

Almanac

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Founder's Day Festivities: January 19

A University Convocation this Saturday marks the close of the Moore School's fiftieth anniversary celebrations; it will be the major event of Founder's Day. The Penn community is invited to attend the ceremonies at the Museum's Harrison Auditorium at 11 a.m. A special Convocation entails full academic panoply with processions and recessions of professors in regalia, a brief address and the conferring of honorary degrees.

Dr. William O. Baker, President of Bell Telephone Laboratories, Inc., will give the convocation address on "Matters Linking Engineering and Science: Energy and Entropy." He will receive an honorary degree, as will four other scientists whose work has led advances in engineering research: Grace Murray Hopper, Captain, USNR and Visiting Associate Professor of Electrical Engineering at Moore; John William Mauchly, President of Dynatrend, Inc.; John Robinson Pierce, Professor of Engineering at California Institute of Technology and Sarkes Tarzian, Emeritus Trustee and president of his own electronics company in Bloomington, Ill.

Captain Hopper is head of the Navy programming languages section of the Pentagon. She developed the English-

language system for computer which was incorporated into the COBOL language.

Dr. Mauchly, a physicist, was a Moore faculty member when he originated the idea for ENIAC, the digital computer a Moore School team produced during World War II. He later helped develop its successor BINAC and the commercial computer UNIVAC.

Dr. Pierce was a member of Bell Telephone Laboratories for 25 years before he joined the Caltech faculty in 1971. He is the inventor of Echo I, the first satellite.

Mr. Tarzian, a member of Moore's first graduating class in 1924, and a Trustee since 1963, established the chair in Armenian History and Culture here in 1972.

The annual Founder's Day luncheon and presentation of Alumni Awards of Merit will follow the convocation at noon in the Upper Egyptian Gallery of the Museum. Reservations at \$6.50 per person: Ext. 7811.

Lectures Continue

Two lecture series inaugurated this fall continue scholarly observation of the anniversary into 1974: the Moore School lectures, and the Herbert Spencer Lecture Series on Technology and Society. The fifth Moore lecture will be given tomorrow, January 16, by Alvin Weinberg, director of the Oak Ridge National Laboratory, on "How Can Man Live with Fission?" Note: location of the lectures has changed to Alumni Hall, Towne Building. Time remains 8 p.m.

STAFF CHANGES

Dr. Margaret Boerner Beckman has been appointed Assistant to the President; she will work on both general administrative assignments and special assignments. Dr. Beckman is a graduate of the University of South Dakota who attended the universities of Bonn and Paris, and took her doctorate in 1971 at George Washington University, where she was a Meyer Scholar. From 1969 until 1971, she was a member of Temple's English department; this year, she serves as secretary to the English Renaissance section of the Northeast MLA and will be presiding officer next year.

Liutas K. Jurskis has joined the Buildings and Grounds Department as Assistant Director for Engineering and Work Control, with responsibility for the engineering, estimating, inspection and scheduling functions of B&G. He was most recently manager of facilities engineering at the David Sarnoff Research Center of RCA. He is a Drexel graduate in mechanical engineering and has done graduate work in business administration at Temple.

Alton E. Paddock, research administrator at the Institute for Environmental Medicine since 1969, has joined the Office of Research Administration as contracts administrator.

Joan R. Berkowitz, previously work-study student at the *Almanac* office, has joined the staff as editorial assistant. Back-issue requests and distribution problems should be referred to her, Ext. 5274.



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Archives:
From the
Academy
to the
University
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The Uses and Limits of an Ombudsman

by James O. Freedman

When President Meyerson asked me last Spring to succeed Joel Conarroe as the University's Ombudsman, I quickly accepted. The opportunity was an unusual one for a teacher of administrative law.

Administrative law, in a small nutshell, describes the rules that govern the decision-making processes of governmental officials and bureaucracies. The rules reflect the principles of procedural due process and fundamental fairness prescribed by the Constitution, as well as the needs of effective administration and the dictates of good sense. Having spent nine years at the University thinking and writing about problems of the fair administration of governmental agencies, I could hardly turn down an opportunity to play a part in insuring the fairness of the procedures by which the University reached its decisions and administered its policies.

It seemed to me, as something of a hypothesis, that the informal methods of an Ombudsman held great promise as a means of protecting individuals in a university community from arbitrary administrative action. The fact that formal methods of protecting individual rights (the most prominent being adversary hearings, with the right of confrontation and cross-examination) have traditionally been less well developed in universities than in other social institutions, such as governmental agencies and courts, meant that there would be greater occasion for testing the hypothesis against a wide variety of situations.

These last six months have been eye-opening. They have exposed me to a range of decision-making (and non-decision-making) within the University that I hardly knew existed during my protected days as a law professor.

Within the course of a two-week period near the start of the school year, for example, I met with students who complained, variously, that the faculty evaluations placed in their files were unfair and prejudiced, that their department had either neglected to send out letters of recommendation to graduate schools or had done so too late for them to arrive on time, and that they had been denied their rightful priority on a room assignment list because of their sex.

During the same period, I met with faculty members concerned, in one instance, over the allegedly casual manner in which his department had reached the decision to deny him tenure, and, in another, upset that his chairman would not permit him to teach courses in which he claimed specific expertise. I also met with technicians claiming that the work areas to which they were assigned were unsafe and unsanitary, and with secretaries complaining that they were required to take their bosses' dirty linen to the cleaners, that faculty members in their department invariably spoke to them rudely and peremptorily, and that decisions to terminate their employment were based on nothing but gossip.

Statistics add a dimension to the story. During the first five-and-a-half months of the year—from July 1 to December 10, 1973—the Office of the Ombudsman has worked on 95 cases from almost all of the major sectors of the University.

The breakdown by sources (with some exceptions that do not fit the major categories) is as follows:

Undergraduates:

College	17
College for Women	10
Wharton School	7
Moore School	1
College of General Studies	4
	<hr/>
	39

Graduate Students:

Annenberg School	1
Dental School	1
School of Education	1
GSAS	8
Law School	4
School of Social Work	4
Wharton School	2
Post-doctoral	2
	<hr/>
	23

Undergraduates by Class:

Freshman	4
Sophomore	13
Junior	7
Senior	11
College of General Studies	4
	<hr/>
	39

Employees:

A-1 category	1
A-2 category	10
A-3 category	8
A-4 category	1
Former employees	2
	<hr/>
	22

The experience of six months is obviously not an adequate basis from which to draw conclusions about the uses and limits of an Ombudsman's informal procedures. But I have begun to form some tentative judgments.

Some of the complaints that come to our Office are the result of nothing more venal than administrative inadvertence or oversight, and a telephone call or a short personal discussion usually brings corrective action. Other complaints prove upon investigation to be the result of an administrative failure to follow a governing rule or general practice and, as to these, the persons responsible generally have been quite ready to make effective amends if our Office can demonstrate that the University did not, in Justice Holmes' famous phrase, "turn square corners" in dealing with the individual involved. The informality of an Ombudsman's methods—the absence of publicity, the protection of individual identities, the use of a conciliatory rather than an adversary approach—seems to me to hold greater promise of achieving a fair and just result in cases such as these than more formal methods do.

There are other cases, too, in which I believe that an Ombudsman can play a useful role by virtue of the informality of his approach. Typical are those in which an investigation discovers nothing in the way of "maladministration"—to use the term that defines the only instances in which the British Parliamentary Commissioner, or Ombudsman, may intervene—and yet the complainant remains persuaded that he has been grievously wronged.

When a student has worked conscientiously on a paper for several weeks or months, for example, and then receives a grade of C, he may feel that the instructor has seriously misjudged the quality of his work. This is a matter quite beyond my own competence, and one that is properly committed to the discretion of individual instructors. In such cases I usually meet with the instructor and student together and ask them to explain their attitudes and reasons to each other.

These discussions have been fascinating and instructive, although they have yet to result in the change of a grade. What they have done, I hope, is to demonstrate to the students involved that the Office of the Ombudsman is one place in an often anonymous University hierarchy that will listen to them with seriousness and will try to insure that their instructors will, too, even if they do not achieve the specific result they originally sought. I have never been sure exactly what is meant by that part of the charge exhorting the Ombudsman to "humanize the University," but I hope that informal resolutions of this type, giving students the satisfaction of knowing that several people cared enough to address their concerns directly, are a part of the meaning.

Much of an Ombudsman's work, however, is less happy, because it brings him into poignant contact with those who seek help in meeting grave personal problems for which there are no ready solutions: faculty members who have been denied tenure and cannot find new positions elsewhere; students with fine academic records who succumbed to the impulse to cheat under the focused pressures of a moment and now must find explanations for parents, friends, and graduate schools; secretaries who served a now-retired professor for the better part of a lifetime and now cannot find new employment because they are regarded as too old.

The sense of hurt that one sees in such cases is extraordinarily great. These are people essentially pleading for an affirmation of their worth as human beings. The emotional demands that they understandably make upon their listener are intense and moving. I suspect that the poverty of the responses that an Ombudsman can make often merely confirms the intractability of their dilemmas. These are the cases that give me my sleepless nights.

On a number of occasions Joel Conarroe wrote in these columns of his intention to leave ample supplies of Bufferin and bourbon for his successor. Friends have asked me whether I have had occasion to make use of this generosity. I have told them I have not. My preferences run rather to Valium and vodka.

FINDING THE OMBUDSMAN

Anyone wishing to talk with the Ombudsman should either call (Ext. 8261) or go directly to the Office, 3537 Locust Walk, a stone's throw west of Benjamin Franklin's statue, just before Locust Walk intersects 36th Street. If Professor Freedman is not engaged he will talk with anyone who seeks him out even if no appointment has been made. If he is occupied, the caller can talk with one of the two Assistant Ombudsmen in the Office—Mrs. Linda Koons or Ms. Val Gossman, or can arrange with his administrative assistant, Ms. Ena Rosen, to see Professor Freedman at the earliest possible time, usually within a day or two.

Report on the Judicial System

As mandated by the charter of the University Judicial System (amended 10 October 1973—Section V, Paragraph E), the Judicial Administrator is to report to the University Community on the activities of the Judicial System at the end of each semester.

Since this is the first such report, I am summarizing the activities of the Judicial System for the entire calendar year of 1973. In an effort to make this report more useful, I am also summarizing the System's activities in the relevant Primary Courts for the year 1972. It will be noted in particular that the activities of the Primary Courts declined considerably in 1973 and that in contrast to 1972 no complaints were heard against faculty, administrators, or graduate-professional students.

Respondents	1972	1973
Faculty	4	0
Administrators	1	0
Graduate-Professional Students	8	0
Undergraduate Students	95	33

Pleas*	1972	1973
Guilty	40	18
Not Guilty	49	21
No Plea	24	2

Findings*	1972	1973
Guilty	69	33
Not Guilty	24	8

*Several findings and/or pleas are combined.

Sanctions**	1972	1973
Warning	30	4
Conduct Probation	20	9
Disciplinary Probation	22	11
Suspension	5	4
Financial Restitution	16	10
Fine	5	0
Note in Personal Record	6	2

**Some Respondents found guilty received more than one sanction.

In 1972 six cases were heard in which one or more respondents retained attorneys-at-law; no cases involved attorneys in 1973.

A numerical summary of charges heard before the Undergraduate Primary Court in 1973 includes:

Shoplifting and theft	8
Drug related	2
Library abuse	1
Bad checks	4
Assault	3
Misconduct	17

In 1973 the University Court heard three appeals from adverse decisions of the Undergraduate Primary Court; all decisions were upheld and were upheld once again on appeal to the Office of the President.

The Undergraduate Academic Honor Board heard three cases and found the students guilty in each instance. Recommendations of sanction in each case were made to the Executive Committee of the relevant undergraduate school.

The Vehicular Court received 26 appeals for refund from towing charges made for allegedly improper towing or ticketing. Of these, 15 towing or ticketing charges were upheld and 11 charges were overturned and the University was directed to refund the applicants' costs.

—Richard M. Sherman, Judicial Administrator

For the December meeting of the Administrative Assembly, University Archivist Jim Dallett skimmed through his 11,500 feet of records under the stands at Franklin Field and came up with a few highlights of the history of the University. As caretaker of the nation's third largest university archival collection (and the first to hold that office full time) Mr. Dallett is preparing now for the Bicentennial influx of scholars and history buffs who may want to know what else has been filed for posterity here over the past 233 years.

University History: Some Pre-Bicentennial Reflections

by Francis James Dallett

Most of you know the general histories of the University—Wood, Montgomery, Dowlin and Cheyney. All are good. Every book has omissions but Cheyney's history of the University is a fine synthesis of the complex and erratic history of this huge institution. Just compare the preparation he had to undertake and the much smaller, simpler task which faced Wertenbaker for his 1946 history of Princeton, a much smaller, much simpler university.

A comparison of Cheyney and Wertenbaker can be usefully carried into an historical comparison with the sister institution which has long been our friendly rival. There are many parallels between our development and that of Princeton. We have in common a Colonial foundation funded largely by English patrons as a Protestant missionary effort. We both had brilliance in the Revolutionary era. Then followed in both institutions an abyss of leadership and strength in the first half of the 19th century, when Trustees made every decision; growing professionalism and expansion in the second half of that century when Faculty and Administration were in the ascendancy; financial and cultural outreach in the first four decades of this century when Alumni ruled; then World War II, and now a new concept of education in which the old powers—Trustees, Faculty and Alumni—share equally with a fourth group, Students.

Despite these broad parallels in our history, dissimilarities in development are marked. Princeton was founded as, and still is, essentially a Presbyterian school. Its early student body and Trustees were racially homogenous, overwhelmingly of British Protestant antecedents. It had an exclusively classical curriculum. Then and now, it educated collegians only. It has occupied the same campus since 1753.

Penn, while having always supported an Episcopal chaplaincy, was the first nondenominational degree-granting institution in the country. It had a board of Trustees who from the beginning represented several shades of Protestantism and deism. The first Roman Catholic trustee was elected in 1779, the first Jewish trustee in 1802. Negroes were regularly enrolled in all divisions of the University starting in the 1880's, six decades earlier than at Princeton. The liberal curriculum at Penn pioneered in the introduction of physics and chemistry. Here were probably the finest scientific instruments in the Colonies. And, very interestingly, education was not only on the collegiate level. The Academy of Philadelphia, formed in 1749 and chartered in 1753, was a tuition preparatory school and, by its acquisition of the assets of a Charity School established in 1740, also educated poor

boys and poor girls. When the Academy was expanded into the College of Philadelphia by a second charter in 1755 it continued the same multilevel educational program.

Thus, small children in large numbers occupied classrooms in the same building with the College boys, some being prepared for entrance into the College, others for counting house or quarterdeck, still others for usefulness at humble trades. Remarkably, the Charity School, oldest branch of the University, survived until 1877. The dual role of college and academy as well as this commitment to, and involvement with, the disadvantaged, with community outreach, made Penn very different from Princeton indeed.

In contrast to Princeton, where for two centuries college life has centered around one hallowed building, Nassau Hall, Penn's physical history has been quite different. The doors of the Academy, the designated but not yet used Charity School structure of 1740, opened in 1751. Here, on Fourth Street south of Arch, in a plain two-story brick building, topped by a belfry, and the largest edifice in the city, the University proper remained until 1802. In that year it moved to a second campus on Ninth Street, between Market and Chestnut, where it occupied a Federal brick mansion known as The President's House. This edifice was built by the legislature of Pennsylvania for the President of the United States—Philadelphia was then the national capital—but was rejected by President Adams before Penn bought it. A wing added to the second College Hall provided rooms for the Medical Department. In 1829 this complex was demolished to be replaced by twin structures, one for the College, the other for the Medical faculty, built by architect William Strickland. Finally, in 1872 the University, in order to expand, moved to the present campus in West Philadelphia.

There are also differences in legal specifics. Princeton has an unbroken corporate existence as a degree-granting college from 1746 but did not become a University until 1896, and that still more or less in name only. Penn insists on a foundation date of 1740, the date of erection of the Charity School building, but we were not empowered to grant degrees until 1755. We became a University, however, in 1779—the first in the country—having already had a medical faculty for 14 years, but as the University of 1779 was for several years a concurrent operation with the old College which it was supposed to supersede, it is hard to say when the two factions were united in 1791, which was the *bona fide* institution and which the schism!

So goes Penn's precedence controversy with Princeton, but because of the two separate faculties which came together as

one, we actually make historical innings in the Revolutionary and early national period. Being able to claim alumni, faculty and trustees in two institutions, the College of Philadelphia and the University of the State of Pennsylvania, our count of Signers of the Declaration of Independence and of the Constitution goes up appreciably. So, like loyal alumni and historians of a larger scheme of things, we do not worry about fine points of corporate existence (and, with all the problems as to who got what degree, and under whose authority, it is no wonder our corporation-issued alumni directories are most inaccurate). There is no denying to Penn the men, and the participation in the birth of the nation, nor is there any denying the men and women and the continuous participation in national life from 1791 to the present time.

With the Bicentennial in the air, thoughts turn to the Revolutionary epoch. Let me, therefore, speak briefly about the effect of the Revolution on Penn.

When war came to the Colonies, the College of Philadelphia was headed by its Provost, the Reverend William Smith, a Scotch-born Anglican clergyman. You will see his bust outside.* He shared liberal theories on education with Benjamin Franklin, who 25 years earlier had given him his job, but Smith was very much of an Establishment conservative. Although initially in favor of American liberty, he was frightened by the philosophy of Thomas Paine's *Common Sense*. In 1776, under the pseudonym of "Cato", he wrote a series of newspaper articles which attempted to destroy Paine's arguments and advocated reconciliation with the Crown.

These were responded to by one of his own employees, the College mathematics professor and a fellow Scot, James Cannon. Cannon, who used the by-line of "Cassandra" was a fiery revolutionary. The Provost was taken into temporary custody as a Royalist, and, as Continental soldiers were housed in the College buildings, classes had to be suspended. In July of the same year the Declaration of Independence was proclaimed. Nine of its Signers, including Franklin, had been, or were to be, Academy or College students, faculty or trustees of Penn. We have previously claimed twenty-one members of the Continental Congress but my research has proven that more than 40 delegates to the Congress during its whole existence had one or more such ties with the College.

Provost Smith was soon released but classes were held only intermittently in 1777 and 1778, interrupted by the British occupation of the city and by the use of College Hall as a hospital. In July 1778, after the British left, the Continental Congress, being unable to use the State House which was being reconditioned, met in College Hall. Thus, for a few weeks our College Hall was the "capitol" of the emerging government.

Meanwhile, a new political party had gained control of the Pennsylvania State Assembly and secured a radical constitution. This extremist group found the loyalist, Anglican-aristocratic tinge of the College objectionable. Early in 1779 the Assembly began a deliberately antagonistic ten-month investigation of the College. Their findings were denounced by the Trustees, whose reply was ignored. In the absence of Franklin, the Assembly enacted a law which abrogated the 1755 Charter of the College and confiscated its property. A new Board was appointed to take over the property as a new institution, the University of the State of Pennsylvania.

Then everything changed. The Board of Trustees was opened to clergymen of all religious denominations in the

*Mr. Dallett spoke in a conference room adjacent to the *Prelude to the Bicentennial* exhibit at Van Pelt Library.

BEFORE BEN

The *Prelude to the Bicentennial* exhibit, open during Library hours in the display area between Van Pelt and Dietrich Libraries, is a rich collection of 18th Century Books, objects and memorabilia from the Archives.

One curiosity brought out by the exhibit is the identification of the earliest known "Friend of the Library"—not Ben Franklin, but Lewis Evans, a geographer/cartographer who began making gifts in 1749, a year before the Founder began his Library contributions. Today, there are over 200 Friends of the Library, who help keep up the collections through their memberships (\$25), patronage (\$250 and more) and other gifts. And much needed gifts they are: last year, though the University increased its book budget by 5%, inflation made that amount buy 8½% fewer books. Leading the Friends are Honorary Chairman Lessing J. Rosenwald and Chairman Mrs. H. Gates Lloyd. To join them (and receive a subscription to the *Library Chronicle* among other things) drop a note to Mrs. Lloyd c/o Van Pelt.

city. A Jesuit priest became an active Trustee of what had been a Church of England college. At the first commencement, insult to William Smith practically became injury, with the award of an honorary degree to Thomas Paine who was the first honorary alumnus not a clergyman, teacher or local financial backer.

In successive years, similar honors went to representatives of the French allies, including Lafayette. Washington, who attended the commencements of 1781 and 1782, received an honorary doctorate in 1783; the *mandamus* for his degree, one of our great treasures, is in the exhibition outside. In 1784, Charles Thomson, Secretary of the Continental Congress and a former faculty member, also received an LL.D. The national Constitution was signed in 1787 by eleven Penn men; the Law School was inaugurated in 1790 in the presence of President Washington and the Congress.

Another interesting result of the creation of the University of the State of Pennsylvania was the establishment in College Hall, alongside of the preparatory classes (the Academy of the old regime) of a separate preparatory school taught entirely in the German language, by German faculty. So, for more than a decade, the University, in an overwhelmingly English language environment, sponsored a minority educational stream, which in its individualistic structure was somewhat analogous to the Black Studies program we have today.

In many other ways the University or its sons were involved in the formative years of the nation. The three chaplaincies to the Continental Congress were held by Penn men; military heroes who were educated here included Academy alumnus Major General Anthony Wayne (who after the War became Commander-in-Chief of the Army), James Biddle, Captain of USS *Wasp*, Dr. John Morgan, founder of our Medical School who was Medical Director of the Army, and Dr. William Shippen of the faculty who was Chief Physician to the Army. In the first two decades of independence eight attorneys general, six Justices of the Supreme Court, nine Senators and seven Governors of states were sons of this University.

All of this adds up to a very proud heritage for the University. Pennsylvania, having played this major part in the foundation of the republic, should—and must—participate in its Bicentennial.

This participation, however, should recall more than the University's contribution of men and ideas to the Revolutionary era. It should summarize the contributions to human advancement for which Penn has since been responsible. As we think of our 18th century achievements—the first liberal

curriculum in the Western World, the first departments of Medicine and Botany, the first Chair of Chemistry, the first professorship of Law—we cannot overlook those of the 19th century: the first business school at University level, the first Chair of Psychology, the first Department of Hygiene, the work of Eadward Muybridge which brought about the successful evolution of the motion picture. Then we have the triumphs of the 20th century: Edgar Fahs Smith's work with tungsten which made the modern electric light possible; Professor Herbert Ives' research which led to the discovery and first public demonstration of television; and, in 1946, the mind-boggling invention by Eckert and Mauchly of the first large-scale all-electronic computer in the world.

So, you see, members of our University family of Students, Faculty, Administration and Trustees include not only Franklin, Hopkinson, Rittenhouse, Benjamin Rush, Robert Morris and the other great figures of the 18th century.

They include the physicians Sir William Osler and Isidor Ravdin; professional women like Frances Perkins, Secretary of Labor, and Philadelphia lawyer Sadie Alexander. The roll call encompasses our one President alumnus, William Henry Harrison, who just squeaks in, having spent three weeks in the Medical School.

Former faculty members include the much-honored Caspar Wistar who wrote the first American textbook on anatomy, and Henry Hope Reed who first taught contemporary English literature in this country, as they do three other eminent men whom the University, to its subsequent great regret, failed to retain: W. E. B. Du Bois, the great black scholar; Scott Nearing, the spokesman for academic freedom; and that engaging character, Lorenzo daPonte, born in Ceneda, Italy, in 1749, who was Mozart's librettist for *Don Giovanni*, who brought Italian opera to America, and who became in 1830, at the age of 81, Penn's first Instructor in Italian.

William Walker, the incredible Yankee dictator of Nicaragua, was a medical alumnus, as were Crawford W. Long who first used ether as an anesthesia, and a Venezuelan physician of the Class of 1836 who seems to have been the first of a long line of Latin Americans to come here.

A notorious honorary alumnus was Kaiser Wilhelm II, whose academic honors were revoked during World War I. (Trustees are human, like everyone else. If they expunged the Kaiser from the rolls they rather overdid Lafayette. He got two LL.D.s, as the Trustees of 1825 forgot about the first one conferred by their predecessors in 1787.)

We have among our deceased alumni a man called Xenophon Xavier Xaupi—all three names beginning with the letter "X", an almost unique situation—and another who bore the marvelous name of Zachariah Turnipseed. Yet another was the son of the Chief of the Cherokee Indian Nation. John Welsh, financial director of the Centennial Exposition of 1876 and his present day successor at the Court of St. James's, Walter Annenberg, are part of the Penn family. So, too, are Kwame Nkrumah, father of the republic of Ghana, and Manto Kushida, editor of *The Daily Pennsylvanian* while he was a student, later the great financier of pre-World War II Japan and officer of the "Hundred Million Dollar Club".

In view of the University's ever growing financial needs, nowhere more evident than in the poverty-stricken Archives, I will stop, hopefully, on this hundred-million-dollar note. I have given you this commentary and this catalogue of names not as a list of pretentious statistics but to indicate that possibilities for research into our University history are as interesting and as varied as Penn's achievements and Penn's achievers.

The University Museum's proposed Bicentennial project is a three-year symposium, War or Peace: 1976 which began with a forum last fall featuring World-Scholar-in-Residence Buckminster Fuller; Saturday Review/World Editor Norman Cousins; the Indian UN Commander Indarjit Rikhye; and Penn neurologist Franklin Elliott.

Between now and 1976, the Museum expects to carry on (1) a World Forum among diplomats, scientists, scholars, military strategists, lawyers, religious leaders and others; (2) a public dissemination program that is both national and international; (3) educational activities parallel to the Forum and (4) a Bicentennial exhibition that will emphasize contrast in attitudes toward war and peace in various cultures and civilizations.

"War or Peace: 1976 is designed to inform, not to propagandize," said Dr. Froelich Rainey in proposing the program. "Its aim is to promote a thorough presentation of the fundamental bases and causes of human violence." Other excerpts from the initial proposal:

WAR OR PEACE: HAS MANKIND A CHOICE?

The Bicentennial of American independence in 1976 will present a timely occasion for the United States and the world to take a searching look at a question that has figured critically in their history and overhangs their future. This is the question of war and the extent to which it is susceptible to control through human effort. Closely allied to this question is whether the destructiveness of modern warfare has rendered it obsolete as a method of settling disputes.

Starting with the Revolution, the United States has fought a war on the average of every twenty-five years, with many an armed incident in between. Wars have marked the founding, growth and preservation of the Republic, its rise to world power. Wars have also cost the nation heavily in life, treasure and trauma; the Civil War left scars that persisted for the better part of a century. World Wars I and II, the Korean and Vietnam wars have all left their marks of destruction along the path of our country's history. Survival, however, has now become an uncertain prize of victory. The recent development of a scientifically based military technology has made warfare a threat to the future of all mankind.

World at peace, therefore, is a goal surely shared by most of the world's nearly four billion people. But is sustained peace humanly attainable? Few questions have engaged so many minds in so many fields: statesmen, military leaders, philosophers and theologians, anthropologists, biologists, psychologists and behavioral scientists, political scientists, historians, economists, sociologists, lawyers, international jurists . . .

Why do men and nations fight? Even among scholars of the question there is no consensus. They differ as to whether human hostility is a genetic characteristic (perhaps the evolutionary result of natural selection among survivors of combat); a means of satisfying a psychic need or a zest for competition; a response to powerful environmental forces (ecological or geopolitical); or merely a deeply ingrained tradition. They differ, too, as to whether the drive to fight can long be controlled, and if so, whether through an understanding of its causes, scientific conflict management, new mechanisms of law and governance, or the Orwellian extreme of genetic manipulation can effect such control.

Seldom, if ever, however, have all the expert views on human conflict been brought together in a common arena, where they could play upon one another and, just possibly, form a whole that might be more instructive than its parts.

In Philadelphia, where the nation was born, the University Museum has undertaken to bring about such a Great Debate. On behalf of its parent University and in cooperation with other institutions, the Museum will present "War or Peace: 1976", a three-year World Forum culminating in the Bicentennial Year. It would pose the question "Is War Obsolete?".

Last January the Development Commission in Recommendation #40 called for a task force to study the coordination and strengthening of programs in public policy here. Following is the task force report sent to the President and the Provost by Dr. Phillips, who is Associate Dean at Wharton.

Public Policy at the University of Pennsylvania

by Almarin Phillips

I. INTRODUCTION

Concern with issues of public policy pervades the University of Pennsylvania. Indeed, it is so pervasive that it is impossible to provide anything approaching a full account of the various educational and research programs relating to public policy. Virtually the entire curriculum of the Law School involves public policy. So does much of the research at that school. The Annenberg School of Communications, the School of Social Work, the Graduate School of Education and the Schools of Medicine and Veterinary Medicine deal with public policy issues also. Research at the Schools of Engineering and Applied Science has a substantial policy content. The City and Urban Engineering program, the National Center for Energy Management and Power and the Transportation Studies Center illustrate interests of this sort. Course offerings at both the undergraduate and graduate levels and extracurricular science and society programs in engineering are similarly focused. The new graduate program in telecommunications engineering and spectrum management exemplifies engineering interest in public policy.

City and Regional Planning is a policy-oriented program in the School of Fine Arts. The undergraduate Urban Studies Program is operated from the Provost's Office and involves faculty from several schools. The Wharton School, in addition to the many policy-related educational and research activities of the Social Science departments currently therein, has within it the Fels Center, the Rodney L. White Center for Financial Research, the Leonard Davis Institute of Health Economics, the Master of Public Administration program, the Industrial Research Unit, the Labor Relations Council, the Multinational Enterprise Unit, the Busch Center, and the Management and Behavioral Science Center. Wharton EFA is allied with that school. All are concerned with public policy. In addition, a great deal of other less formally organized research at Wharton is of a public policy character.

Viewed in their entirety, University activities in the public policy area are not only pervasive; they are impressive and generally of high calibre.

II. OBJECTIVES OF THIS REPORT

This Report arises from a recommendation of the Development Commission that a Task Force on Public Policy be formed to advise you concerning public policy programs. The Development Commission felt that the Task Force should "investigate and report . . . on the establishment of a program in the area of public policy to bring together, coordinate, or strengthen work now represented in" . . . the several schools. Neither the Development Commission nor you have indicated more specific objectives to be accomplished by such reorganization; you did not mandate the sweeping reorganization which might be read into the Development Commission's words.

The recommendations given below do rest on a specific objective. That objective is to maintain and promote excellence in education in public policy at both the undergraduate and graduate levels. As will be evident, the stress on educational excellence is

not meant to negate the importance of research. Excellence in research should complement excellence in education. The University cannot have excellence in education without an excellent faculty, and an excellent faculty is one which is devoted to research as well as to teaching.

The Report proceeds by outlining recommendations and suggestions and then offering explanatory comments on the one basic reorganizational recommendation. It should be noted initially, however, that the general educational excellence now present and the ubiquity of public policy interests at the University impose limits on the recommendations. Suggestions are made to place a few public policy programs in a new organizational entity, but most programs would remain within the existing organizational framework. A considerable degree of voluntarism and mutual consent would be involved in defining the individual faculty members shifted to the new entity.

There is no apparent educational or organizational need for sweeping reorganization across the University. It would be impossible—or, if possible, counter-productive—to create a new school or to designate an existing school to have exclusive administrative, curricular and research responsibilities for the entire public policy area. The recommendations include new, centralized functions for the Provost's Office, but these are aimed at improving communications within the University, avoiding duplicative and rival personnel actions, providing high quality education in the disciplines, facilitating positively valued interdisciplinary educational and research programs, and aiding in obtaining outside funding. For the most part, that is all the "bringing together" and "coordinating" the Task Force sees as necessary to strengthen work in the several schools. Thus, the Report recommends—often by omission of recommendations rather than by explicit reference to each case—that the separate schools continue as reasonably independent nodes in the University's total public policy program.

III. RECOMMENDATIONS

The recommendations which follow are based on the assumption that the Faculty of Arts and Sciences will begin operations in the 1974-1975 school year and that the FAS will include the Economics, Political Science, and Sociology Departments. Regional Science and the Peace Research Unit receive separate consideration.

The recommendations are:

(a) *That the Fels Center be placed in a new School of Public Affairs within the Wharton Schools.* Because of its rather unique educational objectives, Fels should be a largely autonomous entity. It should have powers to appoint faculty similar to those of other Wharton departments and be subject to normal budget processes. Normal budget processes include subvention of worthwhile new programs as well as continuing subvention when educational goals so require.

(b) *That the applied social science components of the Urban Studies Program and the City and Regional Planning Department*

be integrated into a single undergraduate and graduate Department of Urban and Regional Planning.

(c) That the new Department of Urban and Regional Planning be transferred to the School of Public Affairs in the Wharton Schools.

(d) That the present faculty members of the City and Regional Planning Department, with the consent of the Provost, the Dean of the Wharton Schools, and the Dean of the School of Fine Arts, have the option to remain in the School of Fine Arts—pursuing if they wish both educational and research programs of a public policy type—or to transfer to the School of Public Affairs of the Wharton Schools.

(e) That the Masters of Public Administration, Leonard Davis, and other public policy programs now in the Wharton School, remain in that school, and within the ambit of its School of Public Affairs. Which, if any, of these units should be given departmental status is not clear at this point, and is a matter best left to them and the Wharton Schools.

(f) That discussions occur among the Provost, the Steering Committee of FAS, the Dean of the Wharton School, the Chairman of the Regional Science Department and the Peace Science Unit concerning the appropriate organizational affiliations for Regional Science and Peace Science within the University. The creation of a School of Public Affairs within Wharton and the transfer of Urban and Regional Planning to Wharton may make it advisable to keep Regional Science and Peace Science, or, at least, some of the present and prospective faculty in those units, within the Wharton complex. Joint appointments between Wharton, FAS, and other schools with programs involving regional and urban studies should also be considered. Whatever the organizational arrangements, undergraduate and graduate students from FAS, Wharton and the other schools should have defined program options including the regional, urban and peace science areas.

(g) That the Provost's Office, within the Office of the Vice Provost for Undergraduate Studies, prepare and circulate to undergraduates annually a brochure describing undergraduate courses and programs closely related to public policy. The brochure would cover not only major programs such as the undergraduate Urban and Regional Planning program, but also courses which may be taken for major, major-related, and electives credit in the several schools of the University. The brochure should be carefully designed to emphasize the University-wide offerings in public policy. This is necessary to avoid perceptions that Wharton's School of Public Affairs encompasses all that the University provides in undergraduate education in public policy and to encourage students to choose among courses given by different schools.

(h) That the Provost's Office, within the proposed Office of the Vice Provost for Graduate Studies and Research, prepare and circulate annually to the University community and to prospective graduate students at other colleges and universities a brochure describing the principal graduate programs in public policy at the University. The brochure would include, for example, the Fels, MPA, Leonard Davis, Urban and Regional Planning programs, as well as programs which might exist in various FAS departments and in the Engineering, Annenberg, Law, Graduate Education and Social Work Schools. The inauguration of new programs and allocation of funds to existing graduate programs would be the subject of normal academic planning processes, which is not a subject covered in this report.

(i) That the University administration, perhaps through the proposed Office of the Vice Provost for Graduate Studies and Research, mount a strong effort to obtain outside funding for the several principal nodes of public policy research in the several schools. While the nodes may in many respects be largely independent of one another, their totality represents a combined University effort which, with effective promotion, should be attractive to private foundations and governmental agencies. Again, the promotion should make clear that Wharton's School of Public Affairs is but one of the important nodes of public policy research

to avoid the possibility that its creation would adversely affect programs in other schools.

(j) That the Provost's Office, through the mechanism of the Provost's Staff Conference, formalize appointment and related faculty personnel procedures which are at once supportive of education and research in the basic university disciplines—a large part of which will be in FAS—and of applied research in public policy and other areas. The nature of the procedures should be widely disseminated and their content should include:

(1) review and assessment of proposed appointments by the department with "disciplinary stewardship" where the appointee is ostensibly trained primarily in a discipline and is proposed for a home department other than that with such stewardship. This procedure should cover special chairs as well as regular appointments. Review and assessment by the department with disciplinary stewardship should not include veto powers by one department over appointments made by another. It should, however, be used by the Staff Conference as a quality check and as a device to develop interdepartmental arrangements attractive to new appointees and conducive to interdisciplinary educational and research programs.

(2) regularized procedures for joint appointments between departments and units of different schools when the appointee is expected to have continuing teaching responsibilities in more than one department.

(k) That the University administration, through the Offices of the Vice Provosts for Undergraduate Studies and for Graduate Studies and Research, provide such review and control processes as are necessary to assure that courses central to particular disciplines are at once of high quality, not wastefully duplicative among schools and programs, and yet supportive of the educational needs of the several schools and programs.

(l) That the University administration assure that its budget system—especially the use of the responsibility center accounting concept—works so as to facilitate research which involves faculty from more than one budget unit. This will require the development of a method to share the attribution of overhead generation among budget units if unproductive rivalry among units for claims to overhead are to be avoided.

(m) That the Provost's Office, through the Vice Provost for Graduate Studies and Research, develop a system for informing appropriate research groups of research opportunities, of possible joint research endeavors and, where interdisciplinary research is involved, of research talents and resources within the University.

IV. COMMENTS ON THE BASES FOR RECOMMENDATIONS FOR REORGANIZATION

The integration of the Urban Studies and the City and Regional Planning Department is needed to maintain and attract an excellent faculty. Urban Studies has no appointive powers presently. Its educational program requires a faculty which largely overlaps that required for City and Regional Planning. Both the undergraduate and graduate curricula would be strengthened through integration and, with an excellent faculty, the research potential would be improved.

The transfer of the Department of Urban and Regional Planning to Wharton is predicated on demonstrated interests of Wharton in public policy education and research and the existence within Wharton of the MPA programs, Fels, Leonard Davis, and related programs. There is some overlapping of faculty requirements, especially in the basic social science disciplines, quantitative methods and the behavioral sciences. Joint appointments between Wharton departments and between Wharton departments, FAS departments, and departments in other schools would become normal rather than exceptional cases. There is also considerable overlapping in research personnel and it is anticipated that the Wharton administration would make a concerted effort to utilize its combined research resources effectively.

The recommendations mean that the Wharton Schools would be less of a school of business administration and more of a

Report of the Student Health Review Committee

school of business and public administration and of public policy than is presently the case. The internal organization of Wharton is a matter to be left largely to that school, but the recommendations suggest a school composed of an undergraduate school of business, a graduate school of business with master's and doctoral programs, and an undergraduate and graduate division covering public administration and public policy, within the entity called "the Wharton Schools." Fels would be in a "Wharton School of Public Affairs," or perhaps a "Fels-Wharton School of Public Affairs." It would have the support of Wharton and allied departments in making a number of essential faculty appointments, would be aided by Wharton in obtaining funding, and yet would be largely free with departmental status to pursue its announced educational and research goals, including the joint J.D.-Ph.D. program. Other public policy programs would be similarly supported, with departmental lines being developed as appropriate to the programs.

Alternatives to this organization do exist. The integrated Urban and Regional Planning Department could remain within the School of Fine Arts. Fine Arts does not appear to be the best location for that Department, however, because of interrelations between faculty needs and research interests of many of those involved in urban and regional planning and the other policy-oriented programs of Wharton.

An entirely new School of Public Policy and Administration could be created to encompass Fels, Urban and Regional Planning, the MPA program, and other groups with dominant public policy orientations. The new school would, however, be unable to utilize well the support which the present Wharton organization offers and the value of the Wharton reputation. It is possible, however, that Wharton's School of Public Affairs could and should be spun off as an independent school in the indefinite future.

It has been suggested also that a new division could be created in the Law School to accommodate the University's interests in public policy. The Law School has little experience in undergraduate education. Its research activities are, for the most part, based on a different discipline, with considerably fewer group research units and less funded research than is typical of the research in the units proposed for Wharton. The Law School would not ordinarily be as attractive as Wharton and joint Wharton-FAS arrangements in attracting faculty, but exceptions may arise in which Law School involvement is essential. Finally, there is a danger that public policy would become so large a part of the Law School that it would have deleterious effects on the law program itself.

It is important to stress again that care is required in the implementation of these recommendations to assure that change will in no way impinge on the freedom of all schools to engage in education and research of a public policy nature. The intention of the Task Force is to retain such freedom and to foster cooperative endeavors. New areas such as that involved in the 1907 Transportation Program may develop in unforeseeable ways which will require new organizational arrangements. Hopefully, the University organization will be flexible and responsive to such needs.

The recommended new functions for the Provost's Office are ones which the administration should perform under any organizational arrangements for public policy and, in fact, whether or not FAS is created. Better communications links, more concentrated efforts to obtain outside funding, and the avoidance of adverse budget effects are essential. The need for the Provost's Staff Conference to avoid duplicative and rival appointments and to facilitate joint appointments also will exist whatever happens to the public policy organization. Similarly, the need for the Provost's Office to assure high quality education in the traditional disciplines and simultaneously to meet particular program needs involving those disciplines will exist whether or not the reorganizations suggested here are implemented. Procedures covering appointments and disciplinary course offerings are particularly important, however, if FAS is to function so as to strengthen the discipline-oriented departments and if other schools are to offer excellent problem-oriented educational programs and research.

In December 1972, the late Dr. Robert Dripps as Vice President for Health Affairs named a committee of faculty, students and staff to review student health services here. The committee was charged not only to evaluate the services, but to consider, "Should or could the Student Health Service be part of a larger service to the entire University, encompassing faculty and employees? Dr. William Webb headed the committee, whose report was submitted in October and whose recommendations (below) are now being studied by the administration. Dr. Thomas Langfit, Acting Vice President for Health Affairs, said any action would await the completion of an extended analysis of Health Maintenance Organizations, now in progress. The full 48-page Webb study is available for inspection at the Office of the Secretary, 112 College Hall, or in the Reference Department of Van Pelt Library.

RECOMMENDATIONS

The Review Committee, through testimony, interviews and visits to other universities, developed concepts of what a good student health service should be and how it would be structured and financed. The Committee believes that a student health service should be a viable and creative functional component of university life. Its concerns should not only be with the treatment of disease, but should primarily be with the promotion of health within the entire student body. As such, a good student health service must not only provide medical care but should provide services which emphasize health education and prevention of disease. Therefore, the Committee makes the following recommendations.

It is the opinion of the Committee that some of these changes should be implemented immediately and that others should be implemented within a reasonable length of time in order to prevent deterioration of services.

1. The University administration should develop a policy position in the Student Health Service which would consider one of the following:

A. A newly structured Student Health Service which would be more responsive to student needs and be considerably more comprehensive in scope than the current service. A major focus should be on health education and disease prevention, in addition to superb medical care.

B. A health care delivery system, as conceptualized above, which would be provided by a branch of the Penn-Urb Health Maintenance Organization.

C. A new Health Maintenance Organization which would provide health services to University students, faculty and staff, and have a major focus on health education, disease prevention and high quality medical care.

2. The Health Service should remain in the Hospital of the University of Pennsylvania. Sufficiently adequate space should be provided to facilitate efficient and effective services.

Governance

3. A permanent Student Health Governing Committee should be established which will actually set policy and review activities of the Student Health Service. It will be responsible to the Vice President for Health Affairs, but in turn it will have direct line authority over the director of the Health Service and all activities of the Service. The Governing Committee's members, twelve in total, will be half from the faculty and administration, and half from the student body. They will be elected by the faculty and student organizations.

Financing

4. The Student Health Service should be financially self-sustaining. In order to accomplish this, the following should be done:

A. Payment of an identifiable fee for Student Health should be mandatory for all students;

B. All students should be required to subscribe to Blue Cross, unless one can produce validated evidence that he/she is covered by another comparable hospitalization plan (signing a waiver would no longer be acceptable).

C. The University should directly allocate all student health fees to the Student Health Budget.

D. Increase Student Health fee if the service is in deficit.

Staffing

5. A new staff position—that of Administrator—should be created in the Health Service. He should have responsibility to develop an organized, meaningful data information system, and have the responsibility for its efficient functioning. Data should include information which can be used to audit quality of care.

6. A Credentials Committee of Medical School faculty should be appointed to review the qualifications of prospective Student Health physicians. If acceptable to the Committee, the new staff physician should be given an appointment in the appropriate medical school department and hospital. Student Health physicians will then be able to provide continuity of care by "following" their patients into hospitals and provide care during hospitalization.

7. Nurse-practitioners should be appointed to the professional staff of the Health Service and they should provide primary care. They should supplement or replace medical students in covering for night and weekend service.

8. The infirmary must have regular house staff and an attending physician to improve quality of care.

9. The Student Health Service should provide a specific definition of the role of the consultant, and a clear understanding of various consultant contractual agreements is imperative, so that when a student is referred by Student Health to a specialty service, he or she can expect, and indeed should receive, the same treatment that would be accorded any private referral.

Services

10. It is the opinion of the Committee that the University of Pennsylvania should review its present programs in health education which are scattered throughout the University, and determine if programs exist in prevention. After this has been determined, the University should—through coordination, direction and search for outside funds—support a program in health education and prevention for its students. It is felt that faculty members from the various schools of the University, with proper guidance, would participate in such a program, even on a voluntary basis.

11. Serious consideration should be given to the establishment of a Division of Counseling at the University level in which the Psychiatric Counseling Section of the Student Health Service would be a part. Its function would be to coordinate and integrate the various counseling services currently on campus in order to achieve easier entrance into the delivery system, greater efficiency and more responsive care.

12. The Student Health Service should be open 24 hours per day, 7 days a week, 52 weeks per year.

13. The full range of services should be provided to student spouses upon the payment of an appropriate health fee.

14. Specific measures should be taken in the Health Service in meeting the needs of the students by:

- A. Taking effective steps on the reduction of waiting time for service as well as for consultant appointments;
- B. Increased cordiality of the staff;
- C. More detailed and careful explanations to students;
- D. Changing scheduling times so that more seriously ill patients are seen for longer time periods;
- E. Developing a formal complaint mechanism;
- F. Establishing an Ombudsman service and
- G. Providing an ample supply of printed material describing the services.

Quality of Care

15. Medical records should meet at least the minimum requirements established by the Social Security Administration. All charts should be written with the Problem-Oriented Record approach. Monitoring techniques should be developed using peer-review diagnostic criteria and specific carefully delineated protocols.

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From the data presented in the section of this report dealing with finance*, it is evident that the above recommendations could be implemented with only a modest increase in the cost to the student.

*See full report

GRANTS

SPONSORED RESEARCH

A Summary of Contracts and Grants for Research and Related Activities Received by Faculty Members during October 1973.

ARMY: *A. Kligman* (Dermat.) "Sustained Protection against Superficial Bacterial and Fungal Infections by Topical Treatment" \$33,093 . . . *C. Laird* (Met. and Mat. Sci.) "Approach to General Theory of Fatigue" \$32,284 . . . *K. Tsou* (Surg./Neurosurg.) "Cytochemical Study Related to Laser Application" \$14,638.

ATOMIC ENERGY COMMISSION: *S. Frankel* (Physics) "Synchrotron Research and Training" \$108,000.

COMMONWEALTH OF PENNSYLVANIA: *R. Gibboney* (GSE) "A Self-Evaluation Model for Standard Schools" \$58,000 . . . *A. Merritt* (Clin. Stud./Vet.) "Pathophysiology of Chronic Diarrhea in the Horse" \$20,183 . . . *H. Mitchell* (GSFA) "Consortium for Planning" \$4,000 . . . *E. Soulsby* (Pathobiol.) "Poultry Diagnostic Clinic" \$17,500.

NATIONAL ACADEMY OF SCIENCES: *F. Aizenberg-Selove* (Physics) "Panel on Nuclear Data Compilations" \$12,230.

NATIONAL BUREAU OF STANDARDS: *G. Schrenk* (Nat. Power Ctr.) "Support of Conference on Energy Conservation through Effective Energy Utilization" \$23,099.

NATIONAL INSTITUTE OF HEALTH: *R. Austrian* (Research Med.) "Respiratory Infection and Respiratory Pathogens of Man" \$117,063 . . . *R. Brodey* (Clin. Stud./Vet.) "Immunologic Studies of Canine Neoplasia" \$39,051 . . . *J. Brody* (Med.) "Acquired Hemolytic Anemia of Lymphocytic Leukemia" \$25,969 . . . *M. Cohn* (Johnson Fdn./Biophys.) "NMR Studies of Macromolecules and their Interaction" \$49,251 . . . *R. Cooper* (Med.) "Monocyte Detection of the Human Cancer Cell Surface" \$91,099 . . . *I. Fidler* (Dent. Pathol.) "Quantitative Analysis of the Mechanisms of Cancer" \$36,976 . . . *R. Forster* (Physiol./Med.) "Measurement of Rates of Gas Uptake by Human Red Cells" \$70,580 . . . *D. Garfinkel* (Moore) "Computer Simulation in Cardiology" \$123,675 . . . *H. Holtzer* (Anat.) "Mechanisms in Differentiation of Mesodermal Tissues" \$15,541 . . . *R. MacGregor* (Med.) "Infection and Host Defense Mechanism in Alcoholism" \$50,829 . . . *H. Morton* (Pathol.) "Involvement of Mycoplasma in some Types of Arthritis" \$35,917 . . . *U. Nilsson* (Med.) "Structure and Function of Human C₅" \$41,295 . . . *P. Nowell* (Pathol.) "Leukocyte Regulatory Mechanisms" \$54,557 . . . *A. Relman* (Clin. Res. Ctr.) "General Research Clinic Center" \$617,573 . . . *K. Rickels* (Psychiat.) "Early Drug Evaluation in Neurotic Outpatients" \$177,518 . . . *H. Schwan* (Grad. Bioeng.) "Electrical and Acoustic Properties of Biologic Material" \$73,543 . . . *J. Senior* (Surg./Neurosurg.) "General Clinical Research Center/Grad. Hosp." \$195,762 . . . *A. Somlyo* (Health Affairs) Pennsylvania Muscle Institute \$1,198,669 . . . *F. Taylor* (Med.) "Activation of Fibrinolytic System" \$50,686 . . . *K. Tsou* (Surg./Neurosurg.) "Cytochemical Substrates Related to Cancer Chemotherapy" \$89,308 . . . *H. Wollman* (Anes.) Center for Research in Anesthesia \$422,384.

NATIONAL SCIENCE FOUNDATION: *A. Ando* (Econ.) "Economic Analysis of the U.S. Economy" \$28,600 . . . *R. Erickson* (Biol.) "Growth and Development in Higher Plants" \$6,500 . . . *N. Evans* (Towne) "Low Speed Shear Flow around Bluff Bodies" \$3,500 . . . *K. Foland* (Geol.) "Isotopic Studies of the White Mountain Series and Related Rocks" \$38,600 . . . *J. McCray* (Johnson Fdn./Biophys.) "Oxygen Photolysis and Recombination Studies of Hemoproteins" \$40,000 . . . *R. Middleton* (Physics) "Nuclear Research with Tandem Accelerator" \$560,000 . . . *F. Rainey* (Univ. Mus.) "Museum Applied Science Center for Archaeology" \$109,900 . . . *E. Ralph* (Physics) "C-14 Measurements of Known Age Samples" \$30,200.

NAVY: *R. Ackoff* (Mgt. Sci. Ctr.) Agreement for a Training Course for Naval Air Engineering Center \$17,859 . . . *H. Callen* (Physics) Device Materials \$18,000 . . . *C. Laird* (Met. and Mat. Sci.) "Crystal Mismatch in Electroluminescent Materials" \$34,953.

BIOMED DEADLINE EXTENSION

The deadline for HEW grants in Biomedical Sciences (ALMANAC December 18) has been extended from January 15 to February 1. —Office of Research Administration

OFFICE OF EDUCATION/DHEW: *R. DeGennaro* (Dir. Lib.) "College Library Resources" \$5,000 . . . *R. Lambert* (So. Asia Reg. Stud.) "South Asia Language and Area Center at the U. of P." \$106,406 . . . *T. Naff* (Orien. Stud.) "Modern Near East Language and Area Center" \$106,000 . . . *D. O'Kane* (GSAS) NDEA Title IV Graduate Fellowship \$283,665; NDEA Title VI Fellowships \$228,120.

TRANSPORTATION: *D. Boyce* (Reg. Sci.) "Lindenwold High Speed Line-Phase III" \$49,813.

TREASURY: *G. Adams* (Econ.) "Cyclical Movements in the Gross National Product" \$10,000.

PRIVATE FOUNDATIONS, RESEARCH ORGANIZATIONS AND ASSOCIATIONS AND INDUSTRY

AMERICAN CYANAMID CO.: *J. Denton* (Nat. Power Ctr.) "Development of CD2SNO4 Films for Use in Solar Energy Conversion Devices" \$21,662. AMERICAN HEART ASSOCIATION: *S. Winegrad* (Physiol.) "Excitation-Contraction Coupling in Heart Muscle" \$12,100. AMERICAN PHILOSOPHICAL SOCIETY: *A. Weinstein* (Med.) Daland Fellowship \$2,750. CARNEGIE CORPORATION OF NEW YORK: *C. Perry* (Mgt.) "An Evaluation of the Labor-Liberal Arts Program" \$76,000. FEDERAL RESERVE BANK OF CLEVELAND: *R. Ackoff* (Mgt. Sci. Ctr.) "Development and Preparation of an Initial Strategic Planning Procedure" \$60,000. FORD FOUNDATION: *V. Whitney* (Sociol.) Demographic Training and Research \$200,000 . . . *L. Wingo* (City and Reg. Plan.) "Graduate Study of Urban and Regional Planning for Minority Group Students" \$5,000. GENERAL ELECTRIC CO.: *K. Fegley* (Nat. Power Ctr.) "Feasibility Investigation and Formulation of a Methodology for the Modeling and Analysis of Power Processing Systems" \$15,000. GOVERNMENT STUDIES AND SYSTEMS: *T. Gilmore* (Mgt. Sci. Ctr.) "National Standards Implementation in Pennsylvania" \$19,490. INTERNATIONAL BANK FOR RECONSTRUCTION AND REDEVELOPMENT: *I. Kravis* (Econ.) "International Comparisons, Productions, Income and Purchasing" \$70,000. JOSIAH MACY JR. FOUNDATION: *H. Davies* (Microbio./Med.) High School Education Program \$40,200. PHILADELPHIA ANTIPOVERTY ACTION COMMISSION: *H. Davies* (Microbio./Med.) High School Education Program \$22,340. PHILADELPHIA FAMILY PLANNING COUNCIL: *G. Huggins* (Ob./Gyn.) Coordinating Council-Family Planning Program \$87,838. SLOAN FOUNDATION: *J. Sprague* (Anat.) "Interchange of Neuroscience Staff" \$100,000. YOUNG GREAT SOCIETY: *R. Ackoff* (Mgt. Sci. Ctr.) "Retrospective Evaluation of the Governor's Human Services Task Force" \$2,977.

Summary: Contract and Grant Awards for October 1973: 244, totaling \$17,422,523.

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A Summary of Contracts and Grants for Research and Related Activities Received by Faculty Members during November 1973.

CITY OF PHILADELPHIA: *A. Gellhorn* (Sch. of Med.) Philadelphia Hospital Contract \$2,016,287.

COMMONWEALTH OF PENNSYLVANIA: *E. Cohen* (Com. Med.) "University Educational Program in Gerontology—Developmental Phase" \$9,004 . . . *T. Gilmore* (Mgt. & Behav. Sci. Ctr.) "Examining Alternative Systems of Financial Support for Mental Retardation" \$85,295 . . . *L. Shoemaker* (Social Work) "Graterford Prison Student Unit" \$75,099.

NAVY: *B. Steinberg* (Elect. Eng.) "High Angular Resolution and Accuracy at HF" \$39,985.

NATIONAL INSTITUTE OF HEALTH: *H. Bright* (Biochem./Med.) "Mechanism of Enzyme Action" \$52,185 . . . *C. Brighton* (Orth. Research) "Stimulation of Extremity Growth of Electrical Fields" \$38,557 . . . *J. Brody* (Med.) "Biologic Function of the Leukemic Lymphocyte" \$31,239 . . . *B. Chance* (Johnson Fdn./Biophys.) "Structure and Dynamics of Enzymes by EPR and NMR" \$20,450 . . . *B. Chance* (Johnson Fdn./Biophys.) "Bio-Chemical Screening For Anticancer Agents" \$13,383 . . . *R. Gelman* (Psychol.)

"Studies in Cognitive Development" \$6,750 . . . *F. Karush* (Microbio.) "Immunology and Immunochemistry" \$31,239 . . . *G. Koelle* (Pharm.) "Neurohumoral Transmitters and Related Drugs" \$92,884 . . . *P. Liebman* (Johnson Fdn./Biophys.) "Microphotometry of Retinal Rods and Cones" \$24,760 . . . *R. Marshak* (Clin. Stud./Vet.) "Herd Resource for Bovine Lymphosarcoma" \$25,120 . . . *E. Mela* (Surg.) "Altered Mitochondrial Function in Shock" \$25,012 . . . *M. Nass* (Ther. Research) "Mitochondrial Genetic System in Normal and Cancer Cells" \$88,589 . . . *R. Utiger* (Med.) "Thyroid Stimulating Hormones in Plasma" \$45,552 . . . *A. Winegrad* (Med.) "Uronic Acid Pathway in Diabetes Aortic Metabolism" \$31,239.

NATIONAL SCIENCE FOUNDATION: *L. Klein* (Econ.) "Econometric Model Building of the Flow of Funds of the U.S. Economy" \$18,300 . . . *O. Williamson* (Fels Inst.) "Theoretical and Empirical Studies of Market and Internal Organizational Structures" \$36,700.

OFFICE OF EDUCATION/DHEW: *J. Shada* (Stud. Finan. Aid) Basic Educational Opportunity Grant Program \$50,260 . . . *H. Tonkin* (Undergrad. Stud.) "Cooperative Planning Grant" \$14,000.

PENNSYLVANIA SCIENCE & ENGINEERING FOUNDATION: *M. Kare* (Monell) "Development Support for Aquatic Facility" \$35,000.

SOCIAL AND REHABILITATION SERVICE: *E. Cohen* (Comm. Med.) "Effects of Flood Disaster on Elderly and Services" \$95,816.

PRIVATE FOUNDATIONS, RESEARCH ORGANIZATIONS AND ASSOCIATIONS AND INDUSTRY:

AMERICAN CANCER SOCIETY: *J. Ferrer* (Clin. Stud./Vet.) "Immunologic & Pathogenic Studies with Radiation Leukemia Virus" \$37,500 . . . *P. Lu* (Chem.) "The Mechanism of the Control of Gene Expression" \$85,634.

ALLENTOWN PRODUCTS: *K. Bovee* (Clin. Stud./Vet.) "Experimental and Clinical Renal Failure in Dogs" \$7,267.

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT: *S. Gupta* (Mgt. Sci. Ctr.) "Utilization of Resource Satellites by Developing Countries" \$3,700.

LEDERLE LABORATORIES: *M. Goldberg* (Med.) "The Efficacy of Tetracycline Drugs in the Treatment of States of Impaired Water Excretion" \$10,000.

RESEARCH CORPORATION: *D. Wilson* (Johnson Fdn./Biophys.) "Magnetic Properties and Interactions of the Redox Components" \$11,000.

Summary: Contract and Grant Awards from July 1, 1973 through November 30, 1973: 282, Totaling \$20,641,158.

WORK-STUDY PROGRAM: 1974-75

Applications for College Work-Study Student Assistants for 1974-75 are now available from the Student Employment Office, Room 200 Logan Hall, Ext. 6964.

The College Work-Study Program is a federally funded program providing part-time employment for students receiving financial aid from the University whose need is not met by scholarship and/or loan. Students on the program are given the opportunity to earn a specified amount during the academic year. This amount is a maximum which cannot be exceeded, and is controlled by variables such as the type of work involved and hourly wage.

Over a thousand eligible students will be looking for part-time work in clerical, lab, research and several other areas. These students, whose salaries are supported by a combination of federal and University funds, will be available about 10-12 hours a week most of the academic year.

For the coming year, greater stress will be placed on assigning students to constructive and interesting positions, and more importance will be placed on the supervisor's role as employer.

Administrators and faculty members who are currently employing Work-Study students should have received application forms prior to the Christmas vacation; additional forms may be obtained by contacting the Student Employment Office. The deadline date has been extended to February 1, 1974.

—Charles L. Friedman

OPENINGS AS OF JANUARY 9

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

ADMINISTRATIVE/PROFESSIONAL

ACCOUNTANT I to prepare monthly trial balance of all billing agencies, reconcile monthly income, maintain code list and assign account number, prepare journals. Supervises two clerks and assists manager. *Qualifications:* Accuracy with figures and ability to direct others. Two years' college coursework in accounting and two years' accounting experience. \$7,750-\$9,625-\$11,500.

ASSOCIATE DEVELOPMENT OFFICER II (1/8/74).

CHIEF ENGINEER (1/8/74).

DIRECTOR OF ADMINISTRATIVE SERVICES, Veterinary Medicine (1/8/74).

DIRECTOR OF SUPPORTIVE SERVICES responsible to the Dean of Students for the development, coordination and implementation of supportive services for undergraduate students. *Qualifications:* Graduation from a recognized college or university, preferably with an advanced degree. Administrative experience in a large urban university. Must be knowledgeable of counseling, research, supportive services for minority students, fund raising techniques and have a working knowledge of University fund-raising programs. Must also have writing ability and be able to present plans and programs effectively. Salary to be determined.

ELECTRICAL ENGINEER II (9/18/73).

FINANCIAL ANALYST (1/8/74).

MASTER SCHEDULER (1/8/74).

NURSE, HEAD (12/18/73).

PROJECT MANAGER (11/6/73).

STATISTICIAN (1/8/74).

BUSINESS ADMINISTRATOR II responsible to the Director of Libraries for deciding priorities, determining schedules for equipment renewals, liaison with purchasing department and dealers, maintaining statistics, compiling data, verifying comptroller's sheets, supervising bookkeeping systems, developing grant proposals, assisting in personnel matters. *Qualifications:* Graduation from college with coursework in business administration or accounting or equivalent experience. At least three years' experience in administration with budget and contracts. Demonstrated supervisory responsibility, writing skills and accounting ability. \$8,900-\$11,975 (midpoint).

SUPPORT STAFF (A-3)

BUILDING SUPERVISOR I, Veterinary School (1/8/74).

CONTRACT ACCOUNTANT, Comptroller's Office (1/8/74).

ELECTRONIC TECHNICIAN/ENGINEER (11/6/73).

MACHINIST I, research area on campus (1/8/74).

MECHANICAL ESTIMATOR to make detailed facility inspections enumerating deficiencies requiring repair or maintenance. Prepares budget estimates and plans and initiates repair actions. *Qualifications:* Graduation from high school or technical school. Five years' experience in construction/maintenance including some experience as shop planner or leaderman. \$9,825-\$11,400-\$12,950.

NURSE ASSISTANT (2) (12/18/73).

NURSE, R.N. (staff) to assume general nursing duties, take vital signs, prepare patients for examination, instruct patients for specific personal procedures, prepare daily reports, etc. *Qualifications:* Ability to do venipunctures, experience in family planning. State registration, graduation from an approved three-year school of nursing. \$7,250-\$8,350-\$9,425.

NURSE TECHNICIAN (1/8/74).

RESEARCH LABORATORY TECHNICIAN II, New Bolton Center (12/18/73).

RESEARCH LABORATORY TECHNICIAN II, undergraduate students' lab (12/18/73).

RESEARCH LABORATORY TECHNICIAN III (1/8/74).

SECRETARY I, campus offices (1/8/74).

SECRETARY II (14) (1/8/74).

SECRETARY III (8) (1/8/74).

PART-TIME (A-4)

PENN TEMPS: temporary assignments for people who have excellent typing and, in some cases, shorthand or dictaphone. Call Clare Trout, Ext. 7287; weekdays, 9-noon, 130 F.B.

RESEARCHER to compile comprehensive listing of potential private and government sources of faculty funding for research and programs in the humanities and social sciences. Will work closely with administrators concerned with external funding. Will be expected to write summaries of findings for publication. Must have excellent library skills, writing ability and background in the humanities or social sciences. Part-time and temporary—expected to begin January 21 and last through the spring term.

MANAGEMENT SEMINAR: FEBRUARY 5

The Training Department in cooperation with the Management Development Advisory Committee is sponsoring a one-day seminar, *How to Get Yourself and Your Organization Better Organized*, on the nature and application of project management systems and techniques. It will enroll up to 20 administrators (including academic administrators) at managerial levels.

Paul O. Gaddis, Vice President for Management, and Gary F. Blanchard, Director of Administrative Affairs at the Dental School and Chairman of the Management Development Advisory Committee, are seminar speakers.

The seminar will be held at the Faculty Club February 5 from 8.30 a.m.-5 p.m. To cover the cost of seminar materials, luncheon and beverages, each department is asked to reimburse the Training Department in the amount of \$35 for each participant sponsored.

For further information: Mia Argentieri, Ext. 6693.

THINGS TO DO

Red Women's Detachment. Film of the ballet President Nixon saw on his trip to China, about a women's company of Chinese workers in the Peasant's Red Army on Hainan Island during the 1927-37 Second Revolutionary War. Ethnic Arts Gallery, Museum, January 18, 2:30 p.m.; January 19, noon.

Return of the Boxes: Spaces to Discover and Create. ICA sponsors a children's program including a slide show and hundreds of boxes with which the kids can have their way. Open to all children, especially for those 5-10. A parent must attend; coffee and refreshments available. ICA, January 19, 11 a.m.-noon. Group reservations: Michael Quigley, Ext. 7108.

Organ Concert by Berj Zamkochian. The organist of the Boston and World symphony orchestras performs European works and pieces from the Armenian liturgy. Mr. Zamkochian is especially interested in church music and, in 1969, founded the Gomidas Organ Fund in honor of the hundredth anniversary of the priest-composer Gomidas Vartabet. As part of that project, Mr. Zamkochian established a library of organ music at the monastery of Etchmiadzin in Soviet Armenia. Irvine Auditorium, January 20, 3 p.m. Sponsored by the Tarzian Chair of Armenian History and Culture.

Marriage and the Family. Marriage Council director Dr. Harold Lief addresses the Faculty Tea Club. Stouffer Recreation Center, January 22, 1:30 p.m.

What the Wine-Sellers Buy. New York Shakespeare Festival production of Ron Milner's play about a young black man. Zellerbach Theatre, through January 26. Evenings, 8 p.m.; Wednesday and Saturday matinees, 2:30 p.m. Reservations: Ext. 6791.

Tyler Graphics. Etchings, silk screens, and lithographs by 15 students at Temple's Tyler School of Fine Arts. Bowl Room, Houston Hall, through January 30.

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