



HAVE A HAPPY SUMMER

Summer hours for Gimbel Gym are now in effect. From now to August 13, the Gym will be open from 12 noon to 7 p.m. Mondays through Saturdays. The Gym is closed Sundays. Those wishing to obtain Recreation I.D. cards or information on specific sports schedules should contact the office of Gimbel Gym Director Robert Glascott, Ext. 6101.

NEWS IN BRIEF

A-3 ASSEMBLY OFFICERS

The A-3 Assembly has elected its officers for 1972-73. Spokesman for the coming year is Margaret Weyand, Information Center Receptionist; Steering Committee members are Mary Purnell, Secretary to the Director of the Memorial Programs, and Joseph Kane, Radiation Safety Technician.

The Assembly's next scheduled meeting is June 15.

WEOPUP: JUNE 8

Women for Equal Opportunity will meet at noon Thursday, June 8, in the Bishop White Room, Houston Hall.

JUDICIARY: GOLDENSOHN CASE

Former Assistant Dean Martin Goldensohn was acquitted last week in University Court on charges brought by Dr. Donald Murray following the April 26 occupation of College Hall. He remains a defendant in fall hearings for 13 charged with violations of the Guidelines on Open Expression.

CONTINUING ED FOR ENGINEERS

Professors and experts from nearly 20 major colleges, universities, and corporations will teach a special set of ten intensive short courses for scientists and engineers between May 30 and July 11 under the sponsorship of the University's Office of Continuing Education.

Ranging from two to ten days in length, the non-credit courses include such topics as enzyme technology, heat transfer, application of mathematical programming to engineering problems, and hemodynamics.

PRESIDENT'S NEW AIDE: BRUCE JOHNSTONE

Dr. D. Bruce Johnstone, former project specialist for the Ford Foundation and coordinator of its Pay-As-You-Earn studies on income-contingent student loans, starts tomorrow as President Meyerson's new Executive Assistant.

Dr. Johnstone, 31, is a 1963 graduate of Harvard College, *magna cum laude*, who took his M.A. at Harvard's Graduate School of Education in 1964 and his Ph.D. in education from the University of Minnesota in 1969. He has been administrative assistant to U.S. Senator Walter F. Mondale; assistant director of the University of Minnesota Center for Economic Education; and a teacher of economics and history for the Westport, Conn., school system.

Donald M. Stewart, who has been the President's Executive Assistant, will be on partial leave for 15 months starting

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Almanac

Volume 18, Number 37

May 30, 1972

Published weekly by the University of Pennsylvania

FRESHMAN SEMINARS SET FOR FALL

Some 127 faculty members, 22 of them full professors, will teach in the new Freshman Seminar program this fall, open to all entering freshmen of the University.

The program, coordinated by Mrs. Patricia Meyers of the Provost's Office and Associate Dean Kenneth Rothe of the College, will involve some 30 faculty members who are not affiliated with the College—12 of them in medical areas (including 2 in Nursing, 1 Veterinary, and 2 Dental); 7 Wharton faculty, 3 from Engineering, 4 from GSAS and 2 from Annenberg.

"It is only through the magnificent cooperation of the several deans, department chairmen and individual faculty members that such a program could come about," said Dr. Humphrey Tonkin, Vice Provost for Undergraduate Affairs. The program, which cuts across school lines in enrollment as well as in faculty, will fall directly under Dr. Tonkin's office.

Booklet Available

A small booklet describing all of the course offerings and procedures is being mailed this summer to the entering freshmen. All courses are open to all freshmen, but Wharton School especially recommends that its students sign up for the English seminars, to fulfill a requirement. Nursing and Engineering are teaching seminars, but hope they will enroll students from other schools besides their own, Mrs. Meyers said.

The program content ranges widely: classic and basic courses (linguistics, philosophy, physics) are on the list along with community medicine, peace studies, Afro-American literature, a women's studies seminar informally called "The Battle of the Sexes," and such cross-disciplinary experiments as "Technological Societies: The Japanese and American Experience," involving Oriental Studies and Engineering.

Some, especially in the College, will have an interlacing of upperclassmen. There will be evaluation at the end of the term, probably based on interviews as well as questionnaires.

Briefings have been held this spring for faculty involved, to outline the aims and functions of the program. A key element in the programs is the advising that is expected to arise out of the seminar contact with students. Over the summer, faculty will receive the names of their prospective freshman students, and some faculty will begin early to send out bibliographies and other preparatory material.

A Time For Healing

Today is a happy occasion but these are not happy times for a great many. Students at institutions of learning throughout the nation are often distressed, or incensed, cynical, dismayed, or frustrated by both events and the response to events in our world. Young people (and often their elders) frequently search outside traditional institutions for answers to problems that appear overwhelming. You are going into a world in which the war in Asia must and will end. In its aftermath, you will have to help heal the fissures which wars bring.

About 2300 years ago, there were similar fissures in the post-war Hellenistic society which Alexander the Great had unified. After his death, people took refuge in hedonism, in new creeds such as Cynicism, Stoicism and Epicureanism. They had in common a certain rebellion against current institutions, which were often found stifling. It was a difficult time.

But the aftermath of Alexander's wars and reign had other aspects. Greek cultural thought spread throughout the known world. Alexander himself had declared that there was neither Greek nor barbarian but rather one inhabited world which was the common possession of all men. Despite being a warrior, he had prayed for healing, proclaiming the brotherhood of man, an idea that has never perished.

Of course, in our own history we have had in the aftermath of wars, the necessity for healing, and often healing within families and between generations. A remarkable and little known case was the estrangement between Benjamin Franklin, the founder of our University, and his son, William. They were very close until the Revolutionary War broke out in this country. By that time William was the royal Governor of New Jersey, devoted to the King and a Tory. His loyalty to the crown led to his imprisonment, and, eventually, his leaving the colonies to settle in England. Their attempts at reconciliation were noble. After the close of the War, William addressed a letter to his "Dear and Honoured Father" to revive that "affectionate Intercourse and Connexion which till the Commencement of the late Troubles had been the Pride and Happiness of my Life." He asserted that he had "uniformly acted from a strong Sense of what I conceived my Duty . . . If I have been mistaken, I cannot help it. It is an Error of Judgment that the maturest Reflection I am capable of cannot rectify."

Franklin wrote back to William: "Indeed nothing has ever hurt me so much and affected me with such keen sensations as to find myself deserted in my old age by my only Son; and not only deserted, but to find him taking up Arms against me, in a Cause, wherein my good Fame, Fortune and Life were all at Stake . . . I ought not to blame you for differing in Sentiment with me in Public Affairs. We are Men, all subject to Errors . . ."

Franklin's words, in a time that will call for our own regeneration and reconciliation, remind us that we are all subject to making mistakes. My plea is simply to remember, that for all there is a time for healing and that such a time is close upon us.

—Martin Meyerson

From Alumni and Friends:

A Gift of Faith

The \$2,400,000 presented to the University on May 20 is the largest amount ever presented on Alumni Day, and predicts a new record for Annual Giving by the time the books close June 30. Richard H. Gabel, general chairman of the campaign that won 21,000 contributors, made the official presentation to President Meyerson on Saturday.

The night before, the Class of 1922's gift of \$233,934 was a record 50th Reunion Gift, raised under the leadership of Adolph O. Schaefer and W. James McIntosh. Eight other anniversary classes gave a total of \$173,587 as the parade of classes passed in review. All told, a weekend symbolic of giving: "not only money," as an administrator put it, "but time, involvement, and faith."

BIO-MEDICAL MEMBERS GO TO WASHINGTON

Over 60 faculty, students, and staff members in the bio-medical and veterinary science departments and physicians of the hospital at the University of Pennsylvania traveled to Washington May 16 to urge members of Congress to support an immediate end to the Indochina War. The group included Dr. Peter Nowell, Chairman of the Pathology Department, Dr. Lewis Rowland, Chairman of the Neurology Department, Dr. Hartwell Thompson, Associate Dean of the Medical School. In addition to their group statement (below) they took a statement signed by Dr. Alfred Gellhorn, Dean of the Medical School (also below). Details are available in a press statement from Dr. Peter Sterling, Anatomy, Ext. 7536. Those interested in any other anti-war activity that may be planned for this summer may contact Dr. Sterling at his office or at home, 471-9084.

GROUP STATEMENT

May 16, 1972

We are a group of faculty, students, and staff from the Medical School of the University of Pennsylvania. We have come to Washington today as representatives of a large segment of the Penn bio-medical community. We urge you and other members of Congress to take, at last, positive and direct action to bring the war in Indochina to an immediate end.

We reject as a total falsification of history the notion put forward by President Nixon that the present North Vietnamese activity is a foreign invasion. He, and you, and we all know that the 1954 Geneva agreement did not establish North and South Vietnam as separate states, and that the only true foreign invader is the United States.

We all know, too, that the only way to protect the lives of American soldiers and POW's is to end our military presence in Indochina. The North Vietnamese announced publicly a year ago that they would release our POW's as soon as the U. S. set a date for complete withdrawal. By continued prosecution of the air and ground war, and by the recent escalation, President Nixon is only adding to the numbers of POW's and lengthening their terms of confinement.

It is clear to all of us that the President has usurped the Constitutional authority and responsibility of Congress to declare war. The Congress must now take the war out of the President's hands by adopting nothing less than the Gravel-Drinan bills that would terminate immediately all funding for the air war and funds for the ground war 30 days after passage.

We urge this as scientists and physicians dedicated to the improvement of the quality of human life. After over a decade of war, it is finally time to end the destruction and waste, and turn our human and financial resources towards human ends.

STATEMENT SIGNED BY DEAN

Prior to the formal opening of the meeting of the Cancer Research Center Review Committee of the National Cancer Institute, we, the undersigned members, wish to express our unqualified disapproval of your most recent actions in Vietnam. Each of us in our capacities as scientists, teachers and physicians has devoted his professional life to the conquest of disease and the preservation of life. We have given truly of our services to the National Cancer Institute in furtherance of its and our commitment to the control of this disease. It is with deep conviction, therefore, that we reject this immoral war in Vietnam in which the wanton destruction of human life and of the land by the unleashed power of the United States brings only humiliation and degradation to the ideals and principles of our country. In the name of decency stop this war!

Towards a More Ideal Wharton School

by Thomas F. Schutte

In an address following his acceptance of the Wharton School's Anvil Award this Spring, Dr. Schutte outlined some areas where he thought action "ought to occur rather quickly," towards the design and development of a more ideal Wharton School.

"Frankly," he said, "I think we have done enough dreaming of potentials for Wharton and what can be done to bring about changes. Now we need action. The Mott Report, a faculty report of 1968-69, considered reorganization and restructuring of the Wharton School. Hardly a change has been derived from that Report. Today there is another faculty committee, and I'm not sure what it is doing. Then there was the Wharton Challenge [developed by a team of MBA Students]. . . . I had thought that a number of changes made at Wharton (e.g., Director of Student Affairs, Director of Administration, grading system, advanced study project, counseling procedures, etc.) were a function of the innovation of our faculty and/or administration. However, the innovation and impetus came largely from students." His own specific proposals for change:

1. An inventory assessment of student perception of the educational program at Wharton. I find it incredibly shocking to note how little universities in general know about the market they serve. For example, how do students respond to the school's curriculum courses, course content and requirements, counseling programs, faculty, teaching quality, grading system, tuition and other related costs, housing services, and so on? Essentially, we have deluded ourselves into thinking that (a) faculty and administration know what is best for the student and as such they can put themselves into the position of a student and therefore empathize and think for him in changing or altering curriculum, the grading system, hiring faculty and the like, and (b) student representation on a committee is the cure-all for representing the student's thinking or interest.

I should like to recommend that the Wharton School conduct a periodic study to assess student perception of the strengths and weaknesses, issues and problems, and subsequent degree of satisfaction with all facets of the educational program here. Such a study would provide meaningful data for administrators, committees of the school, and faculty chairmen. These data could provide helpful insight for directing where change or modification should be made and how Wharton might allocate its resources at what level of priorities. Certainly such an inventory assessment would have provided us data on the extent to which our grading system needed appraisal. And who knows? Maybe we shouldn't have touched the grading system!

By conducting such survey research, let's say annually, we could develop indices as well as trend curves for any number of strengths and issues over time. Given time, we could measure the extent to which problems have been corrected or resolved. We would know too, the extent to which the perceived strengths and weaknesses or problems are representative of the student body or a particular kind of student.

It is difficult to conceive why we, who teach measurement and control, are more concerned with identifying and solving the problems of others (business firms) than our own. By the way, I should certainly advocate expanding such an inventory analysis to include faculty, administrator, clerical-secretarial, and alumni perceptions of our programs!

Major corporations have long assessed the attitudes of the factory worker, for there is a relationship between the level and

kind of attitudes and productivity. The President of the United States knows exactly where and when to try changing or influencing public policy by having, at all times, data which show the mood of the American people.

It was not an intellectual enlightenment that caused the President to shift from the Vietnam War to strategies for straightening out the economy last August. Whether it is political or not, in this case, the leader of the country knows how well he is doing in managing the country. To what extent do our decision-makers at Wharton know how well they are doing in managing the Wharton School?

2. Long-range planning. I find it rather surprising to know the little long-range or mid-range planning we do at Wharton. As one administrator remarked to me one day, "I devote so much of my time to yesterday and today that I don't have time to work on tomorrow." How many corporations survive in the long-run when operations are a function of handling today and whatever success or failure it brings? The President of the University addressed the faculty at its first meeting of the year, shortly after he took office in 1970. He asked the question: "This Wharton School is approaching its 100th birthday in 1981 . . . where should the Wharton School be at the beginning of its second century? How are we going to get there?" He asked the faculty and administration to reflect and comment on the surprise questions. Not even the Dean had a word to say. Perhaps I misunderstood the faculty for maybe it was a moment of prayer!

Where is the Wharton School going to be in the next ten years? Are we hiring the kind of faculty that are a part of our long-term planning or are these faculty being hired to fill slots for today and the next day? Do we want a mini-MIT School at Wharton or a tech-weenie school, as some students call it? Where should the curriculum be directed? How large should the school be in enrollment? Should the student body be constructed any differently than it is today? If so, how and why? Is there a way we could apply systems thinking and analysis for assessing the academic disciplines and the requisite faculty for the long run?

I recommend that Wharton appoint a long-range planning coordinator to study, plan, and develop the blueprint of where Wharton is headed and the procedures and resources required for reaching these goals. This administrative expert should represent all the school, not just the graduate or undergraduate programs. I would strongly resist a faculty committee selected for this requirement. I think the job is far too complex to permit the function to be directed and energized by a part-time committee of eggheads. Wouldn't it be strange for us to cry out, "But there is no money" for such a new post? We are the very faculty resources that consult for corporations and cry out, "But you need a long-range planning expert."

3. Educational funding through foundations. Not too long ago I was pursuing one of the several foundation books trying to ascertain where Wharton might find some funding source for developing thematic seminars for Wharton freshman students. I found it incredible to note how many corporations have foundations. And most of all, I found it incredible to note how often Harvard Business School was listed as one of the grantees of a foundation.

Each time we look at educational innovation or experimentation there has to be the question raised, "Where are we going to get the money?" More often than not, we cannot innovate because we have insufficient seed money. Even more true, more often than not

we don't bother to consider innovation since we don't have the money anyway.

Do you know that this school, as great as it is in reputation and sage, has virtually no educational foundation grant supporting any kind of educational innovation or experimentation?

But why should we? There is no reward system for the energies of a faculty member who may wish to devote time and talents to developing educational program innovations and therefore develop the foundation proposals. It might not be a bad idea to ask ourselves the question that Ross Perot asked all the business schools of the state of Texas last year: "What would be your plan for developing an outstanding business school?" Would you believe the mad scramble made by those business schools submitting proposals to Perot? I saw the SMU proposal developed by its ex-dean, Grayson (now chairman of the Price Commission). The proposal plan, with all its completed homework, was laden with educational program ideas and proposals.

Wharton does not need a Ross Perot. Just go through the many foundation entries and note the plethora of organizations that participate in educational programs—yes, even at a business school.

I recommend that the Dean of the Wharton School appoint a task force to examine the nature and kinds of educational programs that would be initiated or further stimulated with the aid of outside funding. Next, I propose that this committee consist of (a) outstanding teachers as measured by student ratings, (b) Wharton students, (c) curriculum committee chairmen, (d) Dean's office representative, and (e) academic program advisors from the Dean's office. Lastly, I recommend we assess the number and nature of the foundations that have funds available by category of giving. Then we should begin to come to grips with the priorities of existing or potential programs here at Wharton that need funding.

4. Packaging of the Wharton entrepreneurial students. A recent survey was conducted by the Wharton Board which disclosed that nearly 200 MBA students expressed interest in preparing themselves for a career in a small business enterprise. To what extent have we at the Wharton School assisted students who have expressed this sort of enterprise, zeal and interest?

Presently we have an entrepreneurial management course in the Industry Department. We have the BPS which was developed by students to assist small black business organizations. Aside from this, there is not much else. I wonder, too, to what extent our courses are laden with illustrations and applications of what makes ITT or General Motors, or DuPont, or General Foods tick or behave the way they do? To what extent do we as students and faculty seek to identify such small business firms—whether the firm is a gasoline service station, a small machine shop with a \$1 million gross sales volume, or a four man accounting firm, etc.? Either through plan or unconsciousness, we seem to orient our thinking to the experiences and applications derived from giant firms when perhaps more and more of the needs of the students, small business, economy, and society, reflect a growing concern for the management, challenge, independence of opportunity, and survival of the small enterprise in America.

I recommend that the Wharton School begin the following:

a. Encourage faculty and students to become more conscious and interested in studying and applying the experiences of small business enterprises in both their teaching and writing.

b. For the growing body of students interested, an advertising agency should be retained for purposes of packaging our students seeking entrepreneurial placement. The agency would work with the association of students interested in placement, and design and place advertisements in the appropriate media, such as the *Wall Street Journal* and *New York Times*, thus promoting the talents of the Wharton students. Furthermore, the agency would develop a brochure to be sent to those firms responding to our advertising. The agency would design, also, the format and approach to the initial correspondence between Wharton and the responding firm.

c. Based upon my own inquiry into "packaging" the MBA students, I recommend that we assess several Philadelphia agencies in rendering the service free of charge, save for the media expenses. In fact, I've worked with the Wharton Board in a preliminary way on this matter.

d. I recommend that we follow up a contact I've made with the Small Business Administration in Washington. The SBA has real interest in possibly funding an experimental program of preparing and developing MBA's for going into small business enterprises throughout the country. A grant would handle the costs of media, administrator-coordinator, and perhaps any miscellaneous expenses for study projects.

e. I recommend that the Wharton Board establish a business practice group to handle consulting for small business firms in the Philadelphia metro area, much the same way as BPS. Such a program would provide students with experiences in developing small enterprise managerial skills as well as assist small business firms that suffer presently from a lack of professionalism in our own community. It would be conceivable that the advertising agency would provide a real contribution in helping to develop the Philadelphia small business firms contacts through promotion of our students and the placement of advertisements in media.

5. Restructuring and reshaping of the Wharton School Personnel Committee. I really ought to tread lightly on this subject, but truly I do have some strong misgivings about the present structuring of this committee from the standpoint of developing the optimum quality of education at Wharton. Presently, the purpose of the Personnel Committee is to review and assess all faculty who have been recommended by their respective departments for promotion. Furthermore, the committee has jurisdiction over the hiring of our faculty members at the Wharton School.

Permit me to make the following recommendations for implementation:

a. The Dean of the Wharton School should publish the criteria for how the committee is selected. On what basis does he select the committee? Why does the committee have all full professors? Why shouldn't tenured and untenured faculty members be represented? Why shouldn't young, middle-aged, and older faculty members alike be represented? Why shouldn't faculty who care about education and teaching be represented as well as the research heavy-weights? Should faculty who are deemed by the market as top-ranking teachers be represented on the committee? These and a myriad of questions remain to be answered.

b. Students should be represented on the personnel committee. If students are able to accept and manage the responsibility for participating on the Dean's Search Committee, why shouldn't students sit on the Personnel Committee? The issue of student vote is hardly as important as student presence and representation for providing insight. Why shouldn't a student have an opportunity for reading a professor's works to evaluate whether there is clarity of thought and writing? Often times, it is the student who must read the works in his class anyway. Also, why shouldn't a student have an opportunity to review the quality of teaching performance, as well as evidence of student and university concern on the part of the faculty member?

As you know the recent McGill Committee Report on Faculty Appointment and Promotion Policies and Procedures provides

WHARTON FELLOWSHIP PROGRAM

Forty Wharton Graduate students have received Public Policy fellowships to work with some 15 different agencies of the Federal Government in Washington, D.C. this summer. Joseph Honeycutt, Director of Student Services for Wharton Graduate, and Assistant Professor Thomas Schutte are developing this fellowship program which in its initial effort last summer placed nine students with the Office of Consumer Affairs and the Federal Trade Commission.

The program is principally financed by the Federal agencies which provide positions for Wharton Public Policy fellows; however, several companies have provided grants to support 10 Fellows this year.

Each of the Wharton fellows will receive a GS5 or GS7 salary and spend a minimum of three months on a job with a Federal agency. If both the agency and the student request it, the student may continue at his post for the Fall semester. One aim of the program is to enable the students to apply their administrative training and decision-making skills to governmental programs.

four reasons why there should be no student representation on review committees. The reasons are as follows: students lack maturity and perspective to evaluate professional competency of faculty members; students lack the sensitivity of personnel decisions as they affect the harmony of a department and the future careers of faculty members; students are transient members of the university; and student selection procedures are formidable.

Dr. Ralph Preston, Professor of Education at the University of Pennsylvania, takes great issue with the McGill Report rationale for the Faculty Personnel Committee of the Graduate School of Education at Penn has had good success with its three student members over the past two years.* Dr. Preston charges the McGill Report with sweeping and weak conclusions regarding its recommendation of advising that students should not be on personnel committees.

Preston states further that "recognition of the propriety and justice of student representation on personnel and review committees has been growing and a sufficient number of institutions now have such a provision to make possible rough assessments of the outcomes."

c. Criteria for hiring and promotion should be made clear by the Dean's office so that there is no confusion or misunderstanding among faculty, students, administrators, outsiders, and the like regarding the procedures. Several years ago all the assistant professors at Wharton met with the Personnel Committee to learn some of the procedures and guidelines employed by the committee in tenure decisions. It was quite apparent that the meeting looked like an insight into the days of the Tower of Babel when all the nations began speaking in diverse tongues. There seemed to be no consensus among the members as to the procedures and guidelines. There seemed to be little clarity of directions laid out by "on high".

d. There should be a more thorough review of prospective faculty who are considered for teaching posts at the Wharton School. Students and faculty alike should complete a rather thorough assessment of the prospective professor and capability of teaching and contributing to the school, as well as his professional talents and contributions. In the case of new or young faculty, we should exercise caution in asking our acquaintances or colleagues at other schools to assess one of their Ph.D. students; the probe ought to go farther. Has the faculty prospect taught? What do the students think of his teaching and professional capabilities? What do other professors who have had the Ph.D. student think of him as a teacher and scholar? If the faculty prospect is a seasoned professor with experience, what has been his track record in teaching? Students on the Personnel Committee should be involved intimately in this investigation.

I truly believe some of these recommendations can be implemented rather quickly and will produce a much more satisfactory educational experience for students, as well as faculty.

6. Outside business executives in the classroom. Wharton has done a very poor job of educating and relating to the business management of the local community, save for the evening program established for part-time students, often without the bachelor's degree. It might be helpful to diversify the student body to some extent in our classrooms by permitting local business executives in small numbers to participate by electing some of our courses. For example, an assistant controller of SKF may need some more work in accounting management, marketing management or financial management for purposes of his professional development and corporate needs for increasing responsibility. There is no way possible for this executive to take advantage of our MBA program courses unless he quits his job and signs up full-time or goes to Temple or some other local university.

I recommend that Wharton sort out select MBA courses (like marketing management, financial management, etc.) and offer one section of each, two days a week from 8 to 9:30 A.M., and/or from 5 to 6:30 P.M. for purposes of enabling a small group of local business executives to elect the course. The synergism produced by having Wharton full-time MBA students along with several non-degree business executives may be invaluable in the classroom. Furthermore, the business executives

may catch a glimpse of what it is we are teaching in terms of the latest concepts and tools in a course, such as financial management. These "executive guest" students will see our MBA's in action and may well share a better understanding of the new breed of MBA's as well as the latest thinking in a management area. Also, Wharton students would share the insights provided by the experienced executives participating in the classroom.

Furthermore, we are opening our doors to the business community and providing a service, for a change, instead of merely asking for a financial hand-out. Such a relationship with an executive and a respective firm may have overtones for (a) placement of our students in those firms, (b) financial support from these firms for other school needs, (c) opening up project opportunities by some local business firms for purposes of class projects and student and faculty consulting, and (d) increased reliance of the business community on the Wharton School as a management learning center.

7. Course planning at Wharton. We preach the planning process to others. However, I wonder why it is we provide students a minimum insight into courses offered beyond the next semester. An MBA student should have some awareness of which courses will be offered for the entire year prior to registering. He should know, also, who will be teaching which sections. I have recommended this to our department and, hopefully, we shall be posting the academic year 1972-1973 roster of courses and faculty on the bulletin board. I must confess that we have still not posted these data, yet.

Such a request might force departments into planning their curriculum beyond what is the "one semester at a time" approach. I recommend that the Dean of Wharton mandate all departments to plan and publish a minimum twelve-month academic roster of course titles (descriptions, if not in the bulletin), and names of faculty teaching. True, there will be some adjustments in the schedule. The student benefit derived from the new one-year minimum planning will far outweigh the minor disturbances made when schedules are modified in midyear. Students deserve the opportunity to plan their academic programs more fully.

8. Advertising all teaching openings in professional journals and The New York Times. One of President Meyerson's proposals in his recent report on recommendations for higher education entailed the placement of ads in professional journals and leading newspapers to communicate faculty openings. He was quite concerned that all too often like faculty hire like faculty. Also, faculty tend to seek candidates from their favorite schools, such as their alma mater. Such a process ignores the potential variety of sources where qualified and prospective faculty may be found, as from more remote schools, educational research and foundation groups, governmental agencies and business firms. It appears, also, that we would find more minority faculty from the ranks of women and blacks. Furthermore, the specifications for the position can be developed in the ad. Just recently, Swarthmore College ran large ads in *The New York Times* announcing an opening for the presidency of the college. The job description was well presented.

I recommend that we implement this procedure of announcing publicly, through printed media, the availability of job openings among the faculty and administrative ranks.

We are all in this business of education together—students, faculty, and administration. As such, we ought to recognize the variety and complementing nature of our talents and together help select the very faculty and administration that can provide a key role in shaping the destiny of Wharton.

Conclusions

These are just some of my candid ideas for developing the Wharton School. I think these are not only opportunities that will have great payoff value for our faculty and students, but also for developing better the name, reputation, and relevance of the Wharton School as a leader throughout the world.

There is always more to be done. Like the world, our institutions, our lives and our minds, the Wharton School should never be static. You know as well as I the Wharton School needs to be moved into a position of a greater ministry and a greater role of leadership. And I for one know the job can be done! But as yet, we have not done it.

*"Student Representation on Faculty Personnel Committees," *Almanac*, February 22, 1972, University of Pennsylvania, page 2.

Information at the University of Pennsylvania

by Margaret T. Weyand

Serving in the University of Pennsylvania Information Center the past four years has given me an opportunity to observe the workings of the University from within, and to serve those from outside who have had need of assistance or guidance in finding the individual or office that could supply needed information.

It has been the experience of many, both within and without, that in trying to find the office that takes care of a particular aspect of university business, a person may be sent on a round of several offices, either by phone or on foot, before finding the one he needs. Several individuals have reported that after making the rounds they have been returned to the original office, but to a different person.

There are three possible explanations for this:

1. Rapid growth over a short period of time has kept everyone busy keeping up with the action and has not allowed time to assess and coordinate methods and procedures.

2. Development, over the past few years especially, of independent action on the part of individuals, offices and departments, each taking care of his own area without understanding the overall operation of the office, the department, or the University as a whole. Sometimes, an effort to obtain information beyond what is needed at the moment is discouraged and felt to be an encroachment on another's area of responsibility.

3. Large turnover among employees, resulting in segments of activity rather than the continuity that develops when an employee and a "job" have a chance to grow together. For this reason, continuous service in this university is of great value in understanding the intricate interrelationships among offices and departments.

Who Knows What?

Also, there are certain attitudes among employees which contribute to the general impression given by the University with regard to information about its own operation and activities.

1. Not knowing an answer nor where to try to find one.
2. Not really knowing, but suggesting an office to try. Although this may start an inquirer on the campus rounds either by phone or on foot, it is preferable to the first because it may eventually lead to the right place.
3. Answering with assurance that the information is correct. This attitude comes from experience and practice in seeking out details of how the University functions.

It is in regard to these three points that I would like to make some suggestions for improving the information services of the University.

The University of Pennsylvania is generally acknowledged to be an institution of learning that is constantly striving for excellence. It would be good to have this goal for the *whole* university. In the area of information it could be done with a minimum expenditure of money, but would require careful attention to making the best use of talents and abilities which are already functioning but have not had proper recognition or coordination.

The first step would be to seek out those employees who fit under the third category above. There are many of these around campus who are at present serving as valuable sources of information. They have what has been referred to as "campus savvy" that, out of their experience at the university, enables them to find or direct one to the office where information can be obtained, or a problem solved. Usually they

are employees who have been with the university over a period of years, who have served in different offices or departments, or whose work is such that it interrelates with other departments to give a broad general concept of university activity. Whatever the capacity in which they serve, all have in common an attitude of interest and intelligent helpfulness. In my work, I have relied heavily on these people—mostly A-3 employees—secretaries to directors or department heads, receptionists and administrative assistants, and have found their assistance invaluable.

Perhaps a group of employees with this particular aptitude and ability could be selected informally, on a basis of interest and availability, to meet together and talk about ways and means of coordinating university information. Or, if a more formal structure is desired, selection could be made through regular administrative channels. If it is done this way, it would be advisable to seek evaluation not only from "super-visors" but from those on the peer level. There are many directors, heads of departments, etc., who may not be at all aware of this situation in regard to information because the secretary or the assistant comes up with whatever is necessary as though it were all neatly recorded in a nice big central directory, which definitely is not the case—or if it is, I should like very much to know where it is kept!

As soon as such a group is established, an initial meeting could be held to get a consensus of what areas have the greatest need for better communication and coordination. This could be followed by work sessions to decide on ways and means to find sources of information already in operation and how to open up better communication between them and the university community. The sessions should be in charge of individuals who can harmonize discussions and are themselves knowledgeable. It would be good to have the whole activity cut across employee classification lines and include all who could make a contribution in a particular area, without regard to "levels" of employment. Some individuals could be chosen from within the group to act as coordinators for information in particular areas. This would promote an exchange and/or sharing of information on a voluntary basis rather than a requirement set up by one group and imposed on another.

One area often overlooked is a provision for exchange of information among those who work together. Very often supervisors are not aware of the many details and their various implications that are taken care of by those who work with details. Also, those who are responsible for implementing programs or projects are often hampered by lack of knowledge as to the background and development of the project to be carried out or the program to be put into final form. Every individual involved in developing an idea should have the benefit of knowledge based on good information and the satisfaction of recognition of the value of his contribution.

Not a One-Man Job

It can be conceded that the one best able to answer a question on any subject is one who is or has been actively involved in working with the subject. Giving specific answers from the basis of limited general knowledge could cause a serious problem to one who is more versed in the intricate details of some process or procedure.

Therefore, it is not recommended that one person be responsible for answering all questions, but that one person in

each office know what areas are covered by those working in that office. This individual could be responsible for developing communication patterns within his own area so that every individual would be better informed and thus have a better understanding of the part he plays in the overall activity.

From my observation, I would say that the individuals and the knowledge are already here, but they need to be recognized and coordinated.

Mrs. Weyand runs the Information Center, First Floor Franklin Building, and is the new Spokesman of the A-3 Assembly.

GRANTS

SPONSORED RESEARCH

Contracts and Grants for Research and Related Activities Received by Faculty Members During April 1972

ARMY: *D. Aviado* (Pharmacology) "Drug Therapy of Acute Pulmonary Insufficiency" \$29,407.

AIR FORCE: *M. Altman* (Towne School) "Review and Evaluation of the Work Performance on Organic Semiconductor Solar Cells" \$34,650 . . . *L. Girifalco* (Met. & Mat. Sci. School) "Study of Bond Strengths in Metals Using Localized Wave Functions" \$32,479.

NAVY: *H. Rasmussen* (Biochemistry/Med) "Biochemical Basis of Oxygen Toxicity" \$36,500 . . . *R. Showers* (Moore School) "Electromagnetic Compatibility" \$2,500.

PUBLIC HEALTH SERVICE: *J. Hobstetter* (VP-Research) "Biomedical Sciences Support Grant" \$69,734 . . . *K. Akira* (Microbiology) "Biochemical Control of Macromolecule Synthesis" \$49,382 . . . *J. Aronfreed* (Psychology) "Basic Research Training in Developmental Psychology" \$73,177 . . . *B. Brackett* (Ob/Gyn) "In Vitro Fertilization of Primate Ova" \$23,518 . . . *C. Brighton* (Medicine) "Stimulation of Extremity Growth by Electrical Fields" \$33,716 . . . *C. Brighton* (Orthopedic Surgery) "Articular Cartilage Preservation and Transplantation" \$16,984 . . . *J. Brown* (Nursing School) "The Early Parent-Child Relationship—How Nurses Assist in its Development" \$2,724 . . . *S. Fahn* (Neurology) "Neurochemistry and Basal Ganglia Diseases" \$67,022 . . . *H. Holzer* (Anatomy) "Mechanisms in Differentiation of Mesodermal Tissues" \$12,000 . . . *S. Inoue* (Biology) "Studies of Submicroscopic Structure of Living Cells" \$121,954 . . . *R. Kallen* (Biochemistry/Med) "Mechanism of Biochemical C-C and C-N Bond Formation" \$30,197 . . . *P. Leboy* (Biochemistry/Dent) "Isolation of Nucleic Acid Methylase Mutants" \$18,145 . . . *S. Mulholland* (Surgery/DGM) "Urinary Bladder Antibacterial Defense Mechanism" \$25,804 . . . *J. Williamson* (Johnson Fdn/Biophysics) "Control of Metabolism in Normal and Diseased States" \$65,713 . . . *D. Wilson* (Pathology) "Cellular Aspects of Immunology" \$85,760 . . . *W. Hamilton* (Industry) "Systems Analysis of Emergency Care Delivery" \$25,398 .

OFFICE OF EDUCATION/DHEW: *R. Gibbony* (Education School) "Educational Development Center at the University of Pennsylvania" \$38,362 . . . *D. O'Kane* (Grad. Sch. of Arts & Sci.) "NDEA Title IV Graduate Fellowship Program" \$259,700.

ENVIRONMENTAL PROTECTION AGENCY: *J. Edinger* (Towne School) "Hypolimnetic Flow Regimes in Lakes and Impoundments" \$46,788.

ATOMIC ENERGY COMMISSION: *H. Rasmussen* (Biochemistry/Med) "Ionic Control of Metabolism and Integrative Role of Subcellular Ion Distribution" \$14,000.

NATIONAL SCIENCE FOUNDATION: *H. Bright* (Biochemistry/Med) "Enzyme Systems and Their Practical Utilization" \$44,564 . . . *M. Cava* (Chemistry) "Condensed Cyclobutane Aromatic Compounds and Related Studies" \$36,700 . . . *J. Ferguson* (Biochemistry/Med) "Enzyme Systems and Their Practical Utilization" \$30,971 . . . *P. Freyd* (Math) "Research in Categorical Algebra" \$7,600 . . . *I. Friend* (Economics) "Demand Supply Factors Affecting Corporate Stock, Etc." \$90,000 . . . *O. Goldman* (Math) "Research in Algebra" \$10,500 . . . *W. Goodenough* (Anthropology) "Lexicography and Grammar of the Language of Truk, Trust Territory of the Pacific Islands" \$12,700 . . . *D. Graves* (Chem.

ESCHEWING THE CHOCOLATE-CHIP EMERGENCY

The American Heritage Dictionary defines an emergency as "a situation or occurrence of a serious nature, developing suddenly and unexpectedly, and demanding immediate action." In an institution as large as ours, emergency situations do occur from time to time. The elimination of such situations often require the purchase of some material, part, or service. In an effort to speed up the purchasing function for emergency situations, the Purchasing Department has been honoring emergency requests and issuing confirming orders after the act of purchase has been completed.

Confirming orders are a necessary tool which allow flexibility in time of emergency. As any craftsman will tell you, tools are often misused and when misused tools can be counter-productive. At the University of Pennsylvania the confirming order is continually being misused.

During the past month various University departments had emergencies requiring confirming orders for the inspection, lube and oil change of a car, for the purchases of one-half dozen packs of paper, a set of book ends, and six packages of chocolate chip cookies, to list but a few.

Beginning immediately, the Purchasing Department will not issue an order for any item for which it has not been a participant in the act of purchasing. The buyers in the Purchasing Department are in the best position to expedite service or shipment of supplies.

Any department having a true emergency situation can get rapid action by calling the Purchasing Department (7216). We ask your cooperation to curtail a practice that has become a very costly one for the University.

—George Kidd Jr., Director of Auxiliary Services

Engineering Sch) "Purification and Concentration by Selective Complexing" \$16,000 . . . *R. Hochstrasser* (Chemistry) "Ultrafast Spectroscopy" \$37,000 . . . *A. Humphrey* (Chem. Engineering Sch.) "Enzyme Systems and Their Practical Utilization" \$117,314 . . . *R. Kallen* (Biochemistry/Med) "Enzyme Systems and Their Practical Utilization" \$33,734 . . . *H. Kisileff* (Physical Therapy) "Gastrointestinal Controls of Food Intake" \$60,100 . . . *E. K. Pye* (Biochemistry/Med) "Enzyme Systems and Their Practical Utilization" \$44,917 . . . *D. Rim* (Math) "Homological Algebra" \$10,400 . . . *F. Selove* (Physics) "Compilation of Information on the Energy Levels of the Light Nuclei" \$38,700 . . . *P. Teitelbaum* (Psychology) "Neurochemical Analysis of the Lateral Hypothalamic Syndrome" \$20,000 . . . *A. Wallace* (Anthropology) "Culture Change in the Industrial Revolution" \$59,400 . . . *H. Wilf* (Math) "Studies in Combinatorial Analysis" \$9,500 . . . *B. Wolf* (Vet. Med. School) "Induction of Antibody Formation in Single Cells Originally Expressing Two Allelic-Allotypic Immunoglobulins" \$33,300.

VETERANS ADMINISTRATION: *R. Marshak* (Clinical Studies) "Transfer of Bovine Leukemia in Newborn Calves" \$3,000.

NATIONAL ACADEMY OF SCIENCES: *P. Taubman* (Economics) "Panel on the Benefits of Higher Education" \$8,000.

COMMONWEALTH OF PENNSYLVANIA: *M. Allam* (Vet. Med. School) "Poultry Diagnostic Clinic" \$17,500 . . . *J. Margolis* (Fels Institute) "Democratic Values in Relation to Incentives for the Cabinet, Legislature and Judiciary" \$5,000.

DATAR (FRANCE): *E. Trist* (Mgmt. Science Ctr.) "Paris Project" \$8,500.

PRIVATE FOUNDATIONS, RESEARCH ORGANIZATIONS AND ASSOCIATIONS, AND INDUSTRY: AMERICAN UROLOGICAL ASSOC.: *S. G. Mulholland* (Surgery/DGM) "Urinary Bladder Antibacterial Defense Mechanisms" \$2,645. AMERICAN HEART ASSOCIATION: *M. Hess* (Pharmacology) "Effect of Hormones on Action of Cardiovascular Drugs" \$9,900 . . . *K. Lanoue* (Johnson Fdn/Biophys) "Control of Anion Transport in Heart Mitochondria" \$12,100 . . . *E. Moore* (Animal Biology) "Electrophysiology of Cardiac Arrhythmias" \$9,460 . . . *M. Morad* (Physiology) "How Does Ca Reach Myocardial Cell to Cause Contraction?" \$7,700 . . . *M. Reivich* (Neurology) "Neonatal Cerebral Blood Flow and Metabolism"

(Continued on Page 8)

\$16,390 . . . *T. Yonetani* (Johnson Fdn/Biophys) "Molecular Mechanism of Hemoglobin Functions" \$12,100. ARTHRITIS FDN: *W. Simon* (Orthopedic Surgery) "A Study of Joint Congruence" \$2,000. AMERICAN IRON & STEEL INSTITUTE: *C. McMahon* (Met. & Mat. Sci. Sch.) "Cohesion of Internal Interfaces" \$14,500. FEDERAL RESERVE BANK OF PHILADELPHIA: *S. Hess* (Mgmt. Sci. Center) "Study of a Regional Check Processing Center" \$75,000. HEART ASSOCIATION OF S. E. PENNSYLVANIA: *M. Morad* (Physiology) "Excitation-Contraction Coupling as a Possible Site for the Action of Digitalis on Heart" \$5,000. ORTHOPEDIC RESEARCH FOUNDATION: *E. W. Bora* (Orthopedic Surgery) "The Control of Scars in Tendon Injury" \$5,000. PHILADELPHIA ANTI-POVERTY COMMISSION: *W. Cuskey* (Community Med.) "Remedial-Tutorial Program" \$38,351. POPULATION COUNCIL: *G. Gasic* (Pathology) "Neuraminidase and Pregnancy" \$10,000 . . . *R. Ginsberg* (Sociology) "Testing the Extended Semi Markov Model of Mobility With Norwegian Internal Migration Data" \$20,720. JAMES PICKER FOUNDATION: *A. Alavi* (Radiology) "Bone Marrow Scanning in Sickle Cell Disease" \$3,000 . . . *T. Sanders* (Radiology) "Bilateral Quantitative Determination of Glomerular Filtration Rate, Etc." \$2,942. ROCKEFELLER FDN.: *E. Muetterties* (Monell Chem. Senses) "Volatile Secretions of Functional and Diagnostic Significance" \$350,000. SUN SHIPBUILDING CO.: *E. F. Bisbee* (Towne School) "The Impact of Barge-Carrying Ships" \$9,865. WISTAR INSTITUTE: *P. Moorhead* (Med. Genetics) "Cellular Senescence and the Control of all Proliferation" \$43,625. XEROX CORPORATION: *H. Perlmutter* (Wharton School) "Multinational Enterprise Policy Project" \$110,000.

Summary: Contract and Grant Awards July 1, 1971 through April 1972: 559, totaling \$30,692,569.

HONORS

LEARNED SOCIETIES

Dr. Mildred Cohn, Professor of Biophysics and Physical Biochemistry in the Johnson Research Foundation, has been elected a member of the American Philosophical Society, the oldest learned society in America.

Dr. Eliot Stellar, Director of Neurological Sciences, was elected a Fellow of the American Academy of Arts and Sciences at the 192nd Annual Meeting of that organization.

UNIVERSITY PROFESSOR

Dr. Carl C. Chambers, who retires this year as Vice President for Engineering Affairs, has been designated University Professor of Engineering effective July 1. Dr. Chambers is one of seven University Professors so designated by the Trustees for contributions to scholarship and to the life of the University.

Dr. Chambers was also honored this month with a Doctor of Science degree from his alma mater, Dickinson College.

RADIO-TV

Some broadcasts of interest to the University Community:

May 28	12:30 p.m.: <i>African Heritage</i> in co-operation with University Museum	KDKA, Ch. 2 Pittsburgh
	4:00 p.m.: <i>All About TV</i> with Dr. George Gerbner, Dean, Annenberg	WHYY, Ch. 12 Philadelphia
June 6	9:00 p.m.: <i>Winning the Race</i> replay of Dr. Dennis Gabor's Annenberg Symposium speech.	WUHY-FM, 90.9 Philadelphia
June 30	1:10 p.m. Dom Quinn talks with Dr. Walter Cuskey about <i>Drug Trip Abroad</i>	WCAU-Radio 1210 Philadelphia
Aug. 13	12 noon: <i>Research Project</i> with Dr. Stanley Dudrick, Surgery, HUP	WNBC, Ch. 3 Network

NEWS IN BRIEF CONTINUED FROM PAGE 1

July 1, doing a study on the American Council on Education under the auspices of the Ford Foundation. It will also be his doctoral dissertation at Harvard's Kennedy School of Government. He will retain ties with the Office of the President and with the Fels Center of Government here, where he will be a lecturer and staff member.

"Don Stewart has been invaluable to our University," President Meyerson said. "As an expeditor for the Provost and for me, as an advisor on policy, as a strong link with the West Philadelphia Corporation and the City, as drafter of the affirmative action program, he has made a tremendous contribution. I shall always be grateful to him."

ALUMNA, ALUMNAE, ALUMNI

Mrs. Ione A. Strauss, CW '54, the new President of the University's General Alumni Society, is the first woman to head the 130,000-member organization in its 75-year history and to head a major private university alumni society.

She was elected to a one-year term as President by the Society's directors at their spring meeting May 19 during Alumni Weekend. She has served for the past two years as the Society's Vice-President; and has been President of the Association of Alumnae and Chairman of Alumnae Annual Giving.

As the first chairman of the University's Alumni College, which began operation last summer, Mrs. Strauss leads the planning for a program to be held from July 9 to 15 with seminars on China and on "Concerns of the 'Seventies."

McBee Butcher (C. '61), a partner in Butcher and Sherrerd, was re-elected a Vice-President of the General Alumni Society. Newly elected Vice-Presidents are Nelson Harris (Wh. '48), President of Central Valley Co., Inc., and Mrs. Margaret Mainwaring (Ed. '47) of Phoenixville, Pa. Russell P. Heuer, Jr., (Chem Eng. '55, and Grad. Chem. Eng. '57) was elected Treasurer; he served last year as a Vice-President.

Continuing as Executive Secretary of the General Alumni Society is the University's Director of Alumni Relations, Michel T. Huber (Wh. '53, Annenberg '61).

Elected as members-at-large on the Society's Board of Directors were E. Harmon Friel, Jr., (Wh. '50), Executive Vice-President of Haydon Bolts, Inc.; and Sheldon S. Gordon (Wh. '50), Vice-President of Hedberg and Gordon, Inc.

Also announced at the meeting were the results of nationwide balloting by alumni to elect regional representatives to the Board of Directors of the Society.

Philadelphia region: Rosemary D. Mazzatenta (Ed. '53, GSE '56), Assistant Director of the Get Set Day Care Program; State Rep. Robert J. Butera (Wh. '56); Mrs. Joan Todd Robinette (CW '51) of Rosemont, Pa.; Hudson B. Scattergood (Wh. '60, Wh. G. '67) of Plymouth Meeting, Pa., Director of Development for Hahnemann Medical College; *Metropolitan New York region:* Richard E. Wise (Wh. '43), a partner in S. D. Leidesdorf & Co., and Richard C. Sanford (C. '59), Executive Vice-President of Smyth, Sanford, and Gerard Inc. *Northwestern Region:* Jerome M. Schlakman (Wh. '47) of Chestnut Hill, Mass., Vice-President of American Biltrite Rubber, Co., Inc.; and *Western Region:* Robert H. Maloney (College '51) of Los Angeles, Vice-President of Reynolds Securities, Inc.

ALMANAC: 515 Franklin Building, Ext. 5274

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