

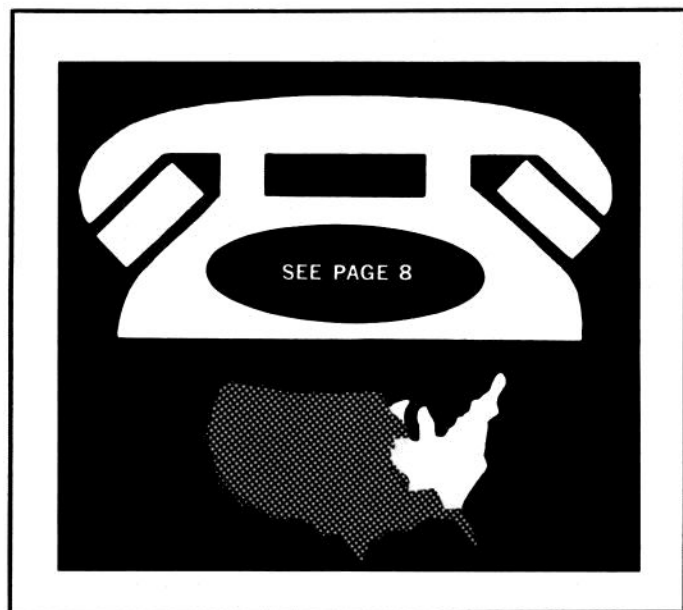
Almanac

Volume 19, Number 6

October 3, 1972

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- *Economic Status of Faculty* (Meyerson, Reitz)
- COMMISSION: *Three-Year Plan*
- SENATE: *Structure of Senate; Fall Meeting*
- *First Annual Report of the Ombudsman*
- DEATHS • GRANTS • WATS for the University



NEWS IN BRIEF

HARRISBURG VOTES YES

The State appropriation of \$13.8 million to the University cleared the General Assembly with approval by the Senate Thursday.

PSYCHOLOGY: SOLOMON ASCH

Dr. Solomon E. Asch, who has been Distinguished Professor of Psychology and Director of the Institute of Cognitive Studies at Rutgers, has joined the University of Pennsylvania faculty.

Dr. Asch, described by Psychology Department Chairman Burton Rosner as "one of the most distinguished psychologists of our time," is teaching undergraduate students as a visiting professor this year and will be Professor of Psychology beginning July, 1973.

His appointment brings to four the number of psychology faculty members here who hold the Distinguished Scientific Contribution Award of the American Psychological Association. Drs. Dorothea and Leo M. Hurvich (1972) and Dr. Richard Solomon (1962) are the other three.

Dr. Asch's work on forming impressions of personality and on group conformity pressures have each been among the most imitated research designs of our generation, the A.P.A.'s 1967 citation noted.

Born in Warsaw, Dr. Asch came to the U. S. in 1920 at the age of 13. He took his B.S. from City College in 1928, his M.A. from Columbia in 1930 and his Ph.D. there in 1932.

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Open Letter:

The Search for a Provost

TO: The Students, Faculty, Alumni, Administration, and Trustees of the University

From: The Consultative Committee to Advise the President on the Selection of a Provost

Date: October 2, 1972

The Consultative Committee for the selection of a new Provost is now searching for qualified candidates and invites nominations from the University Community.

The Provost serves as the chief academic officer of the University and, as such, has primary responsibility for the quality of both teaching and research. His influence over academic standards is maintained through his review of proposals relating to the appointment, tenure and promotion of all faculty members with the rank of assistant professor or above and through his recommendations to the President concerning the appointment of departmental chairmen and deans. Furthermore, in his role as budgetary officer he reviews proposals for new academic programs, for the expansion of existing programs, and for the retention of old programs.

The Provost's day-to-day decisions affect primarily the interests and welfare of the faculty but they also affect students indirectly through the quality of the faculty attracted and retained and through his budgetary impact on programs. The Provost is the chief administrative spokesman for the faculty and students.

We earnestly request your assistance in bringing suitable candidates to the attention of the Committee and in providing brief and pertinent biographical information (vita), as well as a concise statement which relates each nominee's qualifications to the responsibilities and functions of the Provost's office. The information should go beyond mere names and random biographical facts. Those submitting nominations should state clearly why they believe the particular man or woman would be qualified for the office of Provost. All nominations and accompanying data should be directed to Mr. William G. Owen, Secretary of the University, 112 College Hall, University of Pennsylvania, Philadelphia, Pennsylvania 19104. They should be submitted prior to October 15.

Members of Consultative Committee:

Dr. Robert Austrian	Mr. John Jasinski
Dr. Malcolm Campbell	Mr. Alan Krensky
Dr. Barry S. Cooperman	Dr. Robert Maddin
Dr. Jean Crockett	Dr. Joan B. O'Brien
Dr. Vartan Gregorian	Dr. Philip Rieff
Dr. Michael H. Jameson	Mr. John Salinger
Dr. Richard L. Solomon (Chairman)	

Pennsylvania's Position In Faculty Salaries

September 28, 1972

A brief response to the Report of the Senate Committee on Economic Status of the Faculty, which appeared in the *Almanac* of September 19, is in order.

The economic status of the faculty is a matter of concern to all of us. Although the Report does not take full account of it, that status has improved very substantially. In the Fall of 1970, we ranked forty-second among all institutions in the AAUP annual survey. By the Fall of 1971 (as reported by the AAUP in the Spring of 1972) we moved up markedly. Within the Ivy Group, in average compensation Pennsylvania was led by only Harvard and Yale in the full professor ranks and by Harvard alone in the ranks of associate professor and assistant professor. This is the first time we have ever ranked near the top of the Group. The increases for the current year are as large as at other major universities.

The principal burden of the Senate Committee's report is that its May 15 recommendation for an across-the-board increase of 5%, with 0.2% for adjustment of inequities, was not implemented. Members of the administration had met earlier with the Committee and, reflecting the then current discussions in the Budget Committee, attention had centered on various personnel benefits as the only planned across-the-board increases. Throughout the spring the expectation continued of salary adjustments entirely or primarily on a merit basis.

After the May 15 advice from the Committee this administration sought a course that would be responsive to the cost-of-living concerns that underlay that advice, but that would avoid other less desirable features. For example, the recommendation of the Committee would have been substantially disadvantageous to younger faculty members and would have made insufficient provision for promotions in rank. A set of across-the-board increases by rank was therefore incorporated into the allocation of funds for faculty salaries adjustments.

We remain convinced that these actions, which reflected the requirements both of merit and of inflation, were sound. The government has reported that the actual increase in the cost of living in the Philadelphia area during last year was 2.7%, considerably below the recommended 5% and about what we achieved in across-the-board adjustments.

We welcome far greater collaboration with the Senate Committee.

Martin Meyerson
Curtis R. Reitz

THE COMMISSION

A Three-Year Plan

During the summer the Development Commission's skeleton crew "contacted everybody in the University," and began to study the questions of reallocation and fund raising. Since Chairman Robert H. Dyson was conducting an expedition in Iran during the period, Dr. Eliot Stellar, Vice-Chairman of the Commission, reported on those subjects to the University Council two weeks ago.

Although he stressed the tentative nature of the two-part summary and said that the members of the Commission have still to review various committee reports, Dr. Stellar did present some new and specific recommendations both for the re-allocation program and for future fund raising.

The Reallocation Program

Reiterating that the University must order its own finances before it can successfully seek outside funds, Dr. Stellar announced that the budgets of both academic and nonacademic areas will be carefully examined. The Commission will conduct this scrutiny on a schoolwide, rather than on a departmental, basis. It is hoped that, perhaps with the assistance of an advisory committee to the dean, each school would meet its own operating costs and perhaps a percentage of its overhead within three years.

Research centers, institutes or other units which do not fall under the jurisdiction of a single school would be expected to meet their own expenses as well. Similarly, auxiliary services like the bookstore, dining service or dormitories would have to meet their own costs. It would be necessary to support some services which produce no income (Buildings and Grounds would be an example), but they would be reviewed with an eye to keeping costs as low as possible without losing efficiency or quality.

Thus at present, the recommendation which the Commission is considering would be that in cases where academic or nonacademic units fail to meet their expenses within a three-year period, either they should be closed or the University should publicly recognize that it is subsidizing them. Dr. Stellar remarked that Harvard has taken a similar approach to its Divinity School.

Raising Additional Funds

The Commission hopes that the three-year plan would make available funds for reallocation as well as produce a balanced budget. If the savings made during this time do not provide enough seed money, the Commission could propose a further 1 or 2 per cent reduction of operating budgets to create additional funds. Further economies could be made through:

- 1) cooperation with other institutions,
- 2) review of the per cent of faculty holding tenure,
- 3) possibility of early retirement plans for some,
- 4) calendar reform.

During an *Almanac* interview, Dr. Stellar stressed that current belt-tightening and future reallocation programs are aimed at creating new funds which "are considered to be of the greatest importance for the future of the University."

"We are reluctant even to guess at pilot programs which seed money would make possible," he said, "but the Commission has suggested the formation of a University community review committee to judge the best ways of using the new funds. Thus no one constituency could dominate plans."

Report of the Senate ad hoc Committee on the Structure of the Senate

This Committee was established by the Senate Advisory Committee on November 3, 1971, to re-examine the structure of the Senate in the light of evolving changes in the structure of the University as a whole and in the light of specific operational problems of concern to the Advisory Committee. Several interim reports have been made to the Advisory Committee, and we now report our major recommendations to the Senate.

Whenever matters of major concern to the faculty arise, it has been customary to refer these matters first to the Senate for deliberation. Usually the Senate Advisory Committee considers the matter before consulting a plenary meeting of the Senate. When issues are complex and important, the Senate Advisory Committee, with its other responsibilities, cannot study them in adequate depth with the dispatch that sometimes is necessary. Therefore, the Senate needs a mechanism for handling these matters quickly and effectively.

Within the last year ad hoc Senate Committees have been examining two highly complex and important questions: (1) the organization of the Faculties (in response to some portions of the report of the Task Force on Governance) and (2) the academic directions of the University over the next few years (in response to the proposals of the President in his January Progress Report to the Trustees and the further work of the Development Commission). In addition, two ad hoc Senate Committees have recently been created: one (mandated by the April 5 Senate resolution) with responsibility to remain informed regarding the operation and effects of the black residence center and to consider the questions of educational policy raised; the second to consider the question of an appropriate faculty grievance mechanism, in response to recommendations in the report of the Cohn Committee on the Status of Women in the University, the report of the McGill Committee on Faculty Appointment and Promotion Policies and Procedures, and most immediately the grievance procedures proposed in various drafts of the University's Affirmative Action Plan.

Rather than a proliferation of ad hoc committees set up in haste to consider particular issues, we recommend four small standing committees, each with a broad area of responsibility, to which the Senate Advisory Committee could refer these matters as they arise. When an issue requires intensive study, the standing committee would have the power to set up a subcommittee with membership extending beyond the committee itself to include others with expertise particularly relevant to the question under consideration.

In addition, when a matter of particular interest to the faculty is scheduled for the Council agenda, one of the standing committees may be asked to draft an amendment or a substitute resolution in cases where the original motion is deemed to take inadequate account of deeply felt faculty viewpoints and concerns.

The four standing committees we propose are:

1. The Committee on the Faculty, which would deal with

such current issues as appointment and promotion policies and procedures, grievance machinery, proposed modifications of tenure rules, and the development of an early retirement program. The Committee on the Economic Status of the Faculty, because of the great importance and highly specialized nature of its work, would maintain its separate identity, at least for the immediate future, although some overlap of membership would be desirable.

2. The Committee on Students, which would deal with such current issues as the improvement of the educational experience of black students at the University, the encouragement of mutually productive and enjoyable interactions between faculty and students outside the classroom and admissions policies.

3. The Committee on Administration, which would deal initially with questions related to the implementation of the Eilers Committee report on the Organization of the Faculties.

4. The Committee on Education, to deal with questions of academic policy and educational directions.

In order to gain experience, we have recommended to the Senate Advisory Committee that it set up four ad hoc committees, with the areas of responsibility described above, for the present academic year and that, if these committees function well, the establishment of standing committees be placed on the Senate agenda at its regular spring meeting.

Ralph Ginsberg
Noyes Leech
Ned Williams

REMINDER

FALL MEETING OF THE FACULTY SENATE

Wednesday, October 4, 3-6 p.m., Fine Arts Auditorium

1. Approval of the minutes of April 5 and April 19.
2. Chairman's Report.
3. Report by the President or the Provost on the implementation of the Eilers Committee recommendations (*Almanac* May 9, 1972). Question and answer period, with the President and/or the Provost responding to questions on this and other topics. *Senate members are encouraged to submit written questions in advance.*
4. Old business: (a) Final Report of the Senate Committee on the Economic Status of the Faculty (*Almanac* September 19, 1972); and (b) McGill motion tabled last spring; full report in *Almanac*, February 8, 1972.
5. New business: (a) Report of the ad hoc Senate Committee on Academic Priorities; and (b) Report of the ad hoc Committee to Reexamine the Structure of the Senate (above).

Dissonance and Discourse: Notes from a Windy Room

by Joel Conarroe

The office of Ombudsman, now completing its first year of operation, was recommended in the Task Force Report of 1970 and created by President Meyerson in 1971. Before moving into the office at 3537 Locust Walk the Ombudsman-elect wrote a job description, which was approved by the President and Provost. This description, published in *Almanac* October 21, 1971, has been revised somewhat during the year, but its general guidelines have proven to be essentially accurate.

Stated briefly, the Ombudsman's principal functions are to help protect individual rights and to promote better channels of communication. He should be an accessible, objective and responsive auditor whose door is open to any member of the university with a grievance. After investigating the complaint, he attempts to respond to or to correct the situation as fairly and as quickly as possible, to recommend steps that will prevent a recurrence, and to see that the steps are taken.

How the Office Works

An individual comes to the office, usually having made an appointment—if he arrives unannounced my assistant or I will talk with him if we are not engaged, and set up an appointment if we are. (We do not accept second-hand complaints, but ask the individual involved to come in person.) After asking the visitor to fill out a brief form, my assistant and I listen to his story, asking for clarification where necessary, but expressing no value judgments. If it is clear that the grievant has not exhausted other sources of redress, we suggest whom he should see, indicating that if he gets no satisfaction he should return. If, for example, a student complains about a professor's behavior, I suggest that he should talk to the department chairman and then, if necessary, to the Dean. If the problem still remains, he should return to our office. (If the individual is uneasy or confused about talking with administrators, Mrs. Koons or I will accompany him to these interviews. And in a few exceptional situations we have taken on cases even though other channels had not been exhausted.)

If the complaint clearly merits an investigation, I explain that my function is to serve as an objective collector and evaluator of information, and not as an advocate. Advocacy may emerge as the logical result of a disinterested investigation, but this cannot be predicted. I ask the grievant what he would like us to do, and try to suggest some preliminary strategies, indicating whom I (or he and I) should talk to, what files I should see, etc. While assuring him that our records are confidential, I explain, when necessary, that I may have to use his name, and do not begin the fact-finding unless this is acceptable.

Our first step is to hear the other side or sides of the story, which invariably differ from the original and from each other.

(I am frequently reminded of Pirandello's *Right You Are If You Think You Are!*) In some cases a conversation is indicated, in which differences of opinion or interpretation can be aired and challenged; such discussions, which Mrs. Koons and I attend as impartial witnesses, often clear the air. In other cases, we gather as much information as possible about the situation, evaluate the evidence, and arrive at what we think is a fair recommendation. If the grievant has no real case, I indicate that this is the finding, attempting as persuasively as possible to summarize the evidence that led to this conclusion. If he has indeed been abused, I will recommend redress, moving as far up the chain of command as necessary to obtain it.

Much of the fact-finding and adjudication are done quite informally—over the telephone or through conversations over coffee or cigars. I prefer that an action result from a conversation rather than from a formal letter of request. In any case, if an administrator has a problem in his own shop, for which he is responsible, I do not inform his immediate "superior" (awful word), be it director, chairman, Dean or Provost, unless he fails to cooperate with our recommendation. Most of what we do never gets beyond the level of the individuals actually involved, though on a couple of occasions I have spoken to the Provost about especially disturbing (or threatening) situations. Needless to say, there are those who have not been happy with the results of our investigations (we have one folder for fan mail, one for the other kind), but almost without exception we have met with good will and cooperation.

We keep a complete folder on every case, which includes summaries of conversations, over the telephone and in person, and copies of all letters. We also abstract each problem on a note card, attaching a colored tab, maroon if a recommendation has been made but not yet acted upon, and yellow if the investigation is still in progress. We send "maroon" letters periodically, prodding to action those to whom we have sent recommendations. The files are, of course, locked and confidential, though we have agreed to requests from the offices of the Provost and President to examine certain folders (these requests are initiated by an occasional grievant who wants these two offices to know of his case).

Except for a brief quiet period following the Christmas break the office has been consistently busy, as the attached statistics suggest. These figures are less than fully informative, however, since they fail to distinguish between the simple "Mr. Fixit" problems, which involve nothing more than a few red-tape-cutting phone calls, and the complex ones, which stretch on for weeks, often requiring a large investment of time, patience, message units, and typewriter ribbon. One way of accounting for the volume of activity, I think, as well as for the interesting variety, is the fact that this is

one of the few university offices in the country that is not set up to deal exclusively with student complaints.

Even though we are dealing with large numbers of people, however, the question of campus visibility has been of some concern to a few of my faculty colleagues. In the age of ubiquitous Herb Denenberg and heroic Jack Anderson, shouldn't an Ombudsman be out there in front of the cameras, letting the world know whose linen is dirty? My answer is obviously no—because most of what we do must remain confidential if the office is to retain its credibility, and because the nature of our accomplishments, such as they are, forbids public disclosure. Particularly during this first year, as the office has gradually discovered its rhythm, it has been important to prevent the projection of an image that may or may not prove to be accurate. I have contributed pieces to *Almanac*, have submitted to interviews from *The Daily Voice* and the *Philadelphia Bulletin* (the reporter was unhappy because we would not talk about specific cases), and have given a good many talks before campus, alumni, and civic groups. For the most part, however, we have managed to avoid publicity.

One Public Relations function, though, does give me a good deal of satisfaction. Nick Carraway, in *The Great Gatsby*, feels lonely after moving to West Egg until one morning he is asked directions by someone arrived more recently than he: "I told him. And as I walked on I was lonely no longer. I was a guide, a pathfinder, an original settler. He had casually conferred on me the freedom of the neighborhood." I felt that way the first time an administrator from another university called to find out how to be an Ombudsman. Even though I had only a few weeks under my belt at the time, I spoke with serene authority, realizing that by his terms I was an old-timer. It was a reassuring moment, one I have enjoyed repeatedly as individuals from various universities have called or visited to solicit information.

Some Observations

- A few misconceptions about the office need to be put to rest. In an *Almanac* piece in which he proposes a new procedure for faculty appeals, Professor William Gomberg states that the Ombudsman "is not independent of the Administrative line." However one may interpret "line," the statement is not true. An Ombudsman at Penn cannot function successfully unless he is independent, literally and figuratively removed from College Hall. While I have occasionally called on the President and Provost when we needed to put some clout behind a recommendation, we have never felt any responsibility, in any of the cases we have handled, to look after the best interests of the Administration.

And in a preface to the proposal for the Committee W Grievance Machinery the point is made that the Office of the Ombudsman has "no special concern for women or women's rights." While it is true that the office is not concerned exclusively with women, I like to think that we do have a special concern for anyone who comes to us with a problem—and many of the individuals we have attempted to assist are women. This does not mean, however, that I am sanguine about the solutions we have been able to recommend to complex problems involving reappointment, promotion, partial affiliation, tenure, benefits, and salaries. I would hope that the office can work in the coming years even more closely than it has with the AAUP, the Committee on Academic Freedom and Responsibility, and WEOUP in an attempt to discover the most efficient and just mechanisms for responding to the legitimate grievances of women.

- One of the important results of dealing with problems that come from all corners of the campus is a first-hand

OMBUDSMAN STATISTICS

Number of Cases	
Individual	149
Group	15
TOTAL	164
(Groups could range from 3 to 600.)	

Partial Breakdown of Cases by Subject

Academic	57
Job Difficulties	20
Residential	16
Benefits	15
Fees	8
Tenure/Salary	7
Cars/Parking	7
Personal Differences	6

Academic problems—tuition, scholarships, grades, being dropped from an academic program, part-time status
 Job difficulties—termination, payroll, job classification
 Residential—deposits, breakage, thefts, roommate matters
 Benefits—pension, insurance, staff tuition, Blue Cross-Blue Shield
 Fees—CGS, recreation, summer school, graduate

Number of Complaints

Men	97
Women	53
TOTAL	150*

*Excludes figures on groups larger than two as well as three children ages 8-10.

Breakdown by Classification

Undergraduate	62 individuals	2 groups
Graduate	41 individuals	6 groups
TOTAL	103 individuals	8 groups
A-1	6 individuals	2 groups
A-2	25 individuals	
A-3	10 individuals	5 groups
A-4	4 individuals	
Ex-employees	2 individuals	
TOTAL	46 individuals	7 groups*

*Groups could range from 3 to 25.

Breakdown of Percentages of Individual Cases

Undergraduate	41%	
Graduate	26%	
TOTAL	67%	67%
A-1	4%	
A-2	17%	
A-3	8%	
A-4	3%	
Ex-employees	1%	
TOTAL	33%	33%
		100%

awareness of what procedures are employed for termination (of students and faculty members), promotion, etc. Inevitably, I have acquired a good deal of respect for certain administrators and for the functions of certain departments and schools. I have also become unhappy about the way things are done in other areas, and have made numerous recommendations for improvement. The Provost and I discussed my "education" at some length, and decided it would be appropriate for me to express my concerns directly to chairmen and deans without sending carbon copies to the higher officials. It is not the function of the office to provide the President with an assessment of the various administrators on campus. On the other hand, I think it would be wasteful if at the completion of my two years in office I did not communicate my concern about areas where problems continue to re-

cur, and I will, during the coming year, observe especially carefully those parts of the campus that seem to be breeding grounds for serious problems.

• On the question of evaluation, it would probably be appropriate at this time to establish some mechanism by which the position of Ombudsman itself can be evaluated, since however objective we may try to be it is not possible to get any real distance from our own day by day activities. The evaluators could recommend changes in the procedures of the Office and of the incumbent, and could even make a recommendation about whether the position should be continued—there is clearly no reason to reduce a faculty member's time in the classroom and library unless he is demonstrably performing an important function. For my own part, I will recommend continuation, since I am increasingly aware of the possibilities of the position, latent and actual, but my opinion should be only one of several. (Since the office is still in an experimental stage it will perhaps be impossible to make more than a provisional appraisal, with the recommendation that the experiment be continued, but even this "input" would be useful.)

Assuming that the office will continue at least beyond the coming year, it is essential that some mechanism be devised early in the fall of 1972 to search for and nominate my successor. In this way the individual selected will have ample chance to observe the functioning of the office before actually moving in.

Recommendations

In the course of the year the office has made several hundred specific recommendations. I should like at this time to present a few recommendations somewhat more general in nature, as a means of publicly identifying possible sources of problems and thereby, hopefully, stopping some complaints before they get started.

1. *Job Openings:* Administrative officers should serve as models in observing proper procedures for making appointments. No position, on the books or newly created, should be filled unless it has been adequately advertised and unless individuals on campus have had ample opportunity to present their credentials to the Personnel office. Special efforts should be made by administrators to recognize and utilize the latent talents of individuals already under their jurisdiction.

2. *Internal Communication:* Any letter or report sent to any administrator should be acknowledged within ten days of receipt, and preferably sooner, even if it cannot be answered at that time. Any written recommendation should be accepted or rejected (with explanation) within thirty days of receipt. (As a general rule, any recommendation from the Office of the Ombudsman should be acted upon immediately.)

3. *Internal Communication (b):* The Ombudsman should meet with the President and Provost for exchange of information at least once every three months. There is no danger of such conversations compromising the independence of the office.

4. *Procedures:* Every Dean should meet with his chairmen at the beginning of each year to discuss the procedures for appointment, renewal, termination, promotion, and tenure. Chairmen should be advised against making any verbal promises that they may not be able to fulfill.

5. *Procedures (b):* Every departmental chairman should be aware of the proper procedures for terminating a graduate student, be it for academic failure or for unethical behavior. If such procedures do not exist they should be developed.

6. *Procedures (c):* Steps should be taken by the Faculty Senate to assure that grievances brought to any Committee on Academic Freedom and Responsibility are investigated thoroughly and quickly.

7. *Revisions:* Chairmen and Deans should make certain that any changes in requirements or fees are adequately publicized and lucidly explained.

8. *Faculty Handbook:* The *Handbook*, and particularly those passages relating to partial affiliation and to appointment, reappointment and tenure, should be carefully analyzed and, where appropriate, rewritten.

9. *Departmental Cut-backs:* If cut-backs in individual schools or departments are necessary results of the financial situation, individuals in these areas should be given full information on how the decisions were reached, and by whom.

10. *Student Morale:* A constant source of complaint is the inaccessibility of some faculty members. Professors who come to campus two days a week are here roughly twenty-eight days a semester or about fifty-six days a year. There would be less ground for the charge that the University is designed for the convenience of its faculty rather than for the education of its students if two- or three-day faculty members devoted at least one additional morning or afternoon each week to discussion with students.

11. *Faculty Morale:* The disposition of the faculty will improve if the food in the Faculty Club does.

12. *Probation Notices:* In a time of relaxed attitudes toward attendance and grading, faculty members should be reminded periodically of the value of probation notification. Unanticipated failures make life difficult for students and for the Ombudsman.

13. *Joint Research:* Any faculty member engaged in research with a student should make certain that there is complete understanding on such questions as credit, copyright, royalties, use in dissertation, etc. Ideally, the faculty member will follow exactly the procedures of his department and school. If no such procedures have been formulated, the Dean should appoint a committee to seek advice from the University Council Committee on Research.

14. *Termination:* Termination procedures for A-1 and A-3 employees should be developed.

15. *Partial Affiliation:* The examination of problems relating to partial and full affiliation, initiated by this office some months ago, should be continued and the results made public.

16. *Fees:* Summer school fees and CGS fees should be thoroughly analyzed and, if appropriate, revised.

17. *Fees (b):* A committee should be appointed to analyze the question of payment for part-time study in the College. If the present policy is to continue—of permitting less than full tuition only in the most extraordinary cases—the *University Bulletin* should reflect the actual situation.

18. *Rules:* There are some rules (relating, for example, to certain scholarship benefits for children of A-3 employees, or to Library privileges for teaching fellows) that have achieved a kind of legitimacy by being more honored in the observance than in the breach even though they are not recorded in any documents. Such rules should not be considered inviolable until they are duly recorded in the appropriate places.

Anyone wishing to talk with the Ombudsman should either call (Ext. 8261) or go directly to the office, 3537 Locust Walk, a stone's throw west of Benjamin Franklin's statue, just before Locust Walk intersects 35th Street. If Dr. Conarroe is not engaged he will talk with anyone who seeks him out even if no appointment has been made. If he is occupied, the "caller" can talk with one of his assistants, Miss Kim Melnikoff or Mrs. Linda Koons, or can arrange with his secretary, Miss Ena Rosen, to see Dr. Conarroe at the earliest possible time, generally within a day or two.

DEATHS

DR. DAVID S. VAN PELT, who with his late wife Elizabeth Patterson Van Pelt was the major donor of the University's Charles Patterson Van Pelt Library, died September 26. The Van Pelts gave their gift in 1961 as a memorial to their son, who was a sophomore at the University when he died in 1952.

NAAMAN GRANDISON (June 4 at 62), since 1970 a janitor in the University Museum.

HARRY HILL (September 17 at 59), a janitor since 1969.

DR. PAUL C. KITCHEN (September 7 at 84), joined the University in 1913 as an instructor in the English department. During his 45-year career here, he served as assistant to both the dean and the registrar of the Graduate School. He became an emeritus professor in 1958.

JOHN F. SMITH (August 19 at 56), after a long illness. He had come to the University in 1953 and was most recently an assistant building supervisor in the Medical Labs Building.

SIMON A. WILLIAMS (August 21 at 59), for the past year a food service worker in the Dining Service.

GRANTS

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

AIR FORCE: A. MacDiarmid (Chemistry) "Paramagnetic Silicon Compounds" \$26,637 . . . D. Moulton (Monell Chemical Senses) "Factors Influencing Odor Sensitivity in the Dog" \$35,046.

PUBLIC HEALTH SERVICE: M. Mendelsohn (Radiology) "Radiobiological Technique in Human Cancer Therapy" \$86,328 . . . J. Blasie (Johnson Fdn/Biophysics) "Structure and Function of Membranes Involved in Vision" \$26,564 . . . R. Brinster (Animal Biology) "Veterinary Medical Scientist" \$7,000 . . . M. Burnside (Anatomy) "Development of a Cell Shape in Embryonic Epithelia" \$25,152 . . . M. Cava (Chemistry) "Indole Alkaloid Studies" \$28,019 . . . W. Cohen (Dental School) "Experimental Training for Dental Careers" \$250,000 . . . R. Davis (Chemistry) "Spectroscopic Studies of Metalloenzymes" \$28,362 . . . A. Fishman (Medicine) "Response of Lung to Injury" \$361,346 . . . R. Forster (Physiology) "Placental Exchange, Particularly with O₂, CO" \$42,459 . . . M. Goldberg (Medicine) "Renal Physiology and Renal Disease" \$92,976 . . . B. Goldreyer (Medicine) "Sino-Atrial and Atrial Arrhythmias" \$30,851 . . . F. Lief (Animal Biology) "Production and Delivery of Special Anti-V and Anti-S Serum" \$35,850 . . . O. Maller (Monell Chemical Senses) "Taste in Acceptance of Nutrients by Human Infant" \$28,042 . . . B. Marshall (Anesthesia) "Pulmonary Abnormalities Associated with Anesthesia and Trauma" \$25,000 . . . W. Mellman (Pediatrics) "Biochemical Genetics of Cultured Human Cells" \$59,590 . . . W. Mellman (Pediatrics) "The Incidence of Fetal Errors of Galactose Metabolism" \$29,937 . . . M. Nass (Therapeutic Research) "DNA Structure and Autonomy of Cytoplasmic Organelles" \$28,690 . . . L. Rowland (Neurology) "Neuromuscular Disease Research Program Project" \$304,981 . . . A. Noordergraaf (Moore School) "Computer Studies of Human Circulatory System" \$44,543 . . . D. Scott (Animal Biology) "Recruitment and Preparation of Disadvantaged Students" \$15,768 . . . E. Soulsby (Pathobiology) "Helminth Immunity—In Vitro and in Vivo Correlates" \$52,667 . . . A. Winegrad (Medicine) "Diabetes Training Grant" \$30,555 . . . T. Yonetani (Johnson Fdn/Biophysics) "Structure and Function of Hemoproteins" \$72,320 . . . D. Kronfeld (Clinic Studies) "Placental Transport and Perinatal Disorders" \$41,476.

OFFICE OF EDUCATION/DHEW: F. Davis (Education School) "Graduate Training Program in Measurement Evaluation and Techniques of Experimental Research" \$28,816.

SOCIAL REHABILITATION SERVICE: E. Carlin (Physical Therapy)

"Rehabilitation Training" \$36,000 . . . W. Dunbar (Physical Medicine) "Teaching and Traineeships in Rehabilitation Medicine" \$131,264 . . . N. Ellis (Physical Therapy) "Clinical Education Development Project" \$55,988.

AID/STATE DEPARTMENT: I. Kravis (Economics) "Studies Comparing Purchasing Power of Various National Currencies" \$48,000.

DEPARTMENT OF LABOR: A. Miller (Social Work School) "Analysis of Occupational Mobility Thru Use of Longitudinal Surveys Data . . ." \$107,878.

NATIONAL SCIENCE FOUNDATION: F. Charalampous (Biochemistry/Med) "Mechanism of Induction of Cytochrome Oxidase in Yeast" \$23,000 . . . H. Faul (Geology) "Fission-Track Tectonics" \$32,100 . . . Z. Harris (Linguistics) "Linguistic Transformation Project" \$48,800 . . . A. Joshi (Moore School) "Transformational Grammars—Mathematical Investigations" \$49,900 . . . H. Li (Biology) "Flora of Taiwan" \$8,400 . . . E. Mansfield (Economics) "Econometric Studies of Industrial Research and Technological Change" \$55,300 . . . J. Nachmias (Psychology) "Spatial Interaction in Human Vision" \$24,100 . . . H. Sato (Biology) "Molecular Assembly of Mitotic Spindle" \$15,700 . . . D. Williams (Psychology) "The Operant and Respondent Control of Non-Arbitrary Instrumental Behavior" \$39,000.

ACTION: A. Sullivan (Community Service) "University Year for Action" \$17,050.

PRIVATE FOUNDATIONS: MARKLE FOUNDATION: W. Melody (Annenberg School) "Study to Develop Economic Characterizations of Children's Television . . ." \$13,000.

SUMMARY: Contract and Grant Awards July—August 1972: 120, totaling \$8,154,563.

OCTOBER 16 DEADLINE

NSF UNDERGRADUATE RESEARCH PROPOSALS

New guidelines have been issued containing information and forms for use in preparing 1973 applications for the National Science Foundation's Undergraduate Research Participation Program.

Proposals must be received by the Foundation no later than October 16, 1972. For further information, contact the Office of Research Administration, Ext. 7295.

NSF 1973 GRADUATE FELLOWSHIP PROGRAM

Five hundred new graduate fellowships will be awarded by the National Science Foundation in the spring of 1973, NSF announced. The application deadline is November 27, 1972. Eligible candidates should not have completed more than one year of graduate studies.

Application Information and Instructions can be obtained by writing to:

National Research Council
Fellowship Office
2101 Constitution Ave. N.W.
Washington, D.C. 20418

NATO POSTDOCTORAL FELLOWSHIPS IN SCIENCE

The National Science Foundation has opened competition for the 55 NATO Fellowships to be awarded in February of 1973. The program is for scientific study or work at non-profit institutions in NATO countries other than the United States.

Application deadline is October 23.

For further information and application materials write:

NATO Postdoctoral Fellowship Program
Division of Graduate Education in Science
National Science Foundation
Washington, D.C. 20550



WATS FOR THE UNIVERSITY

Starting this week, the campus has WATS service for long distance telephone calls to 21 states and the District of Columbia.

WATS (Wide Area Telecommunications) is an unlimited form of long distance service for *direct dialing station-to-station calls* to specified geographical areas without an individual monetary accounting of each call. The campus Telephone Service has allocated a charge of 73¢ per month per instrument to cover WATS.

Availability:

Monday through Friday, 8 a.m. to 9 p.m. Switchboard is unattended Saturdays, Sundays and Holidays.

Service Areas:

Connecticut, Delaware, Georgia, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, New Hampshire, New Jersey (Area Code 201 and only the Trenton-Princeton exchanges within Area Code 609), New York, North Carolina, Ohio, Rhode Island, South Carolina, Tennessee, Vermont, Virginia, Washington, D.C., West Virginia.

Dialing Instructions:

a. Dial "1". This will advise our operators that you wish to use a WATS line. (Please dial "0" for all other calls requiring University operator assistance.)

b. Give the operator the *State* and *Area Code* you are calling so the proper service line may be used.

c. When dial tone is received, dial the call as you would from your home telephone: "1" plus area code plus seven-digit number. *Do not dial "9" when using WATS.*

Busy Condition:

Because of the high calling volumes, much of it simultaneous, WATS busy conditions may be anticipated. If your call need not be placed instantly, please wait for an open WATS line.

Long distance telephone calls cost the University about \$30,000 per month and we, collectively, spend about 115,000 minutes making long distance calls. Roughly, our long distance calls have cost about 26¢ per minute. That cost will be greatly reduced if all of us will make use of the new system.

—Joseph P. Burke

Study, 1958 to 1960 and again in 1969-70; and a Senior Fellow of the U. S. Public Health Service, 1959-60. He received the 1962 Nicholas Murray Butler Medal from Columbia, and was elected a member of the American Academy of Fine Arts and Sciences in 1965. He has held several positions in the American Psychological Association including service as chairman of its Committee on Academic Freedom in 1957. He was associate editor of *Psychological Review* from 1957 to 1962 and is a prolific and influential writer of articles and monographs in his field.

President Martin Meyerson said Dr. Asch's appointment was made possible by the University's reinvestment fund, established last spring through economy measures and reserved to permit the University to take advantage of "unique opportunities" for faculty additions.

DEDICATION: STOUTER TRIANGLE

Alumnus and donor Vernon J. Stouffer and classmates from the Class of 1923 attended dedication ceremonies Friday for the new Stouffer Triangle Building that houses Stouffer Triangle House. The new building at 38th and Walnut Streets provides a living/learning environment for 150 students with Dr. Joseph Bordogna as House Master in residence with his family; Continuing Education Director Charlotte Fiechter; and English Instructor Randolph Ivy.

It also offers two dining rooms—one for contract meals and the other open to all—and has ten shops and restaurants on its ground floor. Mr. Stouffer founded Stouffer Foods Corporation and has been chairman of Litton Industries' Food Service Group since his firm's merger with Litton.

DEDICATION: HARTENSTEIN ACTIVITIES CENTER

In memory of the late Paul B. Hartenstein, a 1923 alumnus who was director of Houston Hall from 1929 to 1939, a three-room suite of student meeting rooms on the third floor of the Hall was dedicated Friday as the Hartenstein Activities Center. The Center was funded by a bequest of the late civic leader and public official, and by the gifts of friends. One room in the suite is the Fernley Room, a memorial to T. James Fernley (Wh '42), given by his father, George A. Fernley, a Wharton School and Law School alumnus who was a friend of the late Mr. Hartenstein.

DEDICATION: MYERS CLINIC

The School of Dental Medicine dedicated the new Abe Charles and Samuel Myers Periodontics and Periodontal Prosthesis Clinic on Friday in the Burket Wing at 40th and Spruce Streets. It provides 20 operatories for restoration and rehabilitation of the oral cavity in advanced periodontal disease, and allows the School to give post-graduate training to as many as 20 dentists who wish to specialize in the field.

Funds for the \$250,000 clinic were given by the Myers Foundation and members of the Myers family; alumni, faculty and friends of the School. Six of the operatories are being named for the former faculty members, friends and family members of faculty members in the program: one for Dr. David B. Beaudreau and others in memory of the late Michelle Abrams, Marion Calbeck, Jean H. and Herbert N. Chacker, Abe E. Goldman and Elaine Melman. Participants in the ceremony included Mrs. Abe Charles Myers, widow of Mr. Myers, and Herbert Myers, chairman of the board of Climax Dental Supply Company.

NEWS IN BRIEF Continued

He has taught at Brooklyn College, the New School for Social Research, and Swarthmore, and held visiting posts at Harvard and MIT.

Dr. Asch has also been a Guggenheim Foundation Fellow, 1941-42 and 1943-44; member of the Institute for Advanced

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