

# Almanac

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*IQ & Environment* is one of the STUDIES . . . Page 4



## BERS CHAIR: DR. ADAMS

Dr. Mark B. Adams, Assistant Professor of the History and Sociology of Science, has been named Janice and Julian Bers Professor in the Social Sciences at the University of Pennsylvania.

The Bers chair was established for an assistant professor who shows outstanding promise as a scholar and teacher. It was made possible by a gift from Trustee Julian Bers and Mrs. Bers, both Alumni of the University. Mr. Bers has been chairman of Annual Giving and of Benjamin Franklin Associates here.

Dr. Adams is the second person to hold the chair, succeeding Dr. Michael L. Wachter, who is now associate professor of economics.

Since he joined the faculty in 1970, Dr. Adams has taught graduate and undergraduate courses in the history of Russian science, the history of biology, science and literature, and the sociology of science. He is presently undergraduate chairman of his department. His book on the modern Soviet scientific community is due for publication by the University of Chicago Press.

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## TRUSTEES

### INTERIM CHAIRMAN: MR. DUNLOP

The Trustees at their winter meeting Friday, January 11, elected Robert G. Dunlop, the Trustees' deputy chairman, as chairman to serve until the Trustees' spring meeting May 3.

Mr. Dunlop, a graduate of the Wharton School Class of 1931 and a Trustee since 1952, is chairman of the board and chief executive officer of the Sun Oil Company. Because of future commitments to his firm and to his industry, he declined to serve as chairman for a longer period. The Trustees' nominating committee intends to propose the candidate for the next chairmanship to the Executive Board and then to the full board in May.

Mr. Dunlop succeeds William L. Day, chairman from 1968 until his unexpected death on December 31, 1973.

### MONEY MATTERS

Both the Finance Committee and the full board in its stated meeting took actions that carry forward proposals of the Development Commission and the task forces that grew out of the Commission. In four major actions they:

- passed a resolution to prepare for a major fund campaign to be launched in January 1975 (full text, page 3). The resolution sets no dollar figure; that target will emerge from some options the University is developing with the aid of deans and the Academic Planning Committee. (A summary of those options and of the goal-setting process Dr. John Hobstetter outlined for the Trustees begins on page 3.)

- passed a resolution to phase out the HUP diploma program in nursing by 1978, in line with the NAMPHS Task Force Report (*Almanac* December 18). As HUP nursing phases out the University School of Nursing will phase in and will conduct training at HUP as well as Graduate Hospital.

- authorized the expenditure of \$100,000 on an architectural survey of the Quad, both for rehabilitation and for feasibility of conversion to a house system as recommended by a task force report now on file in the Office of the Secretary.

- authorized expenditure of \$650,000 to provide the campus with an underground duct system that will initially be wired to carry computer lines and a monitoring system for central control of heat and air conditioning. This is expected to be amortized through savings within eight years. The installation will provide for later wiring of security monitoring systems and closed-circuit television for educational uses, as suggested by the task force on audio-visual resources.

### THE BUDGET FOR NOW

The Finance Committee approved Dr. Hobstetter's budget survey for the current year indicating that the University

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## CONSULTATIVE COMMITTEE: V.P., HEALTH AFFAIRS

The Consultative Committee for the appointment of the Vice President for Health Affairs recently appointed by President Meyerson has begun its work and solicits suggestions of candidates for this position. Members of the University community may send such recommendations to the committee chairman:

*Dr. David T. Rowlands, Jr.*, Room 229, School of Medicine (G3), or to any of the members of the committee:

*Dr. Morton Amsterdam*, Professor of Periodontics and Periodontal Prosthetics, School of Dental Medicine;

*Dr. David K. Detweiler*, Professor and Chairman, Laboratory of Physiology, School of Veterinary Medicine;

*Dr. Helen O. Dickens*, Associate Professor of Obstetrics and Gynecology, School of Medicine;

*Dr. Robert D. Eilers*, Professor of Insurance and Health Economics, Wharton Graduate School;

*Dr. David R. Goddard*, University Professor of Biology;

*Dr. Arthur E. Humphrey*, Dean of the College of Engineering and Applied Science;

*Dr. Harry R. Kissileff*, Assistant Professor of Physical Therapy, School of Allied Medical Professions;

*Dr. Dorothy A. Meredith*, Associate Professor of Nursing, School of Nursing;

*Dr. Arnold S. Relman*, Chairman and Professor of Medicine, School of Medicine;

Scott Palmer, student, School of Veterinary Medicine;

Arthur Balin, student, School of Medicine;

Janet Falk, student, School of Nursing;

*Ex officio: Dr. Howard Rasmussen*, Professor of Biochemistry, School of Medicine.

## SENATE FROM THE CHAIRMAN

### We Can't Go On Meeting Like This

The Senate currently has five standing committees as well as its Academic Freedom and Responsibility Committee, all of which must report to the Senate at least once a year. These committees, as well as ad hoc ones, issue reports on weighty and controversial issues that must be acted upon by the Senate as a whole. Under our present procedures, the Senate only operates at its regular and special plenary sessions. Unfortunately, except when there are subjects that are both highly controversial and emotional, attendance at the regular meetings generally barely reaches the quorum of 100 and is even less at special meetings.

Even if we can avoid special meetings in the future, the current situation is intolerable for several reasons. First, the strong proponents or opponents of any particular policy are more likely to make up a large portion of a group as small as 100. Thus, positions may be adopted by the Senate that do not represent the view of the majority. Second, in order to act on all its business at regular meetings, there will be instances, as evidenced this past fall, when the time available for debate on complex issues will be inadequate.

In the absence of an increase in Senate attendance, the Senate has no choice but to change its methods of operation. Thus far, people with whom I have spoken have made two suggestions both of which have drawbacks. The first is that the Senate delegate its authority to an executive committee or representative body with the Senate retaining the option to meet in plenary session. The second is that mail ballots be used in conjunction with our plenary sessions. The Senate Advisory Committee has formed a committee to work on this issue. I welcome suggestions from you as to alternative courses of action and hope we can present a plan to the Senate at the spring meeting.



## TRUSTEES CONTINUED

continues on target for a balanced budget. It also heard with sympathy and approval Dr. Hobstetter's outline for scheduling next year's budget decisions over the spring in the light of income factors the University cannot yet predict. Both the economy in general and the Pennsylvania legislature affect such decisions, Dr. Hobstetter pointed out. Pending better knowledge of these, the deans and budget officers of the University are working with a series of "guidelines" such as the \$250 tuition increase that has been projected. The University Budget is being made up as sets of options based on such guidelines, with figures to be pinned down no sooner than they have to be. Tuition is one of the first factors that must be resolved, however, for admissions' sake. A firm figure is needed by February and can wait no later than early March, Dr. Hobstetter reported.

### Toward Setting a Fund Goal

*More than a year ago the Trustees set up an ad hoc Committee on Resources which includes the chairmen of their Educational Policy, Development, and Finance Committees. The ad hoc Committee has been charged with estimating the availability of outside funds, and evaluating the University's prospects for attracting them. Meanwhile, for the past year deans and other academic administrators have been developing detailed proposals for strengthening and adding to their own educational and research programs. On January 11, President Meyerson and Provost Stellar went before the Trustees with a draft that resulted in the Trustees' first formal action toward a campaign (opposite).*

*The day before, Associate Provost John Hobstetter had summarized for the Resources Committee the proposals received from the various deans; showed how various existing and proposed programs relate to the One University concept; and told how the University will evaluate the proposals in assigning priority. A full report on this will appear later in ALMANAC. Meanwhile, some highlights:*

All told, the proposals now in hand for strengthening present units and creating new ones would cost some \$400 million to carry out. Within the University, however, the administration with the help of the Academic Planning Committee is trying to shape development "packages" at three levels of cost. Each package is mostly made up of program proposals, but with some physical plant needs built in. One comes to about \$200 million, one \$300 million and the third \$400 million, including some hospital facilities and rehabilitation of existing buildings as needed to carry out program proposals.

In determining priority among the proposals, the University will apply three principles of the Development Commission which reinforce each other:

- that we capitalize on the One University concept;
- that we plan for diversity within that oneness, based on the principle of selective excellence;
- that we remake undergraduate education in both style and substance, taking new heed of the aspirations of our own potential student body and melding those with our own theoretical and professional strengths.

In simplified form, the plan for Pennsylvania sets up a circumference of professional schools (existing and proposed) including some unusually strong ones upon which the University's reputation largely rests. Dr. Hobstetter has charted some interschool ties that already exist, which can be strengthened and multiplied. At the core, his diagram

shows the newly emerging Faculty of Arts and Sciences as "the central feature of the grand design" for Penn. FAS is seen in four clusters (social sciences, biosciences, physical sciences and language/cultural studies) which are not all-inclusive but selective. The selective principle, devised with the help of the Academic Planning Committee, is based on existing *academic strength, central importance* in the context of the campus, and the character of providing One University with a *theoretical basis for professional thought and activity*. The plan emphasizes what he called the "halo effect of a small number of departments of extraordinary distinction in setting a style and pace for the campus."

The Academic Planning Committee has especially concentrated on developing measurements for *academic strength* and *academic centrality*, using the cited needs of the University's educational and research programs. The Committee also considered *uniqueness* and *national need* as benefits to be obtained from our programs.

"The mere establishment of strong programs does not ensure that the desired interactions among them will occur," he added, but the University has some successful models for interaction in centers which focus upon problem areas rather than disciplinary ones. A number of the new proposals received are for more such centers in the social sciences, biosciences and humanities.

#### TEXT OF TRUSTEES' RESOLUTION ON RESOURCES

WHEREAS the University of Pennsylvania has demonstrated the capacity to manage its existing resources with prudence and effectiveness and to maintain high quality of teaching, research, and service; and

WHEREAS it is clear that the long-range future of the University depends upon continued public funds and tuition, and upon increased support from private sources, including alumni, friends, corporations, and foundations for endowment as well as operating purposes; and

WHEREAS the Report of the University Development Commission and the programs, policies, and ongoing plans which it has brought forth provide the basis for important resource needs;

THEREFORE BE IT RESOLVED that the Trustees of the University of Pennsylvania are determined to mount a major fund-raising effort to be launched in 1975; and

BE IT FURTHER RESOLVED that the Administration, in the months immediately ahead, be asked to:

1. *Proceed*, in concert with the deans and the faculties of the schools and with University planning and deliberative bodies, with the selective refinement of resource needs and establishment of priorities sufficient to suggest the programmatic composition of alternative aggregate fund-raising targets;

2. *Prepare* a case statement and supporting materials based on these plans and priorities and test the contents of the proposed program, its projected levels of support and suggested time table for its implementation on an appropriate number of prospective donors and others.

3. *Submit* a progress report to the Trustees at the May 1974 meeting on the information growing out of the aforesaid survey and proposed adjustments in the case statement and supporting materials arising from the activity;

4. *Begin*, with the concurrence of the Trustees, to solicit a nucleus fund with an eye toward establishing appropriate goals and fund-raising strategy;

5. *Propose* to the Trustees at the October 1974 meeting a general fund-raising program with appropriate goals and timetables in the light of experiences with prospective donors, current and projected economic conditions, and other relevant factors; and

6. *Authorize* the President and the Executive Board to take the required steps to provide the staff and logistical support which will be required to implement the above steps and additional phases of activity that can be expected to follow therefrom.

## For William Day

*William Day was a man of surprises. He honored tradition and faith but was tolerant and receptive to the new. He was determined and dedicated but full of humor. He was thoughtful, rational, but he could be impulsive. He could be an exacting critic, but he was always sympathetic. He was a man of surprises and that added depth to his character and gave joy to those who worked with him.* —Martin Meyerson

One by one, those who spoke of William L. Day in the memorial service for him January 11 revealed new facets of the man known to most of the campus as a quiet man who got things done with great care for the feelings of others. In each speaker's recollection there seemed to be a touch of the poet remembered. Thomas S. Gates, past chairman of Morgan Guaranty Trust Company and a three-generation friend of the family, chose a long and telling passage from Rupert Brooke as lines Bill Day might have said about himself; and then, recalling some Yeats that the late President George W. McClelland had loved, he added lines "he might have said to us who remain to carry on his work":

*Had I the heavens' embroidered cloths  
Enwrought with golden and silver light,  
The blue and the dim and the dark cloths  
Of night and light and the half-light,  
I would spread the cloths under your feet;  
But I, being poor, have only my dreams;  
I have spread my dreams under your feet:  
Tread softly because you tread on my dreams.*

From President Emeritus Gaylord Harnwell came a reminiscence of Mr. Day as "knowledgeable and wise leader of men, who followed the injunction that

*Men should be taught as though you taught them not,  
And things unknown recalled as things forgot.*

With it all, he was a canny man, not to be beguiled or misled by a rainbow of rhetoric which his banking experience had demonstrated has really no ends at all, let alone such as would be rooted in pots of gold. . . . There are many advocates of universities, and Pennsylvania has been most fortunate in the wide and loyal support given to their Alma Mater by her alumni; but William Day stood out with great distinction in his talent for thoughtful benevolence, for doing good wisely, and thereby combining the greatest virtues that can be exhibited by a citizen."

And then Charles Day spoke frankly of his father: a man who had enjoyed good health and had no inkling of illness when an aneurism struck him during his vacation with his wife, but who had nevertheless been very conscious of his own mortality. In his father's papers, he had found a copy of a small prayer that he paraphrased:

*God grant me work enough to fill my life,  
and life enough to get my work done.*

For this University, that work had two main thrusts: the raising of a hundred million to change the physical face of the University of Pennsylvania, and the successful transition of the University from Dr. Harnwell to his successor. These he saw done; but of course there is still more to do. "It is up to you, the Trustees and the University, to carry on the work," he ended.

# STUDIES

## Tracing IQ and Environment

Dr. Peggy Sanday's 100-page report to the Department of Health, Education and Welfare, is summarized below by Margaret Scott of the University News Bureau. The full title of the report is A DIFFUSION MODEL FOR THE STUDY OF THE CULTURAL DETERMINANTS OF DIFFERENTIAL INTELLIGENCE.

A University of Pennsylvania anthropologist has presented new evidence supporting an environmental rather than genetic explanation for the higher scores of U.S. whites over non-whites on intelligence (IQ) tests.

The research of Associate Professor of Anthropology Peggy Sanday also indicates that social class integration in schools, usually accompanying racial integration, leads to improved IQ scores for both Blacks and lower-class Whites.

In study of the IQ changes of all ninth graders attending primarily segregated Pittsburgh schools in 1971, Dr. Sanday found that:

School segregation had a negative effect on the IQ scores of Blacks. Removed from mainstream culture, Blacks lost IQ points between kindergarten and ninth grade while Whites gained.

Changes seemed to reflect school environment rather than predetermined racial aptitude. Both Blacks and Whites lost IQ points when enrolled in lower socio-economic schools. Both improved when peers held higher social class status.

The pattern of White gain and Black loss seemed set by fourth grade, suggesting the importance of integration at an early age. After that point, the magnitude of the amount gained or lost increased each year.

The findings support Dr. Sanday's belief that—contrary to the widely-publicized positions of educational psychologist Arthur Jensen and Nobel Prize-winning physicist William Shockley—group differences in IQ scores are environmental rather than genetic.

The data, reported this month to the Office of Education of the Department of Health, Education and Welfare, indicates that IQ changes (at least between kindergarten and eighth grade) are a function of peer and parental class status rather than predetermined racial ability.

"It suggests that what academicians call intelligence is not a unitary, fixed, predetermined trait, but one that develops given enough exposure to the style of life and thinking for which intelligence tests were designed," Dr. Sanday said.

A mathematical anthropologist, Dr. Sanday's research tested her theory that IQ scores reflect the degree of contact an individual has had with mainstream culture—in this case, middle-class America.

Based on earlier studies noting a built-in middle-class bias in IQ tests, she developed a theoretical model suggesting that children—Black or White—who have the most input from middle-class America will score best on IQ tests.

"The most important hypothesis is that school and community segregation together with racial prejudice have a debilitating effect on the cognitive development of Black children with the result that their mean IQ falls below that of White children," Dr. Sanday said.

To test the model, Dr. Sanday chose to observe the pattern of change over time in a sample of Black and White IQ scores. In the summer of 1971, while on the faculty of Pittsburgh's Carnegie-Mellon University, she collaborated with the city's board of education in collecting data from the

1962-70 cumulative records of all students just completing the ninth grade. Care was taken to assure anonymity, and no information which might identify individuals was recorded. The sample of 3,762 students was 45 per cent Black and 55 per cent White.

Although integration is now underway, Pittsburgh schools in 1971 were essentially segregated. On the average, Black children went to schools which were 75 per cent Black. White children attended schools which averaged 13 per cent Black. "There were, in effect, two separate cultures," Dr. Sanday said.

As hypothesized, the IQ scores of Blacks—distant as a group from the mainstream culture—worsened steadily between kindergarten and eighth grade, while scores of Whites improved. Black scores also became more homogeneous suggesting a lack of diversity and stimulation, while variation in White scores remained consistently higher.

The differences seemed to parallel the segregation of Blacks from middle-class culture. In kindergarten, 84 per cent of the Black sample attended schools where the average social standing (SES)\* of peers was low, compared to 19 per cent of the White sample. By eighth grade, the figures were 90 per cent and 21 per cent respectively.

Even those Black children whose parents had high social standing were frequently in schools where the average SES of peers was low. In eighth grade, for example, 77 per cent of the high SES Blacks attended low SES schools with only 5 per cent of Whites of similar background attending such schools.

Also as hypothesized, those blacks and lower-class whites who did attend schools with a higher class environment showed improved IQ scores relative to those who did not. In kindergarten, White children with both high parental and high peer SES scored best. But children from a lower class home attending a higher class school scored better than children with high parental SES attending a lower class school.

By eighth grade, White IQ levels reflected peer SES even more strikingly. A graph of IQ scores shows a sharp downward trend, as peer SES goes from high to low. Those with the highest peer SES scored best, while those with the lowest scored worst.

Trends are less obvious in the Black sample, partially because only a handful of Blacks attended schools where the SES of peers was high. But again, IQ scores rose progressively for Blacks in higher social class schools, and progressively declined for those with lower peer SES.

"While these findings do not constitute proof of the original hypothesis, they certainly indicate trends which support it," Dr. Sanday said. She will continue to test the model with additional data, and hopes to examine the same patterns in an integrated school system.

Also contributing to this study was Dr. Richard Staelin of Carnegie-Mellon University. The work was financed by the HEW Office of Education.

\*Social position (SES) of parents and peers was computed using Hollingshead's (1957) Two Factor Index of Social Position which assigns each individual an index value according to parent's occupation and education, with occupation weighted more heavily.

### THE RATING GAME

In November, *The Daily Pennsylvanian* reported that the Blau-Margulies (Columbia University) study in *Change* magazine showed no Penn graduate/professional programs ranked first in a national survey among deans of colleges and universities. The School of Veterinary Medicine notes that it is one of the three schools that ranked "1" in veterinary medicine, and it is only by alphabet that it came after the other two on the published list.

## Slumping in Philadelphia

Philadelphia's region could be hit harder than the nation as a whole by the "fuel recession" in 1974, reports Dr. Norman Glickman, director of the University's Urban Studies Program, in his third annual econometric forecast for five Pennsylvania and three New Jersey counties.

If the nation's fuel supply is short by two million barrels of oil a day for the first half of 1974, gross output for the Philadelphia region could be held to an increase of only 0.44% in that year, compared to the 7.03% increase the region enjoyed in 1973. This "fuel recession" would: (1) send the unemployment rate in the region up from 5.2 percent to 5.9 percent in 1974; (2) push prices even higher; (3) cause a slump in retail sales, marked by a real decline in retail volume of 4 percent in 1974.

It would also help personal incomes here in Philadelphia to rise by 7.8% during the year, but the breadwinner would not feel the income rise because inflation would make real personal income (in 1958 dollars) for the region decline by 0.46%.

These conditions may be pushed even further if the fuel shortage reaches three million barrels a day, Dr. Glickman said. But he did indicate that Philadelphia city—the urban area separated from the suburban areas—should experience a better total employment picture, increasing by 0.50 percent in 1974, compared to a decline of 0.14 percent in 1973.

Dr. Glickman, who is also Assistant Professor of City and Regional Planning here, developed the Philadelphia Region Econometric Model in cooperation with Wharton's Econometric Forecasting Unit, which produces the widely used national forecasts. Dr. Glickman's model consists of over 200 mathematical equations and data on 19 local industries, and is considered the most advanced of three or four such models in the United States which are designed to forecast for a regional area.

—William M. Alrich

## Choosing a Future

A survey of the seniors who graduated from Pennsylvania in the Class of 1973 shows a continuing strong interest in graduate and professional study. But there have been increases in the proportion of students planning to work after graduation, and a decline in the proportion who were undecided about their plans.

So says the annual survey of the senior class, *Post-Graduate Plans of the Class of 1973*, prepared by the University's Office of Fellowship Information and Study Programs Abroad, under the direction of James B. Yarnall. The survey is based on responses from some 1148 seniors in the University's four largest undergraduate divisions: College (511 students), CW (335), Engineering (68), and Wharton (234).

The percentages of students planning full-time graduate study are compared from the past three years and 1973:

1973 1972 1971 1970

College of Arts & Sciences	61	59	58	48
College of Liberal Arts for Women	52	46	46	38
College of Engr. & Applied Sci.	41	42	33	38
Wharton School	40	46	36	39

Fewer graduates of the College of Arts and Sciences chose medicine as their field of graduate study this year (32%) than in 1972 (39%). Law remained as attractive a choice this year (26%) as in 1972 (25%). Law and medicine were more popular choices among graduates of the College of Liberal Arts for Women this year than last. Among

engineering graduates, further study in that field was far more popular this year (57%) than in 1972 (33%). Business also gained sharply as a graduate study choice among engineers, up from 6% in 1972 to 21% in 1973. Among graduates of the Wharton School (most of whom have majors in economics, finance and related fields) graduate study in business also increased from 18% in 1972 to 32% in 1973. Law remained the most popular graduate study choice among Wharton School graduates but declined slightly from 70% in 1972 to 63% this year.

Many of the students who are going to graduate or professional schools have won scholarships or fellowships. Among these awards are eight Thouron-University of Pennsylvania British-American Exchange Scholarships; six National Science Foundation Graduate Fellowships; two Danforth Graduate Fellowships; and three scholarship grants from the U.S. Department of State under the Fulbright Awards program.

Comparative percentages from each division on plans for employment after graduation are:

	1973	1972	1971	1970
College of Arts & Sciences	19	15	14	10.5
College of Liberal Arts for Women	29	37	37	25
College of Engr. & Applied Sci.	37	28	38	34
Wharton School	46	33	28	23

There have been declines in all divisions in plans to enter military service. Comparative percentages are:

	1973	1972	1971	1970
College of Arts & Sciences	2	3	4	5
College of Engr. & Applied Sci.	3	6	16	9
Wharton School	1	5	13	15

The comparative percentages of students from each division who had plans other than employment, military service or graduate study (including those who are undecided) are:

	1973	1972	1971	1970
College of Arts & Sciences	18	23	22	36
College of Liberal Arts for Women	19	17	17	36.8
College of Engr. & Applied Sci.	19	24	13	19
Wharton School	13	15	23	23

—Theodore J. Driesch

### HI, I'M FRED. USE ME.

The University Development Commission Report in January, 1973, called for the institution of an "Educational Resources Center" which would "bring together in one place in College Hall college catalogues and other educational reference materials such as Foundation Directories, books on education, etc., which are now scattered" in offices throughout the University.

The first step was taken last summer towards the fulfillment of this recommendation with the creation of the File for Research in Educational Developments. Located in the Office of the Vice Provost for Undergraduate Studies, 106 College Hall, FRED has already brought together over 300 college catalogues as well as a wide variety of material covering more specific aspects of educational reform. Information from these publications is being indexed according to both subject and institution for easy reference. Although FRED was designed to focus primarily upon "innovations" in higher education, the term has been defined broadly enough to include areas as diverse as Residential Projects, Programs for High School Students, and Counseling Programs, in addition to topics in curricular reform.

The file is open to all members of the University community. Jane McCallister (106 College Hall, 594-6081) can provide more information.

—Humphrey Tonkin, Vice Provost

Following is a statement presented to Vice President for Management Paul O. Gaddis at a meeting January 4.

## Statement on Day Care

We are here as representatives of a campus group, Child Care Coalition, concerned about the provision of day care facilities on campus and in the community at large. We have the support of WEOUP (Women for Equal Opportunity at the University of Pennsylvania) and are in process of making our aims known to other campus groups and seeking their endorsement.

The demand for child care is obvious from the fact that the Children's Center recently opened on campus has a waiting list several times as large as its capacity for enrollment. Surveys of the University community made in 1969 (for students) and 1970 (for employees) likewise indicated that the needs of those who responded would require several centers and different kinds of child care (for infants, pre-school and after-school needs).

It is disappointing, therefore, that the administration seems to have no plans for further child care facilities and considers the Children's Center only as a means of providing professional training for students rather than additionally as a service to children and parents.

We consider that all children have a right to quality child care, just as they have a right to elementary and secondary education. Not only can our society afford to ensure this right, but it cannot afford *not* to do so, considering the acknowledged importance of early childhood development.

We also believe that every woman has just as much right as every man to choose the nature and extent of her role in society. Whether she is married and has children or not, she should be able to implement that choice, as men do, without being subject to a double burden of housekeeping and child care in addition to work outside the home. Otherwise, her freedom of choice is very seriously curtailed.

If the University's commitment to affirmative action for women is genuine, it cannot rest on the pious hope that day care facilities will be provided somewhere, somehow, for children of women (students or employees) who work on campus. These facilities simply do not exist, and if they are not available, many women cannot become students or be available to the University as employees. The administration must therefore actively see to it that day care facilities are set up in order to meet its goal of developing "a larger and more representative candidate pool" (University of Pennsylvania Affirmative Action Program, 12/20/71 draft; *see also Almanac Supplement, October 9, 1973*).

Of course, other advantages would accrue to the University from providing such facilities. The former Penn Day Care Planning Committee outlined some of them in a cover letter when it presented a proposal to the Budget Committee in May, 1971.\* But as we have said, affirmative action alone requires that the administration take action.

We are here to ask the University administration to make the following commitments:

1. to provide free day care on or near campus for children of all students and University employees who require it, and in addition, for children from families in the surrounding community, during the hours that the parents work;
2. to take financial responsibility for the existing Children's Center;
3. to find space during the current year for several additional centers, to be operating in the year 1974-1975.

## Fixit System in B&G

This month Buildings and Grounds inaugurated a new work processing system to handle requests for minor repairs and maintenance more quickly and efficiently. Below, an Assistant Director of B&G explains the procedure for requesting such service work during working hours and on an emergency basis after regular hours. He also explains how each request for service will be processed, and the work performed and monitored to assure prompt completion of each job.

### Work Requested During Working Hours

To request minor building repairs and maintenance or utilities service work during regular hours, call the Dispatcher on Ext. 7208. She will prepare all necessary paper work and assign the job to the appropriate shop. In the process of taking the call she will give you a reference number to use in the event that you wish to inquire about the status of the job.

If for any reason the work cannot be completed as requested, or additional work is required, the Dispatcher will contact you and explain what is needed and how soon it can be accomplished. Normally, service work is performed by the various shops on an "as-requested" basis. Emergency repairs, which cannot wait for normal scheduling, are dealt with as promptly as possible.

The Buildings and Grounds Department maintains an internal job ticket control system to make sure that requests for service are not overlooked or sidetracked. Any request that is not satisfied within one week after the job ticket is prepared is reviewed by the responsible superintendent. He is responsible either for seeing that the work is promptly finished or for communicating the reason for delay to you. Upon completion of the job, a copy of the job ticket will be returned to you.

### Work Requested After Working Hours

The Buildings and Grounds Department provides 24-hour, seven-day service for all University buildings. To request work during non-working hours, call Security Headquarters, Ext. 7297. The Security Dispatcher will see that your request is transmitted to the Buildings and Grounds Shift Operator.

If the Shift Operator cannot complete the work, additional personnel will be called in or the work will be scheduled for the next available working day, according to the nature and emergency status of the task. In either case, steps will be taken to arrest the emergency condition and the status of the work will be reviewed on the next working day morning. If the request is not yet satisfied, the Dispatcher will contact you and explain the delay, as well as the schedule for completion.

—Liutas K. Jurskis, Engineering and Work Control

4. to assign space for child care in each new building that is completed or planned until enough space is available to satisfy the demand;

5. to design, build, equip and operate one or more (as needed) model centers for infants and children up to 3 years old, as pioneer approaches to the problems of providing quality care for this age group.

We are confident that if the University will commit itself in principle to these aims, it has the know-how and expertise to raise the necessary funds. We hope to see the University make significant contributions to the development of comprehensive child care programs. We are asking for a definite commitment and subsequent evidence of progress at predetermined intervals.

\*Available on request, c/o Women's Center, 110 Logan Hall.

# STAFF CHANGES

## PRESIDENT'S OFFICE: DONALD SHEEHAN

*Donald T. Sheehan*, Director of Public Relations here since 1954, will join the President's Office this spring. He will maintain liaison with boards of overseers of the respective schools and similar advisory bodies, as well as with other external organizations with which the University is engaged in cooperative projects. The title of his former post has been changed to Director of Communications (OPENINGS, below) and a search committee formed under William G. Owen to advise on selection of his successor. Other staff changes:

*Gerard Gorman* has joined the employment and affirmative action section of the Personnel Office as job counselor; he will handle senior-level secretarial and administrative positions. A graduate of St. Francis College, Mr. Gorman has been counselor, recruiter and training specialist for ACTION in this country, the Virgin Islands, and Africa.

*W. James Harman*, most recently director of the communications and development programs at Spring Garden College, has joined the Development staff here as representative for the Wharton School. He is a 1956 College graduate and directed the bequest program here from 1958 until 1961.

*George S. Koval* has been appointed Director of Student Financial Aid. Since 1969, he has headed the corresponding office at Temple. After his graduation from Wharton in 1961, Mr. Koval was a member of Penn's student financial aid office and was associate director there when he went to Temple.

Mr. Koval succeeds *James E. Shada* who is now an assistant to Vice President E. Craig Sweeten for state relations and legislative activities.

*Andrew T. Sullivan*, Director of External Affairs, has left the University to accept a position with Brown and Goldfarb, a Philadelphia architectural and planning firm. The activities of the External Affairs office will be continued by the present staff.

## OPENINGS AS OF JANUARY 16

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 (A-1)

ACCOUNTANT I (1/15/74).

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

BUSINESS ADMINISTRATOR II (1/15/74).

DEPARTMENT HEAD I, Medical Reference Librarian. Overall responsibility for reference dept. including staff supervision, orientation presentation, computerized information retrieval projects and instruction, literature searching. Involves faculty contact. Qualifications: M.L.S. and subject background in biological sciences with second master's degree preferred. Three years' experience in academic or medical library with demonstrated administrative ability. \$10,250-\$15,225.

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

DIRECTOR OF COMMUNICATIONS responsible for the dissemination of official information through internal and external media of communications; will supervise news bureau, radio-television office, motion picture services, and faculty-staff newsletter and cooperate with other university personnel engaged in public communications. Qualifications: substantial experience in working with local and national media; proven administrative

skills; "shirtsleeves" writing and editing ability; familiarity with and an understanding of the workings of a large university. Salary to be determined.

DIRECTOR OF SUPPORTIVE SERVICES (1/15/74).

FINANCIAL ANALYST (1/8/74).

NURSE, R.N. (staff). Ran 1/15/74 as an A-3 position. Has been reclassified.

### SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, Vocational Advising Center. Administrative and secretarial duties include handling director's correspondence, ordering books, recording operating expenses and setting up appointments. Maximum contact with students and staff. Qualifications: Excellent typing, dictaphone experience, shorthand preferred, ability to work with numbers and communicate effectively with large numbers of people. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT I, research project. Responsible for general office administration including travel arrangements, supervising part-time secretary, abstracting news articles, phones and heavy typing. Qualifications: Excellent typing, dictaphone, at least three years' office experience and good organizational ability. \$6,250-\$7,350-\$8,450.

ABSTRACTOR, business office. Qualifications: Excellent clerical aptitude. Accurate typing ability. Several years' experience preferred. \$5,050-\$5,875-\$6,675.

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 (1/15/74).

MEDICAL SECRETARY (1). Patient contact, budget work, manuscript typing. Qualifications: Medical terminology, excellent typing. Two years' experience as a medical secretary preferred. \$6,250-\$7,350-\$8,450.

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).

RESEARCH LABORATORY TECHNICIAN III to perform enzyme preparations and assays, chromatographic separation, radioisotope incorporation studies, growth and maintenance of bacterial cultures, preparation of solutions and media. Must have ability to work with extreme precision. Qualifications: B.A. in biology or chemistry plus at least one year experience in biochemical, microbiological or tissue culture research. \$7,525-\$8,825-\$10,100.

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

SECRETARY II (10) (1/8/74).

SECRETARY III (9) (1/8/74).

### PART-TIME (A-4)

RESEARCHER to compile comprehensive listing of potential private and government sources of faculty funding for research and programs in the humanities and social sciences (1/15/74). Call Clare Trout, Ext. 7287.

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.

*Note: Announcements of position vacancies are posted weekly on Personnel Bulletin Boards around campus. Location of the boards was published in ALMANAC December 18; since then, the bulletin board in the Towne Building has been moved from the first floor to the mezzanine lobby.*

# THINGS TO DO

## LECTURES

*History of the American Clerical Worker: The Man's Occupation that Women Took Over.* A-3 lunch-seminar with Elyce Rotella, instructor of the CTS course on Women in Economic and Demographic Perspective. Women's Center, 112 Logan Hall, January 25, 12:15-1:15 p.m. Bring your own lunch. Sponsored by the Women's Center.

*Bacterial Polysaccharide Synthesis.* COHR seminar by Dr. Ernest Newbrun, department of oral biology, University of California. 234 Levy Bldg, January 29, noon.

*Law and the Liberal Arts.* Colloquium in honor of the late Catherine Drinker Bowen, historian and biographer, on creativity in law, literature, history and music. Participants: Professor of Music George Rochberg; Benjamin Franklin Professor Louis B. Schwartz and Pulitzer prize-winning historian Barbara Tuchman. Room 100, Law School, January 30, 4 p.m.

*Leon Lecture: The Earth's Interior.* Journey to the center of the earth conducted by Dr. Frank Press, chairman of the department of earth and planetary sciences at MIT and chairman of the board of advisors of the National Center for Earthquake Research of the U.S. Geological Survey. A-1 DRL, January 30, 8:15 p.m.

## SPORTS

*Basketball vs. Villanova.* Palestra, January 23, 8:45 p.m. *Indoor Track Classic.* Spectrum, January 28, 6:30 p.m. *Hockey vs. Northeastern.* Class of '23 Rink, January 28, 7:30 p.m.

*Basketball vs. Princeton.* Palestra, January 29, 8:10 p.m. Preceded by Alumni Society reception and spaghetti buffet. Chinese Rotunda, Museum, 5:30 p.m. Reservations, before January 25: Ext. 7811.

## THEATRE/FILM

*Situation Theatre.* Actors of the Freedom Theatre create a dialogue with the audience by improvisation, role-playing, etc. This performance to focus on campus issues. House of the Family, 3914 Locust Walk, January 24, 8 p.m. Sponsored by Afro-American Studies with the Black Student Advising Program.

*Film-Flam.* Mask and Wig's annual revival of burlesque begins January 31, runs Wednesday through Saturday evenings until February 23. Mask and Wig clubhouse, 310 S. Quince St. between 11th and 12th and Spruce and Pine. Tickets: WA 3-4229.

## OTHER

*1974 Pennsylvania Photography Contest.* Second contest, this time open to faculty and staff (see June, 1972 *Pennsylvania Gazette* for results of the first contest). First prize: trip for two on the General Alumni Society tour of the winner's choice. Entry forms and rules: 109 Franklin Bldg. (include self-addressed envelope). Deadline: April 15.

## DEPARTMENT OF RECREATION

badminton . . . dance . . . fencing . . . gymnastics . . . handball . . . ice skating . . . jogging . . . Pennguinettes . . . scuba diving . . . senior life saving . . . slimnastics . . . squash . . . swimming . . . tennis . . . volleyball . . . water safety . . . weight training

One person we know grabbed a copy of the Recreation Department's blue list of class offerings after a sprint-up-an-icy-hill-and-a-missed-train made him realize the extent of his own energy crisis. Don't let it happen to you. Registration is still open for the classes above . . . pick up class lists at any of the three gyms or at the Information Center. Registration and information: 205 Hutchinson Gym, Ext. 8387.

## DO YOU REALLY WANT TO STOP SMOKING?

The program for the treatment of smoking at HUP's Day Treatment Center can help. The program employs behavior modification techniques to help people who want to quit smoking but haven't been able to do it on their own. Treatment lasting two months consists of ninety-minute sessions meeting once a week. Five follow-up sessions will be provided and will meet at increasingly longer intervals with a last session scheduled approximately one year after onset of treatment. Fee: \$100, \$50 of which can be earned back by attending follow-up sessions. Screening for admission to the program by appointment. Call Celia Hirsh, 662-3503. Deadline for applications: February 1.

## BULLETINS

### A-3 ASSEMBLY: JANUARY 24

Thursday's Assembly meeting will be a panel and discussion on A-3 retirement benefits. Ivy Room, Houston Hall, 1 p.m.

### BLOOD DRIVES

Mrs. Marian Densmore, director of the Blood Donor Club, reminds faculty and staff that at least one donation a year is necessary to retain membership in the program. Once a donor is enrolled in the Club, his or her family has credit against future need. This month, blood drives will be held at:

January 23	Houston Hall	10 a.m.-5:30 p.m.
January 31	International House	2 p.m.-7:30 p.m.
February 5	McClelland Dorms	1 p.m.-7 p.m.

### WOMEN'S SELF-DEFENSE CLASSES

Beginner classes: M-W: 10:30-12:00; Tu-Th: 3-4:30; M-W: 5:30-7

This latter class, though open to all women, is specially paced to accommodate women over thirty, who often drop out of self-defense classes geared to students. Women who have not recently had much athletic activity often lack confidence in their ability; the class attempts to recognize and remedy these problems, learn specific self-defense skills, and help women regain confidence in their bodies.

Intermediate classes: M-W: 1:00-2:30; Tu-Th: 5-6:30  
Register for classes at 205 Hutchinson Gym, or just come to class.

### CHILDREN'S RECREATION CLASSES

The Department of Recreation is offering Saturday classes for children of students, faculty and staff. Registration is limited, applications will be considered on a first-come basis. Classes begin January 26 and continue Saturday mornings through March 2. Swimming: Sheerr Pool (Gimbel): 9-9:45 a.m. (ages 5-15); 10-10:45 a.m.

Gymnastics (Hutchinson): 9-9:45 a.m. (ages 6-9); 10-10:45 a.m. (ages 10-15)

Dance (ballet, modern) (Gimbel): 9-9:45 a.m. (ages 5-12)

Ice Skating (Class of '23 Rink): Director John McCormick, Ext. 6607.

Fee information and registration: Robert A. Glascott, Director of Gimbel Gym, Ext. 6101, 11:30 a.m.-4 p.m.

Fees: \$12 per child per activity; \$10 third child; \$7 each subsequent registration. No family will be charged more than \$50 per quarter, excluding ice rink fees.

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