

# Almanac

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## Death of Dr. Dripps

Dr. Robert D. Dripps, Vice President for Health Affairs at the University and former chairman of anesthesiology at the School of Medicine, died Tuesday night, October 30, of a heart attack at 62.

"In the two years Bob Dripps headed Health Affairs his aspiration was to balance scientific and clinical programs and to further the ties among the five health schools. He devotedly pursued these directions with brilliance and humanity. The standards he set are a legacy to all of us at Pennsylvania, the University he loved so well. I know how immensely his other friends and I shall miss him," President Meyerson said.

Dr. Dripps combined teaching, research and international scholarship and service in a career that made him a Fellow of the Royal Colleges of Surgeons in both England and Ireland; a Lindback Award winner for distinguished teaching at Penn; and winner of the American Philosophical Society's John F. Lewis Prize, among other honors. The chair of Anesthesiology at the School of Medicine is named for him.

Dr. Dripps became Vice President for Health Affairs in September, 1972, having been acting vice president for the preceding year.

A graduate of Germantown Academy and Princeton University (1932), where he had recently served as a term trustee, Dr. Dripps earned his M.D. degree at Penn in 1936.

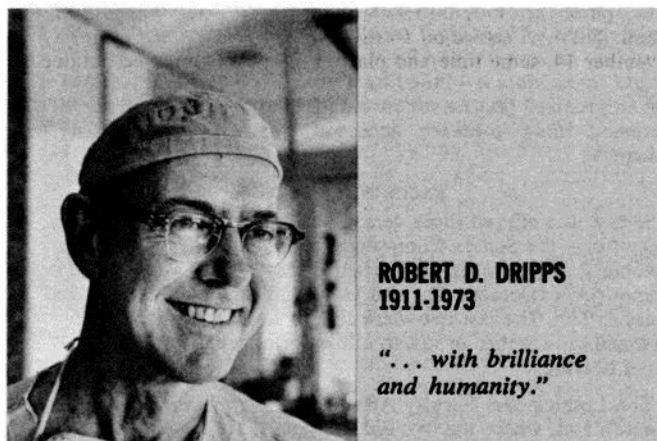
He served his internship at the Hospital of the University of Pennsylvania and at the same time was an instructor in pharmacology in the medical school. After a residency at Wisconsin he returned to Pennsylvania in 1942.

Dr. Dripps pioneered in developing anesthesiology as a specialty at the University, beginning in 1942 when he was the only physician anesthesiologist on the staff. By 1949 anesthesiology had become a separate department in the medical school with Dr. Dripps as its chairman. He was also a leader in curriculum innovations in the school.

In 1967, a grant from the National Institute of General Medical Sciences provided for establishment of the first research and training center in anesthesiology in the country under Dr. Dripps' direction. In its announcement of the grant, the NIGMS pointed out that ten former trainees of his department at Pennsylvania had become department chairmen elsewhere and 175 others had filled faculty posts in other medical schools. The center was established as a model for other such centers to be funded by the federal government.

Dr. Dripps was co-author of the foremost text in his field, *Introduction to Anesthesia* (4th edition 1972), and several other books. He wrote the chapter on "Therapeutic Gases" for the classic text, Goodman & Gilman's *Pharmacological Basis of Therapeutics*, and more than 100 scientific articles.

He held major positions in the scientific community, from chairmanships of the National Research Council's sub-committee on anesthesiology and the World Health Organization's drug evaluation group, to presidencies of the Association of University Anesthetists and the Pennsylvania State Society of Anesthesiologists. The American Society



ROBERT D. DRIPPS  
1911-1973

"... with brilliance  
and humanity."

of Anesthesiologists gave him its 1965 Distinguished Service Award.

He is survived by his wife, the former Diana Rogers, and two children, Robert D. Dripps, III, of Batesville, Va., and Mrs. Susan Dripps Stauffer, of Wyndmoor, Pa., and two grandchildren. In lieu of flowers Mrs. Dripps asked that contributions be made to the Robert D. Dripps Memorial Fund now being established. Dr. Raymond Saalbach, Ext. 7927, can be contacted for further information.

A memorial service at the University is to be arranged through Chaplain Stanley Johnson, Ext. 8456.

## Athletic Policy

The Task Force on Athletic Policy, set up in response to the Development Commission and Implementation reports last spring, has completed a 45-page report that recommends having the Division of Recreation and Intercollegiate Athletics report to the Provost and "making the DRIA a recognized and legitimate part of University life, rather than an alien and competitive appendage." The text will be published in full in *Almanac* November 13.

Tracing a history of ambivalence in University attitudes toward athletics and drastic swings in support for such programs, the report concludes that "... such vacillation is extremely costly and detrimental. Worse yet, it ignores history and compels us to repeat what has been laboriously learned and implemented by our predecessors."

Elsewhere, the report details administrative changes to give DRIA "ongoing attention by the administration" while maintaining essentially the present strengths in intercollegiate athletics. It also suggests strengthening the recreation programs, giving more attention to women's athletics, and integration of graduates and undergraduates in local intercollegiate sports for men and women.

The report—by Dr. Philip G. Mechanick (chairman), Dr. Henry Teune, Dr. Ralph Preston (ex officio) and former *Daily Pennsylvanian* editor Chat Blakeman—was based on extensive interviewing of faculty, staff and students, plus contact with alumni through the Development Office.

# SENATE

## Toward Grievance Procedures

Senate's October 31 meeting produced action on roughly half its agenda, but a special fall meeting will probably be called to cover the rest according to Dr. Paul Taubman, Senate Chairman.

### RACIAL DATA

Dr. Henry Hiz's motion that *The University should not keep a racial record of individual faculty members. If the University entered into an agreement with the government in this matter, it should renegotiate it*—failed by a vote of 60 to 40. (Professor Hiz emphasized that he supported the University's goals for an increased black presence here but opposed reporting on individuals.)

### FACULTY GRIEVANCE

Senate was offered three versions of a faculty grievance procedure—the Senate Committee on the Faculty's (*Almanac*, October 2 and October 30, revised); the Council Faculty Affairs Committee's (October 23) and Howard Lesnick's (summarized October 23). The last two were similar in most respects, but diverged on whether or not to allow for appeal after Inquiry Panel hearing.

The Lesnick and Faculty Affairs versions prevailed over Senate's and, where the two did not agree, Mr. Lesnick's procedures were chosen. The specific actions:

1. Dr. Henry Hiz as Chairman of the Senate Committee on Academic Freedom, Faculty Rights and Faculty Responsibility asked that his Committee receive appeals "only if they involved matters of academic freedom and responsibility." This passed by a voice vote, but was later amended after action on Section VI (a), below, limited the occasions for appeal.

2. Voting between the Lesnick/Faculty Affairs version and the Senate version of Section IV (a, c, d and e), Senate adopted the former by a vote of 58-18. (See Faculty Affairs text, *Almanac* October 23.)

3. Section IV's paragraph (b), on confidentiality was voted on separately and the Lesnick/Faculty Affairs version passed 56-17. (See Faculty Affairs text, *Almanac* October 23.)

4. The Faculty Affairs Committee's version allowed for appeal after the hearing outlined in Section IV, while the Lesnick version argued that the hearing in itself was an appeal which should be made strong enough not to need further appeal *except* where the Provost failed to implement the Panel's decision. Senate adopted the Lesnick version by voice vote:

In cases which involve reappointment, promotion or tenure, and in which the Provost has declined or failed to implement the recommendations of the Inquiry Panel to the satisfaction of the grievant, the grievant may obtain a formal hearing before the Senate Committee on Academic Freedom, Faculty Rights and Faculty Responsibility (Senate Committee) on the grounds asserted in the grievance. Such a hearing may also be requested by the grievant's department or school. The report and recommendations of the Grievance Commission shall then be made available to the Committee.

5. With that limitation on appeal established, Mr. Lesnick asked for a motion to send such appeals to the Senate Committee on Academic Freedom, Faculty Rights and Faculty Responsibility; Dr. David Goddard so moved and the voice vote carried.

Unable to complete debate within the time limit, Senate postponed voting on the exact composition of the Inquiry Panel. Senate's version calls for members to be taken alphabetically from a list of 16, while the Lesnick/Faculty Affairs versions call for selection of one by the Grievance Commission, one by the grievant and the third by those two from a list that can be extended beyond the Commission.

### AAUP FORUM: NOVEMBER 8

The local chapter of the AAUP will hold an open forum Thursday on "The Outlook for Faculty Salary Increases and their Distribution." Panelists will be Dr. Marshall Blume, Finance; Dr. William Gomberg, Management; Dr. W. Allyn Rickett, Oriental Studies and Dr. Michael Wachter, Economics. November 8, A-2 Rittenhouse Labs, 4 p.m.

### HEALTH SCIENCES: POSITION PAPERS

Background material for public reference on the Task Force for Nursing, SAMP and Related Health Sciences is kept at the reserve desks of Van Pelt, Medical/Nursing, SAMP and Tri-Institutional libraries; position papers prepared for the October 31 meeting have been added to the files. As reported here on October 23, the Task Force encourages advice or short statements from individuals or groups within the Penn community; preferably in time for consideration at one of the November meetings. Statements may be addressed in care of Mrs. Frances Hardy, 110 College Hall, Administrative Liaison to the Task Force.

### CHANGES IN TENURE RULES

Campus AAUP president, Dr. Ralph Amado cited local and national objections to Section I of the report (*Almanac*, October 16) on grounds that it allowed termination by unilateral administrative action without due process. At Dr. Maria Brooks's motion, Senate adopted an amended version, 33-18:

1. After June 30, 1974, tenure is normally acquired by individuals holding the ranks of Professor or Associate Professor and only by an explicit grant of tenure after appropriate investigation of qualifications at the departmental, school and central administration levels. This rule shall be implemented as follows:

- a. Each department must review the qualifications for tenure of all its members in tenure-probationary status well in advance of the end of their probationary period, and a decision by the school based on this review must be rendered at least 15 months before the end of the probationary period. This decision must be to recommend either tenure, contingent upon the approval of higher administrative levels, or termination with appropriate notice. All required action at higher administrative levels (other than Trustee approval) must be completed at least 12 months before the end of the probationary period; and if tenure is not granted, notice of termination must be given at that time.

- b. Failure to complete all required administrative action (other than Trustee approval) one year prior to the end of the probationary period constitutes grounds for grievance and, if the aggrieved faculty member is not subsequently granted tenure during the final year of his probationary period, entitles him to substantial financial compensation from the University, to be funded (to the extent of responsibility for the delinquency) through reductions in subsequent budgetary allocations to his department and school. If a negative decision is delayed more than one month after the end of the penultimate year, the faculty member's compensation should not be less than one year's salary, as severance pay. *If any employee without tenure is permitted to continue beyond the probationary period the individual acquires tenure.*

Senate rejected an amendment to delete the specific salary award provision in the last two sentences of 1(b) as originally presented in the October 16 version.

Although Dr. Amado also conveyed AAUP objections to Section 2 (which extends the tenure-probationary period for clinical faculty to ten years if the faculty member and chairman agree in advance to do so) it passed 38-15.

Senate was unable to complete action on the Changes in Tenure Rules or to take up the Early Retirement Report, the Academic Planning Report, or a proposal to aid Chilean intellectuals.

*At the October Trustees meeting, the Vice Provost for Undergraduate Studies was one of several University leaders who tried to put into words the unique fusion of liberal/ professional/ career education that is the University of Pennsylvania.*

## Emerging from the Sixties

*by Humphrey Tonkin*

A whole series of programs has grown up at Penn over the past year to meet the needs of students particularly accomplished in given fields, or students with a strong sense of direction. These programs really represent four types or trends:

1. To allow specialization at the undergraduate level (various honor programs).
2. To provide a strong grounding in the liberal arts (General Honors).
3. To help students build a curriculum for themselves (Benjamin Franklin Scholars, individualized majors).
4. To allow students to move rapidly into professional training (dual degrees, submatriculation).

It is significant that the General Honors program operates essentially independently of career goals; that it is a general program, providing general education. As such, it is one of the University's attempts to make sense of what was until recently an increasingly fragmented undergraduate curriculum. The reasons for this fragmentation are not far to seek. The idea of the liberal arts, and the American system of undergraduate education, grew up at a time when there was still relatively wide agreement on what an educated person should know. This body of knowledge included an acquaintance with the main modes of thought (scientific, humanistic, and so on), and a more thorough acquaintance with a particular field or discipline.

An education of this kind was regarded as a natural preliminary to professional training or to employment. As much emphasis was put on the ability of a student to handle himself articulately as on his particular skills.

But the explosion of knowledge in recent years, the growth of specialized techniques in many fields, the enormous increase in graduate study—these have all had their effect, generally detrimental, on undergraduate education. Undergraduate education has been slow to adapt to these changing circumstances.

In the late sixties the confusions surrounding liberal education were brought to the forefront by equally extensive confusions in society itself. The reaction of most academics was to relax requirements where these requirements made no sense, and to decrease the pressures on students reluctant to submit themselves to the pressure of an undergraduate program which seemed to lead nowhere. Hence the College here at Pennsylvania dropped the minimum number of courses required for graduation from 40 to 32, experiments with pass/fail grading were begun, and so on.

Many of these reforms were carried out as attempts to put more of the initiative for learning in the hands of the student. In principle this was a good thing, but all too often we placed initiative in the hands of students because we had lost the way ourselves. We were asking students to make sense of an educational system that seemed somehow out of step with social and cultural needs.

Paradoxically, the relaxation of requirements increased the pressure on some students. There was the pressure of choice—choosing among a host of options, and there was the pressure of career—accumulating qualifications for training in a career. Every time we created an “innovative” program we added to the bewildering range of offerings available to the undergraduate. Every time we relaxed a requirement, we gave graduate and professional schools the chance to put pressure on students to use electives to accumulate courses useful to those graduate and professional schools. Pre-medical education is the most obvious instance of this last.

Meanwhile, there was something of a turning away from college by young Americans. This, coupled with a drop in the birthrate and increasing costs, put Pennsylvania in increasingly fierce competition for the finest students.

The confusion evidenced by American faculty members in the late sixties about undergraduate education was entirely understandable. For twenty years or more, greater and greater amounts of the energies of universities had gone into the advancement of technology and scientific research, and fields not directly sharing in government money and resources had initiated the methods and organizational structures of their more fortunate neighbors. By 1970 or so, quite sizable numbers of our faculty had themselves been educated in this system, with its stress on graduate studies. The older faculty members still kept alive the old idea of a liberal education, but had moved further and further away, drawn into graduate education and away from a system that kept its *form* but little of its *substance*.

Out of this volatile situation in the late sixties there began to emerge a new sense of the liberal arts—the liberal arts not as a preparation for embarking on a career, but as an accompaniment to that career. The seeds of this new growth were sown in the experimental programs of the late sixties, but their fruits are only now beginning to be apparent. In the late sixties large numbers of students were undecided about career goals, but now we are moving rapidly towards a situation in which many of our students make career plans quite early, and in which the liberal arts are being used not to distract students from these plans, but to provide preprofessional training with a broad base. Instead of declaring that an undergraduate will educate himself by picking a series of topics as different from one another as possible (distributionals, in fact), and then put them all together with little assistance from us, we are moving more and more towards cross-disciplinary programs, thematic studies, and problem-solving situations in which several courses are linked together round a common situation.

The College of Thematic Studies program in Health and Society is a very good example of this development. Combining the resources of the health schools and the basic disciplines, we put together a group of seminars that gave a broad awareness to our students of the scope of the social,



humanistic and scientific issues surrounding health. This broadened the education of pre-medical students and gave non-medical students a chance to learn about a fundamental aspect of modern society.

Professional education is responding to some of these needs too. It is no accident that Wharton talks these days about the Business Culture, or Engineering about technological literacy. They are interested above all in the ways in which their areas intersect with the liberal arts.

The new relationship between liberal education and career education that we see growing up at Pennsylvania is essentially a change at the undergraduate level. But there are pressures in this direction at the graduate level too. In recent years the health schools have become more and more concerned about giving their students a background in the behavioral sciences. They are increasingly convinced that patient care involves social organization, and that there are important legal, cultural and humanistic issues in transplants, genetic experimentation, the definition of death. The Wharton School's Tiffany Lectures are a small but significant indication of a rising interest in the humanistic aspects of business. Meanwhile in the humanities in the Graduate School, the new Ph.D.'s who find jobs are the generalists, hired into faculties with limited resources and changing curricula where flexibility is crucial.

It is evident, then, that we need not only to develop a new form of undergraduate education but to dovetail it effectively with graduate education. Out of this was born the University Scholars Program. This program is designed to allow students to combine career objectives and general education in patterns that make sense to them.

The proposal, recommendation 28 of the Development Commission, calls for the creation of a mechanism by which our most highly motivated students would be allowed to combine undergraduate and graduate education as a single package. It would be tailored to suit their needs—worked out with a faculty member and with the schools in question—and it would give them entry into a doctoral program (or whatever) without reapplication.

There are enormous advantages in this for Pennsylvania.

1. We enrich education for students concerned.
2. We attract the very best students.
3. We are well placed, on our single campus, to serve them.
4. It is a custom education and the best students want this.
5. We give education a logical and intellectual base: less prerequisite-dependent, time-dependent.
6. We shift emphasis from programs to students.
7. We restore direction and function to the liberal arts.

There is no doubt in my mind that this new program is the most significant development in academic offerings at Pennsylvania in recent years, and a major breakthrough for the University. It builds logically on the history of recent years and it uses existing structures rather than destroying structures or eliminating options. Since it ties existing structures it is relatively inexpensive. The UDC suggested that it might one day grow to embrace 10 percent of our student population. That will depend entirely on the early success of the program and on the students who apply. If it does so grow, it will probably take about ten years to do so.

We see the beginnings of this program, then, in efforts to rebuild liberal education (General Honors, CTS), to customize education (Benjamin Franklin Scholars), to draw undergraduate and graduate education together (dual degrees, submatriculation) and to allow specialization at the undergraduate level (various honors programs). So the University Scholars Program draws together all the features of our special programs. It will not supersede them, but will move our whole educational system more in their direction.

## The University

### *What is the University Scholars Program?*

It is a new plan whereby gifted, strongly motivated undergraduates at the University whose career plans call for graduate or professional school study may be given early assurance of a clear path to their educational goals.

Upon being selected during their first three years of college, University Scholars will be guaranteed that:

They will be able to pursue their education to the highest degree they wish to seek, so long as they continue to perform satisfactorily.

They will take their undergraduate and graduate studies in the form of a single, coherent program.

They may progress through their undergraduate and graduate work at their own pace—which may be faster than the normal rate, but may also be slower if they deem it beneficial to take time off along the way.

They will receive such financial assistance as they may need for the duration of their studies.

They will be spared the usual red tape, distraction and anxiety of having to compete for admission to graduate or professional school.

Faculty advisers in the College and in the appropriate graduate or professional school will be accessible.

The University Scholars Program is one of many innovations proposed early in 1973 in the light of a year-long study of Pennsylvania's opportunities to offer its students distinctive kinds of educational experiences. It is being initiated on a pilot basis during the 1973-74 academic year.

### *Breaking the Academic Lock-Step*

The route to a degree has traditionally been measured in terms of years, as if the process were one of aging as much as of learning.

A bachelor's degree, for example, has meant four years of college. A doctorate in medicine or one of the other health professions has required another four years; a degree in law, three years. The gestation period for a Ph.D., although more flexible, has seldom been reducible to less than four years after college.

Between college and graduate-level education there has been a sharp dividing line, as if the two were unrelated. The college senior has been subjected to the distractions of filling out applications, undergoing interviews and waiting for his or her acceptance. If financial aid has been needed, it has often been granted only on a year-to-year basis.

As a result of these circumstances, the student preparing for a Ph.D. or entry into one of the learned professions has been locked into a format calling for a total of seven, eight or more years of higher education—with recurrent uncertainty as to whether he or she will find it possible to go the whole distance.

Clearly, the segmentation of education into distinct periods of fixed duration is incongruent with the aptitudes of many students. In the case of a student capable of completing academic work in less than the established time, it delays needlessly the start of a productive career, at the expense of the student and of a society that more than likely needs his or her services. In other instances, a slower and more deliberate pace over certain areas of one's education will result in the student's possessing a firmer understanding of his field or a broader grasp of unrelated fields which appeal to his intellectual curiosity.

The University of Pennsylvania is in a favored position to break what has been called the "lock-step" in American higher education.

The 15 schools of the University of Pennsylvania cover virtually the gamut of undergraduate, graduate (arts and sciences) and professional education. Moreover, these schools are all on the

# Scholars Program

same campus—a condition far from commonplace among major universities, some of whose schools are often distant from their main campuses. Their proximity has minimized the barriers among Pennsylvania's schools. Their faculties work together regularly in research; their students have access to courses and teachers in schools of the University other than their own. Pennsylvania is thus able to function as a unified institution, rather than merely as a loose confederation of separate schools.

One benefit of this unity has been that, for many years, a qualified undergraduate at Pennsylvania has been able to take graduate-level courses during his junior and senior years. The course load has been flexible enough, meanwhile, to permit some students either to earn bachelor's degrees in as little as three years (usually including summer school) or to earn both bachelor's and master's degrees at the end of four years.

Yet the potential advantages of Pennsylvania's oneness to the students have not been fully realized. The full richness of the University's programs at the graduate and professional level has never been completely available to the undergraduate.

## *Goals and Justification of the Program*

The University Scholars Program provides Pennsylvania undergraduates with the opportunity to integrate their undergraduate curriculum with the curriculum of the University's graduate and professional programs and to gain admission into these post-baccalaureate programs long before the bachelor's degree is earned. It is a program for students who are intellectually mature, who possess at an early chronological age the elements of a sound liberal education, and who have very firm educational and career plans. In the University Scholars Program, students will simultaneously accumulate credits for their undergraduate and graduate or professional degrees.

The program has been created for several reasons:

1. It is believed that a significant and increasing number of Pennsylvania undergraduates possess such high intellectual ability and such a sound base of liberal education that they feel a need to undertake intellectual challenges greater than those available in existing programs. They need the satisfaction that comes from rigorous study at the graduate level while they continue their baccalaureate training.

2. The simple addition of some graduate courses to their roster, or the opportunity to enroll in a combined B.A./M.A. program is not a satisfactory educational alternative for many of our students. By abolishing the distinction between the undergraduate and graduate programs and by providing the academic and professional advising needed to integrate the two programs into one, we hope to bring the elements of both programs into a different array. The University Scholars Program is not designed simply to hurry people over a liberal arts degree as rapidly as possible. Indeed, in many cases the liberal arts degree may be delayed. The liberal arts and professional goals are to be brought into a strong curricular relationship, and both will be thereby strengthened.

3. The highly motivated student needs sound academic counsel in addition to greater curricular freedom. Traditionally Pennsylvania has concentrated its meager advisory resources on the disadvantaged and confused student. The University Scholars Program recognizes the special advising needs of the most able and well motivated and proposes that each University Scholar be assigned tutors available for academic guidance, in collaboration with whom the combined program of studies will be constructed.

4. The removal of the intense competitive pressure to gain acceptance into a graduate or professional school is a worthwhile development.

5. The decision to ask our best undergraduates to stay at Pennsylvania for at least part of their graduate work redounds to the success of the University.

6. The integration of the undergraduate with the graduate program will in most cases shorten the time that has traditionally been required for the completion of both programs separately. If the program is shortened the cost of the student's education will be significantly reduced, a significant factor in these inflationary times. Though the University Scholars Program may speed up a student's career, its goal is the enrichment of his education.

7. Essential to the program is the fact that an individual student's program will be shaped to his or her needs. Although quite considerable numbers of students are likely to follow certain standard and popular tracks, the development of special courses and curricula for groups of University Scholars will follow their acceptance into the program or go hand in hand with it.

This program is proposed as an experiment of limited size which, should it prove successful, would be modified by experience, broadened, and advanced as a model for future educational patterns at private universities.

## *Administrative Structure for the Program*

The senior administrative officer for the program is the Vice Provost for Undergraduate Studies.

When fully operated, even on a modest scale of 40 scholars, a position we may be in by the fall of 1974, a director for the program will be needed on a part-time basis and secretarial assistance will be required. During this academic year the offices of the Provost and Vice Provost will provide the necessary administrative support.

The Council of Senior Scholars is now being set up. Professor Richard L. Solomon (Psychology) has accepted the chairmanship of the Council.

The President, the Provost, the Vice Provost for Undergraduate Studies, the Dean of Admissions and the Director of Financial Aid will serve as ex officio members of the Council. Others may be invited to serve in this capacity as needs arise.

The Council of Senior Scholars will hold its first meeting on November 6, 1973.

The Council of Senior Scholars is responsible for:

1. The selection of scholars
2. The selection and assignment of tutors
3. Presentation of a prospective scholar's credentials to the admissions committee of the appropriate graduate or professional school.
4. The notification of the scholar's undergraduate school of his acceptance into the program, and the request to the school that the student be allowed to remain a candidate for his undergraduate degree for as long as he is a University Scholar if he does not complete the requirement for the degree within the customary period of time.
5. A semesterly review of a scholar's program and his performance in it.

Tutors may be members of the Council of Senior Scholars, and will normally be tenured members of the faculty. They will assist the scholar in the preparation of his course of study, monitor his progress, remain in frequent contact with him, advise him, and evaluate his performance each semester in writing to the Council.

Should a tutor be absent from the University during the student's career, an acting tutor or a new tutor will be appointed during this period.

## *The Society of University Scholars*

It is proposed that "all students accepted into the program will be members of this Society, which will serve as an advocate for students in the program, an advisory body to the Council, and the Provost, and a programming organization bringing the scholars together from time to time both formally and informally."

Benefactors of the University Scholars Program and concerned members of the community may find the society a natural focal point for interest in the program. An adjunct group called perhaps the Friends of University Scholars might be a valuable advisory and fund-raising body.



# PERSONNEL CHANGES

## SPECIAL ASSISTANT: DON MURRAY

Vice President Paul O. Gaddis has announced that Dr. Donald S. Murray will join his staff as Special Assistant, concerned with the undertaking and coordination of special projects in fiscal and business management of the University. Dr. Murray will continue his present responsibilities for the University's federal relations, and will continue to represent the University on the Washington scene and as its representative on several key national groups. He also continues as Professor of Statistics.

## ADMISSIONS

Two additions have been made to Dean Peter Seely's staff: Mrs. Becky G. Collins, Director of Upperclass Admissions. Formerly assistant to Charlotte Fiechter, Director of Continuing Education, Mrs. Collins received her B.A. from Ashland College and was a resident director at Kent State University, where she took her master's degree in 1971.

Andrea E. Sardi, Associate for Publications, is a 1973 graduate of Swarthmore and of the Publishing Procedures Course at Radcliffe this summer. At Swarthmore, she was on the faculty selection committee of the history department and co-chairman of the course evaluation committee.

## COLLEGE FOR WOMEN

Dean R. Jean Brownlee announces the appointments of: Lorraine M. Howard, Assistant Dean; candidate for the Ph.D. in operations research at Wharton, *cum laude* graduate of the CW 1969 and MBA, 1972, Wharton School. Formerly director of the community work-study program in External Affairs, Ms. Howard was an instructor in the Statistics and Operations Research Department from 1971 until this year. At Bell Telephone, she was a research analyst in marketing and advertising research and, at the Vertol Division of Boeing Aircraft, a stress engineering technician.

Ann V. York, Assistant Dean. Ms. York is a Penn doctoral candidate in ancient philosophy and in 1971-72 was a teaching fellow in philosophy here. She was graduated *magna cum laude* from Bucknell, and was assistant director of Drexel University's Chestnut Hall for three years and residence administrator at Philadelphia College of Art last year.

## PERSONNEL

Three new people have been added to the salary administration section: Pat Quigley, Salary Review Assistant, Gary Truhlar as Job Analyst, and Julie Valbuena as secretary.

Mr. Truhlar and Ms. Quigley will assist Salary Administrator Barbara D'Ulisse in analysis of requests for job studies and employee services and will answer requests on job classification procedure and policy. Ms. Quigley will also be responsible for the A-3 performance review program.

The additional staff members will also allow Personnel to make job audits in a greater percentage of cases, Ms. D'Ulisse said; this in turn should improve the accuracy of classifications.

Timothy S. Sotos, Assistant Director of Personnel Administrative Services, will leave the University at the end of this month to join the management consulting division of a New York firm.

## STUDENT FINANCIAL AID

Director James E. Shada announces two changes: Tessa L. Bocage, Assistant Director of Financial Aid, was formerly secretary to Freshman Aid Officer Joann White. In

## OF RECORD



## HOLIDAYS

Following is the text of a memorandum sent October 3 to all Deans, Directors and Budget Administrators.

The following dates shall be observed as holidays for all personnel:

November 22 & 23, 1973	Thanksgiving & Friday after
December 25, 1973	Christmas Day
January 1, 1974	New Year's Day

Employees required to be present for duty on any of these holidays will be compensated on an overtime schedule.

In addition to these holidays, the University grants a special winter vacation of four working days between Christmas and New Year's Day. The Special vacation days this year are:

December 26, 27, 28 and 31.

When, because of department work schedules, an employee must work during this vacation period, the employee shall be granted compensation time off at a later date.

Personnel under collective bargaining agreements will be governed by the holiday provisions of their respective agreements.

Salary checks for the entire month of December will be distributed on Friday, December 14th for all employees normally paid on a semi-monthly basis. Checks for persons paid on a monthly basis will be distributed on Wednesday, December 19th.

Please make every effort to see that this information is posted and communicated to the personnel under your direction.

—J. J. Keller, Director of Personnel Administrative Services

her new job, she will continue to assist with both freshman and upperclass programs and will administer guaranteed student loans for all schools in the University.

Sharon Jones, new Assistant Financial Aid Officer, will work with Susan Croll in handling graduate and professional aid.

## STUDIES

### EXTERNAL RELATIONS

Donald M. Stewart, former Executive Assistant to President Martin Meyerson, has begun an in-depth study of the University's external relations, including its ties with the immediate West Philadelphia neighborhoods, the City of Philadelphia, The Commonwealth, and the Federal Government. President Meyerson announced the study to the October meeting of the Trustees, expressing hope that the study would suggest ways of "strengthening, expanding, and consolidating some of our relations with various levels of government and with external agencies and institutions."

Mr. Stewart served as President Meyerson's Executive Assistant from 1970 until 1972. Last year, he was the recipient of a Ford Foundation Study Award which supported a major study of the ways higher education relates to government, with particular emphasis on the American Council on Education and the other associations in Washington, D. C.

### UNIVERSITY MIDDLE MANAGEMENT

Training Officer Jack Glover has announced that his office will conduct a study on the backgrounds, career goals and training needs of middle management personnel at the University. A questionnaire will be distributed to administrators in academic and nonacademic units, selected on a random basis. Results are expected early next year.

## OPENINGS

Dates in parentheses refer to publication of full job description in ALMANAC. Those interested should contact Personnel Services at Ext. 7285 for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially by Personnel staff.

### ADMINISTRATIVE/PROFESSIONAL (A-1)

ADMISSION OFFICER, Law School (10/16/73).

APPLICATION PROGRAMMER (3) responsible for programming and implementation of Applications Data Processing System. *Qualifications:* Degree preferred; knowledge of COBOL language. Direct experience must include knowledge and use of large operating systems such as 360 or 370 OS. \$10,250-\$12,750 (midpoint).

ASSISTANT PERSONNEL DIRECTOR FOR EMPLOYMENT AND AFFIRMATIVE ACTION (10/30/73).

ASSISTANT MANAGER, Contract Accounting (10/30/73).

BUSINESS ADMINISTRATOR II, Family Study Department, responsible for personnel management, general maintenance, clinic services, general office, liaison work with psychiatry department; preparation, review, administration and control of budgets, proposals, and reports. *Qualifications:* College graduate with course-work in business administration and accounting. At least five years' progressively responsible experience in business, industrial or institutional administration. \$8,900-\$11,975-\$13,050.

BUSINESS ADMINISTRATOR IV (10/23/73).

ELECTRICAL ENGINEER II (9/18/73).

PROJECT MANAGER to supervise programmers in a multi-project environment. Some programming will be necessary on occasions. Work with user departments. *Qualifications:* COBOL and OS/JCL. Undergraduate degree preferred. Proven supervisory ability, project scheduling experience, ability to install systems. \$13,550-\$16,875 (midpoint).

RESEARCH ADMINISTRATOR, Environmental Med. (10/2/73).

RESEARCH SPECIALIST II. Construction of complex biochemical and physiological computer models as part of a project on computer simulation of cardiac metabolism. *Qualifications:* Graduate work, with graduate degree preferred in chemical engineering, biochemistry, physiology or a related field; some experience or training in computer. \$10,250-\$12,750-\$15,225.

### SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, medical business office. Advanced secretarial duties as well as assisting with phases of budget; personnel administration and related duties. *Qualifications:* Excellent typing and shorthand. At least three years' office experience and willingness to assume responsibility and do detailed work. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT II for business office (9/18/73).

ADMINISTRATIVE ASSISTANT II, Houston Hall (10/30/73).

ADMINISTRATIVE ASSISTANT II, medical research department (10/23/73).

DATA CONTROL CLERK, Data Processing Office (10/30/73).

DATA CONTROL COORDINATOR, Dental Area (10/9/73).

ELECTRON MICROSCOPE TECHNICIAN II (9/18/73).

MTST OPERATOR, undergraduate admissions office. *Qualifications:* Excellent typing and grammatical skills. Office experience required; MTST experience preferred. \$5,825-\$6,825-\$7,825.

RESEARCH LABORATORY TECHNICIAN III (9/4/73).

SECRETARY II, Morris Arboretum, Chestnut Hill (10/30/73).

SECRETARY II (2) (10/30/73).

SECRETARY III (4) (10/30/73).

SECRETARY IV, Dean of Students Office (10/16/73).

TYPIST II, Dental School office (10/30/73).

ELECTRON TECHNICIAN/ENGINEER to service NMR and EPR equipment and other mass and infrared spectrometers and assorted electrical and electronic equipment. *Qualifications:*

Military or technical school training or associate degree and experience required. \$9,825-\$11,400 (midpoint).

PART-TIME: Two secretarial positions; excellent typing required. Shorthand or dictaphone may be preferred.

One keypunch operator; 029 in PL 1 as well as some JCL. Other office duties as well. Experience preferred.

PENN TEMPS: temporary assignments for people who have excellent typing and, in some cases, shorthand or dictaphone. Information: Clare Trout, 130 Franklin Bldg., Ext. 7287; hours: weekdays, 9 a.m.-noon.

## BULLETINS

### CHRISTMAS SCHEDULE: RESEARCH ADMINISTRATION

The Office of Research Administration will be closed between Christmas and New Year's Day. Grant applications which have a deadline during this period should be received by ORA by December 12 to allow adequate time for processing and submission to the sponsor.

### ADMINISTRATIVE/PROFESSIONAL: NOVEMBER 8

The Administrative Assembly's new committee on women will hold an open meeting Thursday at 4 p.m. in the Benjamin Franklin Room of Houston Hall. The program is for A-1 administrative and professional staff (not limited to women, nor to Assembly members). On the agenda:

Discussion of the new Affirmative Action Program (ALMANAC October 9) and its implications for the present A-1 employee.

The current A-1 job classification study being prepared under Dr. Alice F. Emerson, Dr. Donald Murray and others.

Introduction of key figures in counseling and other services open to A-1 women. Ombudsman James O. Freedman, Women's Center's Sharon Grossmann, Security's Yvonne Haskins, Equal Opportunity Administrator James H. Robinson, Personnel's Gerald L. Robinson and James J. Keller are among those participating.

### FACULTY TEA CLUB: NOVEMBER 6

The Faculty Tea Club will hold an Election Day coffee to welcome new members. Old members may attend if they are accompanied by a new member. The coffee hour will be held at the home of Mrs. Martin Meyerson from 10:30 a.m. to noon. Area chairmen will be available with information about transportation, etc.

### NOVEMBER BLOOD DRIVES

The Student Blood Donor Club bloodmobile will be at:

November 7	McClelland Dorms	1 p.m.-7 p.m.
November 15	Harrison House	2 p.m.-7:30 p.m.
November 27	Houston Hall	10 a.m.-5:30 p.m.

### DENTAL GROUP: NEW PHONE

The new phone number for the group practice office, Evans Building (ALMANAC, October 30) is EV 6-2330.

### SMOKING CLINIC: NOVEMBER 12

Dr. Patrick Ciccone of the Day Treatment Center of the Psychiatry Department will lead this year's clinic for people who want to stop smoking but can't do it on their own. The program uses behavior modification techniques and will consist of eight treatment sessions over a two-month period and five follow-up sessions over a nine-month period. Treatment will be in small group settings in 1142 Gates, HUP. The fee is \$100, \$50 of which can be earned back by attending follow-up sessions.

Screening for admission to the program will be held on November 12 and 13; the clinic will begin on November 20. Call 662-3503 for appointment for screening.



# THINGS TO DO

## LECTURES

*The Scientist in the Soviet Union: Dissidence and Freedom.* Dr. Moisei Gitterman, who was dismissed from the Institute for Scientific and Radio Measurements, will speak on the plight of Soviet intellectuals. A-1 DRL, November 6, 4 p.m. Tea: 3:45 p.m., 2 E17 DRL.

Van Day Truex: *The Environment for Creating Good Design.* Tiffany Lecture by artist and former president of Parsons School of Design. B-1 Fine Arts, November 7, 4:30 p.m. Nancy Hanks, Chairman of the National Endowment for the Arts, will give the seventh Tiffany Lecture on *Design for America's Third Century*, November 14, same time and place. Free tickets must be obtained in advance at the deans' offices, E-111 or E-116 Dietrich Hall or at the Graduate office, Vance Hall.

*Expressive Content in Play Dances.* Second of the Exploring Dance series at the Museum, November 8, 3:30 p.m.

Robert Thorpe, *Competition in Communications: An Alternative to Regulation.* Annenberg Colloquium on FCC activities led by former assistant to FCC Commissioner Nicholas Johnson. Colloquium Room, Annenberg Hall, November 12, 4 p.m.

*Northeastern Rail Crisis Seminars.* Sponsored by the Regional Science Department and the Wharton School Transportation Program under the auspices of the Wharton School, with financial support from the University's 1907 Foundation program in transportation. Speaker November 12: Robert Timpany, trustee of the Central Railroad of New Jersey. Seminars will be held in W-1 Dietrich Hall on November 19 and 26 and December 10, (speakers to be announced), 3:30 p.m.-5 p.m. Information: Dr. Bruce Allen, Ext. 7696.

Dr. Charles Frankel, Old Dominion Professor of Philosophy and Public Affairs at Columbia, will give the third Spencer Lecture on *Technological Progress and Human Progress.* Alumni Hall, Towne School, November 14, 3 p.m.

## THEATRE

Slawomir Mrozek, *Repeat Performance*, directed by Ilona Gerbner. Annenberg Auditorium, November 8-17, 8 p.m. Film of Mrozek's *The Police*, Studio Theatre, November 13, 8 p.m. Panel discussions follow performances of November 9 and 16.

Brecht/Weill, *The Threepenny Opera.* Joseph Leonardo directs Penn Players production. Prince Theatre, November 7-10, 8 p.m.

*Hockey Seen.* Harvard multi-media production with design and execution by Gerd Stern, production, plan and slide program by Nelson Goodman. Zellerbach Theatre, November 9, 8 p.m.

The Department of Philosophy will sponsor a symposium on *Hockey Seen*, whose producer, Nelson Goodman, was a member of the philosophy department here and is now Research Professor of Philosophy at Harvard:

November 8:

Student audience matinee of *Hockey Seen*, Zellerbach Theatre, 3 p.m. Professor Goodman may appear to discuss his theories

following the performance . . . "Of Pictorial Properties of Words: People Remember More than They Should." Paul Kolers, University of Toronto, speaker. Commentator: Larry Gross. B-3 Fine Arts, 7:30 p.m. . . . *Cycles: A Programmed Sound and Multi-Image Poem.* Plan and production by Tom Porett. Lobby, Fine Arts auditorium, 9 p.m.

November 9:

*Historical Authenticity.* Mark Sagoff, University of Pennsylvania, speaker. Commentator: Martha Montgomery, Drexel University. 310 Logan Hall, 10 a.m. . . . *Representation and Resemblance.* Robert Schwartz, CUNY (Brooklyn), speaker. Commentator: Annette Barnes, University of Maryland. 310 Logan Hall, 11 a.m. . . . *The Nature of the Compositional Work of Music.* William Webster, Philadelphia College of Art, speaker. Commentator: Duane Williams, University of Pennsylvania. 310 Logan Hall, 3 p.m. . . . *Time-Dependent Character of Musical Entities.* Benjamin Boretz, Columbia University, speaker. Commentator: Monroe Beardsley, Temple University. 310 Logan Hall, 4 p.m.

Ticket information for all theatre events: Annenberg Center box office, Ext. 6791.

## OTHER

*Cultures in Contact:* lecture-demonstration on African music conducted by visiting experts who will be at the Museum for about a month. Focus on the Mgodu dance of the Chopi people of Mozambique; playing and construction of the *Mbila*, or Chopi xylophone. Museum, Saturdays beginning November 10, 11 a.m.

*Kaleidoscope.* Pennguinettes' twentieth aquatic extravaganza. Doris Dannenhirsch, coach. Sheerr Pool, Gimbel Gym, November 11, 2:30 p.m. Donation: 75¢, children under 12, 50¢.

*Nineteenth-Century Trash.* Toothbrushes, bottles and Victorian crockery in general found in a Civic Center Boulevard lot by archaeology students. Kress Gallery, Museum.

*Fleisher Art Exhibition.* Highlights of the student show at the Samuel S. Fleisher School of the Philadelphia Museum of Art. Hoover Lounge, Vance Hall.

*Exhibit and sale of contemporary prints* on loan from the Print Club of Philadelphia. Lippincott Library first floor; Dean's Office, E-111 Dietrich Hall; student affairs office, Vance Hall. These two exhibits are part of a fine arts Exhibition program begun at the Wharton School last month under the direction of Patricia Deneroff, Wharton MBA candidate and graduate in art history of Williams College.

ALMANAC: 515 Franklin Building (I6) Ext. 5274

Editor . . . . . Karen C. Gaines

Assistant Editor . . . . . Margaret M. McIlmoyl

## LISTING EVENTS

Since ALMANAC's chief function is not the listing of campus events, we note for our readers/contributors that there are two other, excellent places where they can list many activities. HOUSTON HALL CALENDAR (six issues published September, October, and November-December; then January-February, March, and April-May) accepts listings, preferably in writing, the 15th of the month before the month of issue. For faster listings, THE DAILY PENNSYLVANIAN has an agreement with the University to list events on its well-read Page Two. With the advice of Dean Emerson's University Life Advisory Committee, the D.P. has even developed a new form (reduced, opposite). Follow its format to submit notices. D.P. deadline: 3 p.m. two days before the date of publication. No paid events, and the editors reserve the right to condense if necessary. The wording will otherwise be as you send, so say "today" if you mean the date of issue, say "Friday" if it's the coming

Friday, say full date "Monday, November 19" if the event is over a week away from date of issue.

When space permits, ALMANAC will continue to carry its THINGS TO DO. Basic information should be received a week before the Tuesday of issue, but having it in on time is no guarantee of getting it in if the columns are filled. To hedge your bets, list with—and READ—the HH Calendar and D.P.

### Placement Form Daily Pennsylvanian Campus Events

Date of Publication \_\_\_\_\_  
Date of Event \_\_\_\_\_  
Is this an "official notice" from University faculty or administration? \_\_\_\_\_  
Text of copy (Limit 25 words) \_\_\_\_\_  
\_\_\_\_\_  
Activity \_\_\_\_\_ Telephone \_\_\_\_\_  
Signature \_\_\_\_\_ Please return to The D.P., Sergeant Hall L1, 34th and Chestnut Sts.