 Moore School under the direction of Dr. Octavio Salati; Dr. Nabil Farhat will demonstrate his laser and microwave research in Room 275 of the same building; and Dr. Norman Evans will operate his new wind tunnel facility in the Towne School basement.

Saturday, May 20, a working solar heater will be on display in the quadrangle through the courtesy of Dr. Maria Telkes of the University's National Center for Energy Management and Power.

WEOUP: MAY 18 MEETING

A general meeting of WEOUP (Women for Equal Opportunity at the University of Pennsylvania) will be held at 12 noon Thursday, May 18, in the Benjamin Franklin Room at Houston Hall.

WEOUP now issues a periodic newsletter on women's rights, opportunities for women, women's studies and related topics. Non-members may receive the newsletter by sending name and address to editor Phyllis Gestrin, Department of Anatomy, School of Medicine.

DO SOMETHING

June 15 films continued

JOYCE WIELAND

Hand Tinting. Canada 1967-8; silent; hand-tinted; 4 min.

A study of poor black and white girls at a Job Corps center brought from rural areas for "training" in typing—made wholly from the outcuts of an assigned documentary.

La Raison Avant La Passion. Canada 1967-9; color; 80 min.

"... about the pain and joy of living in a very large space: ... in fact, in a continent."

MARIE MENKEN

GO GO GO. USA 1962-4; silent; color; 12 min.

Lights. USA 1964-6; silent; color; 6 min.

June 22

GUNVOR NELSON/DOROTHY WILEY

Fog Pumas. USA 1967; color; 25 min.

Schmeerguntz. USA 1966; 15 min.

Kirsa Nicholina. USA 1969; color; 16 min.

Three films: strange places ... a raucous belch in the face of America ... a natural childbirth.

JULIA REICHERT/JIM KLEIN

Growing Up Female: As Six Become One. USA 1971; 50 min.

"With a minimum of comment ... shows how female human beings are brainwashed into passivity, mental sluggishness, and self-contempt."—*Susan Sontag.*

MADLINE ANDERSON

I Am Somebody. USA 1970; 28 min.

A black producer's documentary on 500 low-paid black women hospital workers striking for higher wages in Charleston, N.C.

NEWS IN BRIEF CONTINUED FROM PAGE 1

GUARANTEED MORTGAGES

The University has reopened its guaranteed mortgage program for University faculty and staff to purchase residential properties in University City, Associate Treasurer George B. Peters announced after a May 5 Trustees action. Eligibility for the program continues as before:

A-1: Full-time statutory and senior administrative officers will be eligible upon election or appointment. All other full-time administrative and professional personnel will become eligible on July 1 following three years of service.

A-2: Fully-affiliated and fully-salaried members of the academic staff in the rank of Assistant Professor and above will be eligible on appointment. All other fully-affiliated and fully-salaried academic staff members will become eligible on July 1 following three years of service.

A-3 and A-4: Any full-time wage or salaried employee over 25 years of age will be eligible on July 1 following three years of service.

For more information, please contact the Treasurer's Office at Ext. 7256.

BOOKSTORE CHARGES

The University Bookstore is discontinuing its own charge system effective August 31, and is accepting Master Charge cards instead. Those members of the University who wish to open accounts with Master Charge are invited to pick up an application at the Bookstore or at any branch of the Provident Bank.

ALMANAC: 515 Franklin Building, Ext. 5274
Editor Karen C. Gaines
Assistant Editor Anne M. Geuss

THE COUNCIL

May 10 Meeting: Arts & Sciences; Student Affairs

At its last regularly scheduled meeting of the year, Council adjourned for a meeting "within the week" to consider the Student Affairs Committee report before it (ALMANAC May 2), and passed the following resolution after extensive discussion on the integration of the arts and sciences faculty:

RESOLVED: That the University Council express its approval of the idea of the establishment of a Faculty to Arts and Sciences without specifically approving the details of that Faculty as stated in the Report of the (Senate) Ad Hoc Committee on the Reorganization of the Faculty.

As time ran out, the Council was debating a motion by Irving Kravis to amend by deletion as follows the Eilers Report published May 9:

In order to strengthen the area of Arts and Sciences within the University and to achieve greater unification there, we recommend that:

13. A faculty of Arts and Sciences should be established, to be presided over by a Dean. This faculty should include the faculties of the College, the College for Women and the departments now budgeted through the GSAS. [The latter departments should be combined for interim purposes into a College or Division of Interdisciplinary Studies in Arts and Sciences.] The faculty members of departments budgeted in other schools of the University may be invited by the Faculty of Arts and Sciences to join that Faculty.

All activities of the College, and College for Women [and the Division of Interdisciplinary Studies] should come under the purview of the Dean of Arts and Sciences. [Each of these schools, however, should be allowed to maintain—at least for the present—separate budgets, curriculum committees and personnel committees, among others.]

[While the eventual merger of the College, the College for Women and the departments now budgeted through the GSAS is desired, it is not proposed at present.]

A search committee for the Dean of Arts and Sciences shall contain nominees of the Faculty of Arts and Sciences selected by their own procedures. The President may designate a number of search committee members up to the number nominated by this Faculty. 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 of an individual school.

OF RECORD



BLUE CROSS ENROLLMENT

Following is a memorandum to all academic and nonacademic employees, from the Director of Personnel Benefits.

Under the contract with Blue Cross of Greater Philadelphia, the University wishes to announce that a new enrollment period is now open for those of the University family who are not currently participating in the Blue Cross or Blue Shield program. Also, those who wish to change their coverage may do so now. This enrollment period will continue through June 15 for coverage to commence July 1. Faculty and administrative staff members who are fully-affiliated and full-time permanent employees who are not participating in one of the Major Medical programs may also enroll during this period. Anyone who fails to sign up during this period of enrollment must wait for the next opening date of July 1, 1973. Please call the Benefits Office 7281 or 7282 for application cards and description booklets if you are interested in participation to begin July 1, 1972.

—J. B. Kramer