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Greenfield Professor: Louis Pollak

President Martin Meyerson has announced the appointment of Louis H. Pollak as the first Albert M. Greenfield Professor of Human Relations and Law at the University effective July 1, 1974. The former Yale Law School dean, widely known for his work in constitutional law and human rights, will hold a University-wide chair without exclusive ties to any school or department.

Professor Pollak expects to teach undergraduate and graduate students as well as students in the Law School, where he will have his office and will participate fully as a member of the Faculty.

The Greenfield Professorship in Human Relations was formally established in May, 1972. Its history extends back to 1951, however, when the Albert M. Greenfield Center for Human Relations began functioning here. Several years ago, with the concurrence of the Albert M. Greenfield Foundation, planning began to convert the Center to an endowed chair.

Professor Pollak has been with the Yale Law School since 1955, and was its dean from 1965-70. He has been vice president of the NAACP Legal Defense Fund and a member of the New Haven Board of Education, and advisor to the United States Civil Rights Commission and to the New Haven Human Rights Commission, which he headed in 1963-64. More recently he served as Chairman of the section on individual rights and responsibilities of the American Bar Association. In 1966 he published *The Constitution and the Supreme Court: A Documentary History*.

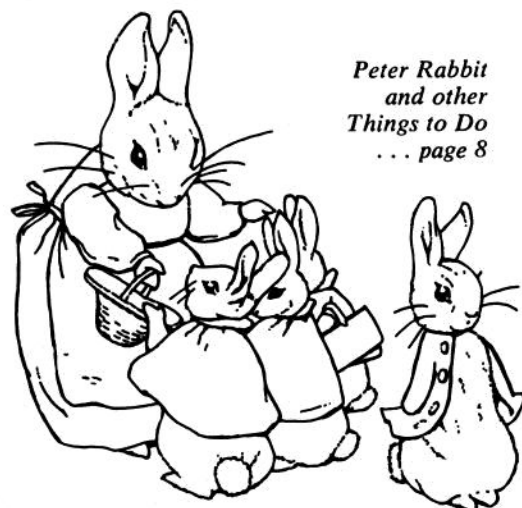
Measey Professor: Alfred Fishman

Dr. Alfred P. Fishman, Professor of Medicine and Associate Dean of the School of Medicine, has been named the first incumbent of the William Maul Measey Professorship in Medicine. Dean Alfred Gellhorn has announced. Dr. Fishman is also director of the cardiopulmonary division of the Hospital of the University of Pennsylvania.

The Measey Professorship was endowed in 1967 by the Benjamin and Mary Measey Foundation, which for many years has given financial aid to medical students at the University.

Dr. Fishman has made important contributions to the understanding of pulmonary edema, finding a direct relationship of the condition with heroin overdoses, shock brought on by battlefield wounds, and even drastic changes in altitude. He currently directs the new Specialized Center of Research on Pulmonary Diseases at Pennsylvania, one of 17 in the country funded by the National Heart and Lung Institute.

As Associate Dean of the medical school, he is responsible for coordinating research projects throughout the medical center, to avoid duplication and foster cooperation among investigators with similar interests in different disciplines.



*Peter Rabbit
and other
Things to Do
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Partial Action on Black Presence

At its March 7 special meeting on the Development Commission report, Council covered seven more of the 94 recommendations, choosing the administration's Implementation statement on black faculty recruitment and adopting resolutions on black admissions and advising services.

Dr. Vincent H. Whitney also presented the Educational Policy Committee's report on Commission recommendations concerning undergraduate education, graduate education, and endowed chairs.

That report could not yet be acted upon, since by-laws require five days' notice, but its language was incorporated in one motion passed on #32 and #33 (selection of graduate programs for strengthening). Dr. Jean Crockett's motion was for Council to await the criteria being developed by the Academic Planning Committee before responding to #32 and #33, but to urge (from the Whitney report):

a. that all departments, graduate groups, and program units have the opportunity to comment on these criteria and to make suggestions to the Council and to the Provost for their possible revision or for alternative procedures;

b. that under whatever criteria or systems of evaluation are used, all departments, graduate groups, and program units have full opportunity to present their case to an appropriate faculty committee for strengthening, retention, or other desired action;

c. that great care be taken in the selection of members for any committee charged with defining core areas of the University or with applying evaluative criteria to particular departments, graduate groups, and program units. Such actions go to the heart of the educational process in the University and therefore necessitate faculty input in the selection of any such committee to insure that it can provide representation for all parts of the University.

On #36, "that the Dean of each professional school appoint a planning and evaluation committee for his/her school," Council passed Dr. Crockett's resolution that "professional" be stricken and "the Dean of each school be encouraged to appoint" such a committee.

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LETTERS

ON HOBSTETTER ON FRANKEL

In replying to Sherman Frankel's February 13 article on overhead, John Hobstetter put forth two important maxims on which he bases his argument (*Almanac* February 27). The first is that the University should remain solvent and should pay its faculty and staff fairly. Who could argue? The second is that no part of tuition or income from endowment should be used to subsidize the federal government's research. This also seems obvious, but in fact it is a gross distortion of the relation between the supporting agencies and faculty research. As an alternate maxim I suggest that research and scholarship are as much a part of what makes us a University as teaching. In the last twenty years or so a large fraction of the University's research has been partially supported by the federal government. That support has come for research in a wide variety of disciplines and topics. In fact *Almanac* periodically lists new projects recently funded both by the government and by others and I see no difference in subjects or areas by source of funds. These funded projects are, as far as I know, all projects initiated by the faculty members, based on their intellectual abilities and perception of the problems in their disciplines. Why does the government fund these, then? Perhaps I am naive, but I believe they do so because they really think that finding the sources of cancer, or understanding better the basic forces between elementary particles, or the logical structure of language will contribute to the intellectual strength of all. To call these projects the federal government's research, as if it were work on the relative merits of grades of khaki arrived at behind barbed wire fences, is strange indeed. If there is mission-oriented research in the University, then of course it should pay all its expenses no matter who funds it, but most of the money the government has put into University research and scholarships has gone to support the kind of pure investigations that belong at the University and can best be done here.

Much of the intellectual vitality at Pennsylvania and at most other large universities today owes its existence in large measure to federal support that has come, by and large, more generously, with better understanding of the role of scholarship at the University, and with fewer strings attached than the support from any of the traditional quarters. It is true that much of the federal support comes in the form of contracts. They are worded as if the federal government were hiring the University to do something. But in fact, in the cases I know, the faculty member initiates the contract. He writes it according to his perception of the problem. It is stringently judged by a peer group on its intellectual merits before it is funded, and in the end the only thing the government requires in terms of "delivery" on the contract is that significant work be done in order to be considered for renewal and even then not necessarily along the detailed lines spelled out. To label this the federal government's research is to confuse the form with the content.

Of course the problems of balancing the intellectual and financial books of the University are not simple. Just because research and scholarship are one of our jobs is no reason to accept every intellectually valid grant if in doing so we will be required to commit so much of the University's own resources as to short-change other of our activities. But this is not an attitude special to research support. We should not embark on educational programs or extracurricular programs that take excessive amounts of our resources. We should not accept alumni gifts that will cost us too much to maintain. We must carefully manage our resources if we are to follow Hobstetter's first maxim and remain solvent. We must decide carefully which activities should receive support and from which funds. We must not embark on programs that will take more than their "fair share." But in deciding how to do all this we must have a clear picture of what the University is. I believe research and scholarship are near its heart, and to call a large fraction of it "the research program of the federal government" seems to me to miss this point.

—Ralph D. Amado, Professor of Physics

COMMITTEE ON OVERHEAD

An *ad hoc* Subcommittee on the Recovery of Overhead Costs on Research Grants and Contracts has been created by the Committee on Research to bring constructive faculty input to the issues and problems associated with University overhead. Subcommittee members are:

Charles E. Dwyer, Chairman
James J. Ferguson, Jr.
Sherman Frankel

ON UNDERGRADUATE EDUCATION

Almanac recently printed an amendment to the McGill Report which I presented at a University Council meeting. The amendment opposed those portions of the report which would elevate the role of teaching in appointments and promotions. I have had an indignant letter from an old friend taking me to task for not being more concerned with undergraduate teaching at the University of Pennsylvania. I would not like the impression to be left with any of your readers that I do not share in the view that a high quality undergraduate program should be a major objective of our University. I would therefore appreciate it very much if you could find the space to print the statement I prepared for the Council in support of my motion.

—Irving B. Kravis, Professor of Economics

AN AMENDMENT TO THE MCGILL REPORT

I, too, am in favor of excellent teaching. More, I think the University and individual faculty members are remiss as long as we do not find a way to give our undergraduates an outstanding educational experience during their years at Penn of which we and they can be proud. Where I differ from the McGill report and from students and others who have similar views is on the means by which this end is to be attained. They think the way to accomplish it is to elevate the weight given to teaching in tenure and promotion decisions; I do not.

The quality of the University of Pennsylvania depends on a faculty that offers intellectual leadership in the nation and the world more than it depends on any other single factor. Across the nation, the universities with outstanding scholars and intellectual leaders are the best universities. They are the best in scholarship, and the best, among universities, in the quality of undergraduate education. Within the University of Pennsylvania the departments that have been most highly ranked in scholarship by external peer groups tend to be the ones that are regarded by students as offering the best undergraduate programs. At Penn and elsewhere, excellent departments tend to offer excellent teaching and mediocre departments, mediocre teaching.

None of this is to deny that the students and the Administration and the faculty itself must guard against the temptation of the faculty to favor graduate education and research at the expense of undergraduate education. A great deal has already been done to right the balance of internal priorities, and I favor continued emphasis on undergraduate teaching and encouragement to departments and faculty to join fully and wholeheartedly in what is after all one of the great functions of a university.

The pressures to reward teaching with little or no regard to intellectual leadership may in individual cases keep outstanding teachers at Penn. Every such appointment to tenure rank, however, runs the risk that even the truly outstanding teacher as he takes his place in the personnel decision-making process will not have the motivation or the discernment to help his colleagues identify and attract men of first intellectual calibre. In the not so very long run, the abandonment, to any general degree, of a criterion of intellectual leadership in faculty personnel actions is not a means of getting excellent teaching. It is rather a path to a mediocrity in teaching as well as in research.

I, therefore, propose the following amendment to the McGill report:

The overriding objective of the faculty appointment and promotion policy and procedures should be the recruitment and re-

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The Director of Residential Programs has prepared the following set of answers to questions frequently raised about the University's new programs in residential learning, sponsored by the Office of the Vice Provost for Undergraduate Studies.

Questions and Answers on Living-Learning Programs

by Margo Marshall

What is a living-learning program?

It is an environment in which the residential life of undergraduates is brought closer to their academic and intellectual concerns, through the participation of resident or affiliated faculty, graduate fellows, special cultural and academic events, or curricular opportunities.

When did living-learning programs begin at Pennsylvania?

The first two living-learning programs were initiated in the academic year 1971-72. Van Pelt College House came into being as a result of the efforts of a small group of students and faculty members, several of whom had been involved in somewhat similar environments at other institutions. A modest pilot project also was established at Hill House. The product of a proposal submitted by an *ad hoc* faculty group, the program at Hill House sought to provide a rational introduction to the University for over 500 members of the freshman class.

How many living-learning programs currently exist on the Penn campus?

There are seven programs currently in operation (See Appendix I). Five of them came into being in September, 1972: Stouffer College House, the DuBois Residential Program, Whitefield House, the International Floors, and the High Rise North Project. Hill House was solidified and strengthened and had its first master appointed in 1972. Van Pelt College House was then beginning its second year of operation.

What is the current population of living-learning programs?

Currently there are 1,165 students and twelve faculty members living in the programs. In addition there are seventy faculty members actively involved with the programs as affiliates. Five A-1 administrators also live in and play a major role.

What percentage of the total undergraduate population in residence lives in living-learning programs?

Currently the figure is 26%.

Who runs the programs?

Although most programs were either in operation or in the planning stage before he took office, the Vice Provost for Undergraduate Studies has jurisdiction over the activities and personnel of most of the living-learning programs. A major exception is Hill House, where the responsibility is shared with the Director of Residential Life. The Director of Residential Life assists in the maintenance and operation of the physical facilities housing the programs. The Vice Provost's responsibilities are delegated to the Director of Residential Programs, Mrs. Margo Marshall.

How do the programs differ from one another?

Some are essentially *projects*—temporary experiments of

one or several years' duration. Whitefield House, for example, is a one-year experiment to discover the suitability of the high rises for freshman living. Half of those in the project are freshmen. The DuBois Program aims at providing a bridge for Black students and others between a home environment and the environment of the campus. It is for freshmen and sophomores only. A decision on its permanence is to be made soon. Also in the category of temporary projects are the International Floors and the High Rise North Project. The latter was created for one year only to cope with an overflow of freshmen requiring residence space. There are three *permanent programs*—Van Pelt College House, Stouffer College House, and Hill House. Van Pelt College House and Stouffer College House involve students from all four classes while Hill House is composed primarily of freshmen, having only about twenty upperclassmen at present. During the coming year, approximately 10% of Hill residents will be upper-class students. Since each program represents a different residential option, the fact that they share a general sense of direction does not preclude their having different immediate goals and concerns.

How are the temporary programs organized?

The structure of the DuBois Program is somewhat similar to that of Stouffer and Van Pelt, with a part-time administrative fellow, graduate fellows, but currently no master. The other projects are under the direction of resident faculty members or administrators, and include resident resource people. In these other projects, no salaries are paid for the assistance rendered, but accommodation is provided without charge.

What is the internal organization of the permanent programs?

Each of the three permanent programs is under the general jurisdiction of a master appointed by the President of the University. Professor Joseph Bordogna (Electrical Engineering) is resident Faculty Master of Stouffer College House, Professor Richard Solomon (Psychology) is the Faculty Master of Van Pelt College House, and Professor Edward Peters (History) is Acting Master (non-resident) in Hill House. Hill also has a full-time director, whose functions are similar to those of the directors of other campus residences, but who also plays an important role in programming, along with the part-time program director of Hill. Each house has a complement of graduate fellows, and there are three additional faculty fellows resident in Van Pelt, and two in Stouffer.

Do the masters and faculty fellows receive a salary?

There is no direct compensation for any faculty members involved in living-learning programs. Faculty members resident in programs receive their accommodation free, as part of their function in the programs, and this is supplemented by a partial meal contract similar to that of the students living

in the program. In Hill, Van Pelt, and Stouffer, resident and non-resident faculty are provided with a number of meals so that they can eat with students, who all have mandatory dining contracts.

What is the nature of faculty affiliation?

The nature of faculty participation in the houses varies from program to program. For example, at Hill House the faculty master and faculty council are responsible for directing the academic program and assisting in the planning for future development. Each of the thirty-four faculty fellows is assigned to one of Hill's four houses and has the opportunity to work with the staff of that house. To facilitate faculty-student interaction, funds have been set aside to provide meals for faculty fellows. Although faculty members are urged to extend their involvement in any way they desire, minimal responsibilities include:

- 1) joining Hill students for meals approximately once a week.
- 2) participating with other faculty fellows and students in planning programs for this and future years.
- 3) participating in some of the social and academic activities at Hill.

The House provides a number of opportunities for student-faculty interaction ranging from weekly sherry hours to lectures by non-fellows like Edward Banfield. Many of the fellows have themselves given one-night seminars in the House and worked with students on credit independent study programs within their departments.

How are the activities of the programs linked with the undergraduate curriculum?

Each of the programs is beginning to develop its own particular style. This term the W.E.B. DuBois Residential Program and the English Department are jointly sponsoring a course, taught by Burney Hollis, faculty member in residence, which is open to all University students; this course is housed in DuBois. The International Floors have specialized of late in non-credit language classes. A psychology class taught by one of the resident resource persons has formed one of the main activities of Whitefield House. Over thirty University courses each term, including freshman seminars and a specially designed course in Criminal Law are currently being offered for Hill students. Stouffer College House is developing an interdisciplinary thematic purpose that enhances its activities. But while courses and concerts, lectures and seminars are an important part of the life of a DuBois Program or a Van Pelt House, the most valuable activity of all may well be the new opportunity for extensive informal contact with visiting faculty affiliates, and for a sense of community, communal experience, and intellectual stimulation among the members of the various programs.

What are the plans for the coming year?

Whitefield House and the High Rise North Project, both of them temporary projects, will come to an end in May 1973, and will be replaced by the Arts Program, which will be concerned with music and the visual arts and will occupy two floors in Harnwell House; by the French Floor, and by the Spanish Floor (See Appendix II). The French and Spanish residential programs will house about thirty-five students each and will be located in Harrison House. They will operate under the auspices of the Department of Romance Languages. These new projects, accounting for about 150 students, will be incorporated into the living-learning programs at no additional cost to the overall budget. The three permanent programs, Van Pelt College House, Stouffer

College House, and Hill House will continue, and so will the DuBois Program and the International Floors.

What are the other long-term plans?

Temporary projects will continue to operate on individual floors of the high-rises. If successful, they may achieve permanent status in the context of one of the new colleges, or they may move to a permanent location elsewhere (a former fraternity house, for example, might provide an ideal setting for a language house).

How does the Report of the Development Commission affect long-term plans?

The Report of the University Development Commission has called for the raising of endowment for a total of six colleges, four of them in the Quadrangle. To these six, the document "The Implementation of the Development Commission Recommendations" has added Hill House. It is clear that the development of this program will be best established through outside funding, since current operating resources are already strained. The raising of funds, in addition to facilitating the renovations of the Quadrangle, should also make possible a gradual reduction in the amount of budgeted money currently going to living-learning programs.

How are the programs budgeted?

The programs are financed through the budgets of the Vice Provost for Undergraduate Studies and the Director of Residential Life in the Office of the Dean of Students. The Vice Provost's budgetary resources for living-learning programs consist of "new" money allocated in 1972, and "old" money transferred from the Residential Life budget.

What is the size of the Vice Provost's budget for living-learning programs, and what are its components?

The budget totals \$184,006. Much of this money, as will be evident from the details below, would be spent in any case on normal residential services and support mechanisms. Apart from lost rentals, which make up the greater part of the budget, \$20,700 is spent on program money, \$16,100 on stipends, and \$12,900 on A-4 staff assistance. These latter figures represent an expenditure of \$42.66 per student. It should be noted that lost rentals do not represent "hard" money; \$134,306 is the amount of money deemed to be lost to Residential Life because rooms are occupied by faculty members, graduate fellows, and others rather than by undergraduates. The following table gives the total cost to the Vice Provost's budget of each of the programs:

Program	Number of Students	Total Budget Allocation
DuBois Residential Program	91	\$34,292
Hill House	577	52,734
International Floors	72	500
High Rise North Project	63	4,942
Stouffer College House	128	42,000
Van Pelt College House	165	44,338
Whitefield House	69	5,200

What part of this cost is directly attributable to the existence of the living-learning programs?

The new costs, additional to those normally expended on the residence program, obviously vary among the different living-learning programs. In Hill House, for example, the total combined budget of the Vice Provost and Residential Life is \$78,133. Of this sum, \$58,078 represents normal program costs, which would be incurred whether or not there were a residential learning program in the building. The costs associated with the living-learning programs itself are \$20,055. These new costs represent 26% of the present Hill budget. A breakdown of these figures follows.

Normal Program Costs

	Vice Provost's Budget
1. Director's Apartment	\$ 4,005
2. Rent for Counselor Accommodations	25,074
3. Program Money	2,000
4. Second House Apartment	3,600
	<u>\$34,679</u>

Residential Life Budget

1. Orientation for Staff	\$ 940
2. Program Money—Counselor Meals	4,000
3. Stipends for Counselors	12,850
4. A-4 Staff Assistance	1,780
5. Allocation of Residential Life Staff Budget	3,829
	<u>\$23,399</u>

Costs Attributable to Living-Learning Programs

1. Program Coordinator (Including meal contract)	\$ 2,936
2. Educational Funds	6,600
3. Faculty Fellow Meals	4,464
4. Rent for Faculty Accommodations	6,055
	<u>\$20,055</u>

If Hill did not house a living-learning program, the standard operating costs of \$34,679, currently on the Vice Provost's budget, would revert to the Residential Life budget, and income associated with the compulsory meal contract required of every student by the Hill program would of course be much reduced.

Estimates for the other permanent living-learning programs are not included, because Stouffer and Van Pelt were never established as normal counseling units within the Residential Life Office; therefore, it is difficult to determine accurately the normal program costs for these buildings.

What are the plans for evaluation?

The Provost's Committee to Evaluate Residential Programs, appointed by the Provost and chaired by Professor Erling Boe (Education) is only one of a number of groups currently visiting, interviewing or discussing the various programs and their residents. The Boe Committee, which includes representatives of the Senate Committee on Students and is soon to be augmented by representatives of the Academic Planning Committee, is due to report to the Provost in April. It is hoped that this committee will provide advice on methods of conducting ongoing evaluation of residential programs, and give some sense of their relative importance to the undergraduate programs.

How can faculty members become involved in living-learning programs?

They should turn in the first instance to Mrs. Margo Marshall, Director of Residential Programs, 106 College Hall (594-6081), or directly to one of the programs.

APPENDIX I: PRESENT PROGRAMS

THE W.E.B. DuBOIS RESIDENTIAL PROGRAM is located in a portion of the Low Rise North Residence Hall. This Program is designed for students who have a particular interest in and commitment to Black culture and a particular need for the educational opportunities and services which the Program and its environment provide. By promoting intellectual, personal and social development through educational activities, both formal and informal, the project hopes to maximize the potential benefits of college life for its participants. Resource counselors who are graduate students are available for both academic and personal counseling and have information covering other advising services, e.g., vocational, tutorial, medical. The resource staff acts

as a sounding board and catalyst for programs and ideas developed by students and other staff members. The W.E.B. DuBois Residential Program has had in residence two faculty members, who have conducted informal seminars and discussions in their fields. In addition, the following programs have been implemented in DuBois: a speaker's forum which relies on faculty members and various experts in the Greater Delaware Valley; the Paul Robeson Library of African Resources, carrying books, magazines and documents on the Black experience; the Black Drama Group; the Black Literary Circle, which has published the magazine ULOZI, the Gospel Choir; an exhibit of Black art. Finally, the DuBois Program provides a chance for individual growth and development while still promoting community spirit and self-help among the members of its community.

THE HIGH-RISE NORTH FRESHMAN PROJECT was created as an emergency effort to house sixty-three freshmen for whom rooms did not exist in the Quadrangle or Hill House. Dr. Richard Beeman of the History Department and his family live in residence. An academic aura surrounds the project because of Dr. Beeman's presence and the speakers which are scheduled on a weekly basis. The topics discussed encompass a wide range of material, such as the general possibilities inherent in a university and pre-medical education. Dr. Beeman has been called upon to do a significant amount of academic advising. This temporary program will be discontinued at the end of this term.

HILL HOUSE is a residential and academic community for over 500 men and women students. In 1972-73 the educational program of the House consists of a wide variety of activities including a special credit seminar on the legal process, an informal urban studies film series, a pre-med society, a women's study group, and a series of supper seminars. These are part of an ongoing program of seminars, lectures, concerts, and other related activities supported by a Faculty Master, Faculty Fellows, resident staff and students. In addition, there is a more formal academic program which includes University course offerings housed in Hill, the teachers of which serve as Hill House Faculty Fellows. These Fellows participate in the Hill program on a regular basis, thereby providing numerous possibilities for faculty-student interaction. Within the Hill program there are also opportunities for students to pursue Independent Study projects sponsored by a Hill House Faculty Fellow.

The physical facilities at Hill include music practice room, laundry facilities, study areas, ceramic studio, photography darkroom, house kitchens, snack bar and dining room. Residents are required to purchase a dining contract of 10 or 15 meals per week, for the full academic year.

The program at Hill House was conceived in an effort to aid students in utilizing the extant opportunities of the University in order to broaden their scope of inquiry and further extend their educational experiences outside the classroom. Advised by a series of student committees, this program allows residents to add to the richness of intellectual and social life at Pennsylvania in a manner commensurate with their interests and concerns.

THE INTERNATIONAL PROGRAM, located on the 21st and 22nd floors of Harnwell House, is a group of American and foreign undergraduates. The program is a cross-cultural living experience comprised of three components. The first involves countries and current international problems. At every Sunday brunch an aspect of a different country is presented. Informal seminars are led by students themselves, invited guest lecturers from the University community, and diplomatic personnel. Non-credit language classes in French, German, and Spanish are an integral part of the academic component. The third component involves organized social activity including volleyball games, international dinners, and bi-monthly sherry hours with the international community. Members of other living-learning programs, residents of Harnwell House, and the international community at Penn are invited to attend many of these gatherings.

While the privacy of each apartment is respected, students are expected to participate in, and contribute to this international life-style. The aim of this project is to promote better understanding between cultural groups, and to provide individuals with the experience of cross-cultural exchange.

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STOUFFER COLLEGE HOUSE offers a living-learning environment centered about a small, co-educational community of 128 undergraduates, six graduate fellows, and three faculty families. To foster this sense of community, house members dine together four nights a week and participate in programs designed to reflect different social, cultural, and academic interests. Stouffer's thematic purpose is to identify and examine major social problems from a multidisciplinary perspective. In 1972, such seminars as "Modern Music and its Social Responsiveness," "Popular Literature, Popular Culture and Society," and "History and the Methodology of the Physical Sciences" drew upon the diverse strength and skills of house residents, encouraging a sense of common purpose and emphasizing the mutual dependency of individuals and disciplines which our complex environment requires. This central program is supplemented by athletic and social activities, but in all of Stouffer's activities there remains one paramount goal: to create diversified yet cohesive community in which all residents share the opportunity and responsibility to enlarge their social and intellectual perspectives. The physical layout of Stouffer complements its objectives, offering a unique combination of privacy and community. There are 112 singles and eight doubles; all rooms are carpeted, air-conditioned, and comfortably appointed. The building itself is divided into six sections of approximately twenty-one students each, and each section has a lounge and kitchenette which encourage informal get-togethers. There are current preparations for a computer terminal, a dark room, and a permanent crafts room, facilities which can be incorporated into next year's thematic plans. Thus Stouffer increasingly offers its residents the opportunity to explore new problems, or old problems in new ways. Students who wish to extend their learning experiences and are willing to accept responsibilities of community life can here create an atmosphere conducive to their social and intellectual growth. All Stouffer residents are required to buy a meal contract of 5, 10 or 15 meals a week, as a condition of residence.

VAN PELT HOUSE offers many special opportunities for enriching the University experience. There are some thirty faculty affiliates who are involved in the life of the House. The resident faculty members and graduate students have been selected from a wide range of fields, such as History, Psychology, Fine Arts, Business Law, Computer Sciences, and Music, and often lead or participate in informal seminars in the House. In addition, a guest suite houses distinguished visitors.

Students have an opportunity to organize and to participate in many kinds of activities. The House has rooms for lectures and seminars, musical practice and performances, photography, pottery etc. There is a budget for student-initiated activities, administered by a student-selected House Committee. It is above all the students who shape the atmosphere of College House, its ways of doing things, and who make it a stimulating and human place to be. College House exists as much to foster individuality as community, and it is a good place for private as well as public enthusiasms.

College House residents dine together four nights a week, (Mon.-Thurs.). This is essential to the personal and intellectual purposes of the House.

WHITEFIELD HOUSE occupies the first and second floors of Harnwell House. It involves sixty-nine students, of which thirty-two are freshmen. The staff members are Professor Gerald Meyers, Assistant to the Dean of the College; his wife Patricia Meyers, Director of Academic Programs in the Office of the Vice Provost for Undergraduate Studies; Martha Law, a chemistry graduate student who is also a performing musician; her husband, Dennis Law, a fourth-year medical student; and William Mitchell, a graduate student in a combined MD-Ph.D. program.

The purpose of this project is to test two things: 1) the possibility of running a significant academic project in the high-rises, and 2) the feasibility of housing freshman in a program in the high-rises.

The staff depends largely on student initiative and demand in organizing the academic and cultural events. A number of informal classes on a wide range of topics has been started; they include classes in classical music, yoga, travel and foreign experience, and Chinese cooking. Activities of the project include Sunday brunches and a weekend trip. These activities all include

faculty. Likewise there are weekly sessions with faculty and semi-weekly performing arts programs. This term William Mitchell is teaching Psychology 262 in Whitefield. The course was stimulated by interested project students. Psychology majors have also joined the course.

This temporary program will be discontinued at the end of this term. Many of the students who live in the program are retaining rooms on the first two floors of Harnwell House in an attempt to try to keep the program alive although it will not be funded.

APPENDIX II: FORTHCOMING ADDITIONS

During the academic year 1973-74, the ARTS PROGRAM, located on the 13th and 14th floors of Harnwell House, will house seventy undergraduate students who are genuinely interested in music and/or the visual arts.

The main criterion in the selection of students will be their active interest in the visual arts or music; and the program hopes to draw students from a wide variety of academic disciplines. A major purpose of the Arts Program is to offer support and community to these students through special facilities, resource persons, activities, and the diverse interests and talents which the students themselves will bring to the Program.

For students interested in the visual arts, a young professional visual artist will join the resident staff and live on one of the program floors. A three-room apartment will be set aside for his studio and art library, a studio for program students, and a fully-equipped photo dark room. There will also be opportunities for discussions with University faculty and artists from the community, and field trips to museums and galleries. A number of exhibits will be planned, using in-house works and the works of artists from the outside community.

For those students whose avocation is music, the facilities will include three practice rooms equipped with "good" pianos—two of which will be used exclusively by program students. A professional musician will be available at least once a week to work informally with chamber music groups, and to help with musical activities that the students may want to develop. There will be a number of free Academy of Music concert tickets, and opportunities for discussion with musically knowledgeable faculty and guests. Tentative arrangements are being made to offer a course for credit in the playing of chamber music for the Spring semester of 1974.

A FRENCH FLOOR and a SPANISH FLOOR, located on the first two floors of Harrison House, will offer a living-learning experience to the student who has completed level 4 or its equivalent in the language. Each floor will be staffed by three Resident Fellows (two native speakers, and one American graduate student in the language) and will have a Faculty Master and Associate Fellows from a variety of fields related to the language/culture of the country. Students will be required to speak the language in "public places" (the lounge, the staff residence and the hallways). However, it is not necessary for students to be majors—in fact, diversity of backgrounds is considered a strength. To make the experience truly valuable, students who wish to participate should plan to enroll in a section of French or Spanish 21 (Perspectives in Literature) or of French or Spanish 12 (Advanced Language) to be given in conjunction with the program. Because of available kitchen facilities, meal contracts will not be required, but at least one communal meal a week will serve as an excellent occasion for conversation with Fellows, slides, lectures, etc. Lunch tables at Stouffer or Class of '28 will provide additional opportunities to meet and speak with Associate Fellows.

WHARTON CONSIDERS CURRICULUM MARCH 27

The Wharton Faculty in its February 20 meeting did not reject the proposed new curriculum, as reported in campus press, but remanded it to committee with instructions (a) to set forth more clearly the educational philosophy underlying the programs and tie this philosophy with operational parts of the program; (b) provide maximum opportunity for the individual student to lay out a planned program over four years and (c) see that the proposed program is no less rigorous than the program it replaces. Dr. Thomas Schutte heads the committee of faculty and students which will report back March 27 to the Wharton Faculty Meeting.

LETTERS continued

tention of a distinguished faculty. While the means to this end may vary, particularly in some professional schools, generally the objective will be met by stressing intellectual leadership as the chief criterion. Those parts of the McGill report which are inconsistent with this, notably the provisions for elevating the role of teaching as a criterion and the provision facilitating promotions for administrative reasons, are superseded by this amendment.

—Irving B. Kravis

NOTE: Dr. Kravis' motion did not carry as proposed, but the first two sentences of it were incorporated into Morris Mendelson's motion that "Adequate weight should be given to both teaching and research . . . but the weights need not be the same in all parts of the University and should be determined by the individual faculties." For the full text of the resolution see ALMANAC February 20.—Ed.

AN OPEN LETTER TO DR. HENRY WELLS, CHAIRMAN OF THE FACULTY AFFAIRS COMMITTEE

The Faculty Grievance Procedure submitted by the Faculty Affairs Committee to the Steering Committee of Council and printed in *Almanac* February 20, 1973, is unacceptable to WEOUP in its basic structure. The primary impetus to development of a grievance mechanism is the University's obligation to establish institutional grievance procedures for complaints relating to discrimination. To choose a Commission to investigate complaints of sex and racial discrimination, the Faculty Affairs Committee has turned to the Senate Advisory Committee, a group elected by a fully-affiliated professional faculty which at last count (Cohn Committee report) was 93% male. Given the tendency of the SAC to appoint only tenured faculty to important committees, the pool of potential Commission members would be over 96% male. (While we do not have comparable figures for minority group representation among the faculty, it is reasonable to assume that 95% would represent a *minimum* estimate of the white faculty.) Therefore, the SAC nominees would tend to be precisely those members of the University community who have perpetuated discrimination at this institution.

The Grievance Procedure of the Faculty Affairs Committee is unsatisfactory even if one could grant its initial premise that a Commission including appointees of the Senate Advisory Committee will be responsive to problems involving discrimination. Some specific criticisms include the following (numbers refer to paragraphs in the original proposals):

1.1 The Commission must be empowered to handle grievances arising from failure to appoint faculty, as well as the grievances of faculty already appointed. Without this power, the Commission would not be able to consider an important aspect of noncompliance with the University's Affirmative Action Plan. In order to enable the Commission to consider such grievances, there must be a provision for complaints initiated by a third party (e.g. a faculty member at the University should be able to bring a complaint about a failure to appoint a woman or minority-group applicant).

2.1 As noted above, the proposal that the Senate Advisory Committee appoint the entire Commission threatens to perpetuate the status quo. However well intentioned that committee is in making the appointments, the resulting Commission will represent what, in the judgment of a group that has traditionally represented the white, the male, the tenured and the privileged, will be best for the black, the female, the untenured and the partially-affiliated. Yet it is from these groups that complaints before the Commission are most likely to arise.

It is time for the University to recognize the principle that one has a right to a jury of his or her peers. Untenured faculty below professorial rank (e.g., instructors and associates), as well as partially-affiliated faculty whose primary professional commitment is to the University, have a right to representation on the Commission; however, they are not members of the Faculty Senate and are not represented by the Senate Advisory Committee. Because of their small numbers, black and female faculty also do not have the ability to select representatives to the SAC. Therefore, at the

very least, half of the Grievance Commission should be chosen by the black, the female and the untenured faculty, as well as by those partially-affiliated faculty who make the University their principle center of professional activity.

2.4 If the Commission does not include a member who, in the plaintiff's opinion, can adequately appraise his/her case, the plaintiff will name to the Commission, for this case only, a single set of three additional faculty members, from which the Commission chairperson may choose one as a member of the Review Panel.

This procedure will truly take "the plaintiff's interest into account" rather than merely appearing to do so.

2.5 The plaintiff may designate a representative to assist in the proceedings, as may the party against which the grievance is lodged. The plaintiff must also have the right to appear before the Review Panel along with his or her representative. (We note that the right to have counsel present at hearings is guaranteed in the grievance mechanism for nonacademic personnel, *Almanac* March 6.)

3.2 The plaintiff may request the Faculty Grievance Commission to activate a Review Panel if six weeks have elapsed since the plaintiff sent a formal grievance letter to the Dean and the plaintiff has not yet received satisfactory redress of his or her grievance. This should eliminate the loopholes that might arise from the wording of 3.2. a, b, and c.

3.3a. To have access to all data pertinent to the complaint, to find facts and add materials to the plaintiff's dossier and the record of the grievance. In addition, the plaintiff must be apprised of all arguments against his or her complaint and have the opportunity to respond to them.

3.5 If the Provost (or the Provost's Staff Conference) rejects a recommendation of the Review Panel or fails to act on the recommendation within six weeks of its receipt, or if the plaintiff rejects a recommendation of the Review Panel, the plaintiff may appeal to an Appellate Panel.

3.5b. In the absence of any indication as to how the Appellate Panel is to be selected, the argument raised concerning 2.1 should be noted here.

More fundamental is the proposition that new evidence may not be admitted in an appeal. Presumably the writers of the procedure have adopted the form of the public courts, in which the appeal body reviews only the decision of the previous court. However, in the public courts the emergence of new evidence at any stage is treated so seriously that it is grounds for new trial and can lead to reversal of conviction. The courts do not propose, as this procedure does, that if evidence can be suppressed in the lower court it can be suppressed forever.

In some of the recent and present cases before the University's administration and its academic freedom appeal structure, for example, the inaccessibility of correspondence or the failure of departments to ask for or to forward letters of recommendation has been at issue. When a school-level academic freedom committee acts without such letters, and on appeal to the Senate committee the complainant is able to establish that they exist, the Senate committee can now reject them as "new evidence". They are in fact evidence that the previous deciders of the case acted without full information. Far from refusing such evidence, the appellate level ought to see it as the most serious grounds for reopening review or even for reversal of the lower body's decision.

It is unthinkable in an academic community that new information be rejected simply because it is newer than what was known before. If we acted that way as scholars we should never advance beyond endless reexamination of whether or not Scholar A made the best theory possible on the basis of what was known at a certain point in time. We can do that as a philosophical exercise, as part of the reexamination of processes, and no doubt should do so to keep a running reanalysis of this grievance process itself. But the grievance of an individual is not a philosophical exercise, nor is the University's determination of each man or woman's qualifications an exercise of that sort. So long as the case is still before the University, every effort must be made to achieve full knowledge of the person's credentials and of the behavior of those whose decision is being challenged. To do less is to set up an artificial game in place of rational examination.

—Cynthia Secor, Vice President
Women for Equal Opportunity at the University of Pennsylvania

COUNCIL continued

On #44, which called for resources in admissions to solve immediate problems and do long-term research on minority admissions, Council adopted the resolution of the Council Committee on Undergraduate Admissions and Financial Aid.

RESOLVED, that Council approves the intent of recommendation 44 of the University Development Commission report and consonant with the Administration's proposal specifically recommends that:

a. Research on the admission of students from minority groups be conducted within the context of the total educational experience of these students and, more generally, within the context of the admission and educational experience of all undergraduate students at the University.

b. An Office of Educational Research be established and funded to carry out such studies. This office should include in its staff persons from minority groups and should involve faculty members and students in short-term contributions toward the solution of particular problems of interest to them.

c. The Office of Undergraduate Admissions should be encouraged to intensify the recruiting of students from minority groups by increasing the resources applied to such recruiting. Furthermore, the Admissions Office should be encouraged to innovate with the aim of augmenting the applicant pool and increasing the percentage of those accepted who matriculate.

On #42 (an academic officer to devote two-thirds time to black faculty recruiting) and #43 (a black faculty investment fund of \$350,000), Council adopted Dr. Irving Kravis' motion to endorse the administration's Implementation report statement:

A faculty member with released time to assist in the identification of potential minority group scholars is part of the University's Affirmative Action Plan and will be selected this year. (A similar provision exists for women.) Should a potential faculty member who is black be acceptable to the department and the school in every way except for insufficient budget, reallocation funds should be made available to cover up to one-half the salary as prescribed in recommendation #43. This requires that the addition of black and other minority group faculty be accorded the highest priority within redevelopment budgeting.

Dr. Crockett's motion to approve #47 (that special programs for minority advising, orientation, special education and career counseling be adequately funded from pre-freshman summer to graduate study) passed after reports from Dean Alice Emerson and counselor Ruth Ann Price indicated increased use of the programs by students, increased faculty cooperation in identifying students who need help, and measurable academic improvement for students who use the present programs.

Debate was in progress on #49 (that each cost unit contribute a flat percentage to create operating budget for proposed programs on Black Presence) when Council adjourned.

The March 7 meeting ends the series of special sessions, and Council holds its regular meeting March 21 with the McGill Report now on the agenda. The Steering Committee will determine next steps on the Development Commission deliberations.

(NOTE: The full text of the Educational Policy Committee report will be published in ALMANAC next week, and the Academic Planning Committee's report on criteria is due early in April. Back copies of the issues containing the Commission Report (January 29) and the administration's Implementation response (February 20) are available on request.)

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THINGS TO DO

TALES OF BEATRIX POTTER. *Peter Rabbit* and other tales told on film by the Sadlers Wells ballet company, University Museum, March 17, 10:30 a.m. Free.

PHILADELPHIA BAROQUE QUARTET. Concert at the University Museum, March 18, 2:30 p.m. Free.

THE WOMAN POET. Terry Benes, Sheila Berman, Sharon Juninger and Laurie Marshfield. Fifth in a series of readings given on alternate Monday evenings until April 30, Catacombs, March 19 8:30 p.m.

ANDREW HOROWITZ, "The Role of the White House in Influencing Telecommunications Policy," Annenberg Colloquium with a member of The Network Project in New York City. Colloquium Room, Annenberg, March 19, 4 p.m.

DORIAN WOODWIND QUINTET. Concert, University Museum Auditorium, March 23, 8 p.m. Tickets for faculty and staff, \$1, at Houston Hall information desk.

NEW AMERICAN CINEMA. Film series arranged by Peter Feinstein, director of the University Film Study Center in Cambridge, Mass., with works by Mekas, Warhol, Brakhage. Annenberg Auditorium, March 24, 25, 26, 28-31, 7:30 p.m. Tickets: \$1, single admission, \$5, series, Annenberg Center box office.

GLORIA AND ESPERANZA, by Julie Bovasso. Avant-garde comedy and Obie Award-winner, Zellerbach Theatre, March 22-24, 28-31, 8 p.m. Previews March 20, 21, 8 p.m. Tickets \$1 with University identification, Annenberg Center box office.

ALL THE WAY HOME. Film based on James Agee's story of a death in the family, University Museum, March 25, 2:30 p.m. Free.

THEODORE HOFFMAN, "Performance as Communication". Hoffman, drama professor at New York University, will speak at the Annenberg Colloquium, Annenberg School colloquium room, March 26, 4 p.m.

CONTINUING EVENTS

MORRIS ARBORETUM. Registration is open for spring courses beginning March 19. New features are a Saturday gardener's clinic, with a different subject each week; gardening topics ranging from lawns to bonsai trees and non-technical courses in botany and horticulture. For schedule and tuition information telephone the Arboretum, 9414 Meadowbrook Avenue, Chestnut Hill, CH 7-5777.

YOUR FIFTEEN MINUTES. Sculptor Phillips Simkin will transform the entrance of the New Fine Arts Building into a public forum with marquee, spotlights, seating, and amplification provided. Members of the University community complete the sculpture by using the forum for anything that comes to mind. Reserve your 15 minutes at the ICA, Ext. 7108, for performances from March 23 to April 27.

VARSITY DINNER: MARCH 21

Penn's 36 Olympic athletes will be honored at the annual Varsity Club dinner at the Marriott Hotel on March 21. Captains of teams of 25 and 50 years ago will also be guests. Members of the University family are invited to attend. Reservations at \$10.00 may be made at the Alumni Relations Office, Ext. 7811.

A-3 ASSEMBLY: MARCH 22

Provost Eliot Stellar will be guest speaker at the March meeting next Thursday at 1 p.m. in Room 200 College Hall. A-3s will ask what part they might have in implementing Development Commission recommendations.

PARKING IF SEPTA STRIKES

In the event of the SEPTA strike scheduled this week, free parking will be available to University faculty and staff at garage #26, 32nd and Walnut Streets and River Field. Please show Penn identification to the attendant to gain admittance.