Israeli University Collaboration

The University has entered into an agreement for cooperation with the seven universities in Israel, reached after two years’ study by a faculty group chaired by Professor of Mathematics Norman Oler.

Professor Menachem Z. Kaddari, chairman of the Joint Committee of Heads of Universities in Israel, and President Avraham Harman of Hebrew University came to Penn last week to sign the agreement with President Martin Meyerson and Provost Eliot Stellar.

The project will foster a wide range of exchange programs, including joint research projects, faculty exchange, and student exchange at both undergraduate and graduate levels. In progress now are two successful collaborative projects: reciprocal postdoctoral training and joint research in veterinary medicine by Penn and Hebrew University; and student exchange and collaborative research by Penn and Tel Aviv faculties of engineering and applied science.

The new agreement is one of a series of links being established or continued by the Offices of the President and the Provost to broaden the University’s international scope in teaching, scholarship and research. Among them are the longstanding Thouron Scholars exchange with the United Kingdom, the Pahlavi University development program at Shiraz in Iran, and a forthcoming affiliation with Islamabad University in Pakistan. Other exchange agreements are contemplated with institutions in western Europe.

Jenny Chair: Dr. Roberts

Dr. Edwin James Roberts of Newmarket, England, the veterinary specialist in equine surgery who serves as consultant to the Royal Household of the United Kingdom, has been appointed the first Jacques Jenny Professor of Orthopedic Surgery at the Veterinary School and first director of the soon-to-be-opened C. Mahlon Kline Orthopedic and Rehabilitation Center. Dr. Roberts is renowned for developing or refining nearly forty surgical techniques on horses, principally bone and joint operations.

The Jenny Professorship was endowed by the James C. and Dorothy G. Butt Foundation in honor of the late Dr. Jenny who pioneered equine bone and joint surgery in horses and served on Penn’s faculty from 1948 until his death in 1971. Shortly before he died, Dr. Jenny expressed the wish that Dr. Roberts succeed him as head of orthopedic surgery at the Veterinary School.

Dr. Robert Marshak, Dean of the Veterinary School, said Dr. Roberts will continue to serve in an advisory capacity to the Royal Household and to members of the European equestrian world.

Dr. Roberts earned his veterinary degree from the Royal Veterinary College, London University, in 1942. From 1949 to 1952 he was senior lecturer in surgery there, and joined the Equine Research Station of the Animal Health Trust at Newmarket, eventually becoming director of the clinical department and senior surgeon. He started the first equine consultant clinic in England and, in 1961 with Professor William C. Miller, designed the most advanced equine operating suite and ambulance system at that time.

Council for University Scholars

Dr. Otto Springer, University Professor of German, is chairman of this year’s Council for University Scholars, which selects the exceptional students for the program combining graduate with undergraduate study (Almanac, October 15). Council members also choose or serve as tutors for the University Scholars and review each student’s performance every semester.

Dr. Edward C. Banfield, Kenan Professor of Political Science, Dr. Lee Benson, professor of history, Dr. Scott Boorman, professor of economics, Dr. Britton Chance, professor of physics and physical biochemistry and director, Johnson Foundation, Dr. David DeLaura, Avalon Professor of English, Dr. Alan N. Epstein, professor of biology, Dr. Ward E. Goodenough, professor of anthropology, Dr. Robert Maddin, University Professor of Metallurgy, Dr. Leonard D. Miller, professor of surgery and director, Harrison Department of Surgical Research, Dr. Ruth Patrick, adjunct professor of biology, Dr. Donald F. Patterson, professor of medicine and chief of medical genetics, Curtis R. Reitz, Counselor of the University and professor of law, Dr. Rosane Rocher, associate professor of South Asia studies, Dr. J. Robert Schrieffer, Wood Professor of Physics, Dr. Henry Trowbridge, professor of pathology and associate dean for academic affairs, Dental Medicine.

Serving ex-officio will be Provost Eliot Stellar, Vice-Provost Humphrey Tonkin, the Rev. Stanley E. Johnson (acting dean of admissions), George Koval, director of financial aid and H. Michael Neiditch, assistant to the Provost.

Davis Institute: Dr. Martin

Dr. Samuel P. Martin has been named to succeed the late Dr. Robert Eilers as Executive Director of the Leonard Davis Institute of Health Economics, Wharton Dean Donald C. Carroll announced this week. Dr. Martin has been Professor of Community Medicine at the medical school and a member of
OPEN LETTER ON SAFETY

The President's Committee on Safety and Security is advisory to the President, the Director of Safety and Security, and administrators or directors of specific buildings, offices or projects, on all matters concerning safety and security in the conduct of their operations. Its principal charge is to consider and assess means to improve safety and security on campus.

The committee examines current procedures and future plans of all University agencies related to safety and security. The concern of the committee extends not only to the various aspects of residential life and the well-being of the University community, but also to the safe operation of all University laboratories and the protection of personnel who deal with potential occupational hazards.

The committee needs assistance in the identification of problems involving safety and security on campus and requests that response be directed to its chairperson, Dr. M.M. Joullie, Chemistry Department.

COMMITTEE ON SAFETY AND SECURITY, 1973-1975

Dr. M.M. Joullie, chairperson
Ms. K. Kirwin
Capt. J. Rich, exec. secretary
Ms. P. Lundy
Dr. M. Beckman
Dr. P. G. Mechanick
Ms. J. Clark
Ms. R. Schultzinger
Dr. C. Cooke
Mr. E.M. Ledwell, Jr. ex officio
Mr. O. Franklin
Mr. C. Phillips, ex officio
Mr. D. Herring
Col. D.C. Shults, ex officio

LETTERS

MORE ON RACKIN PAPERS

ED NOTE: The Rackin Papers referred to below were distributed with the October 22 Almanac as a self-contained insert prepared and paid for by Women for Equal Opportunity at the University of Pennsylvania under guidelines provided by the Senate Advisory Committee. In response to an inquiry received concerning use of Almanac space for letters about the papers, it should be noted that such letters are inserted with the specific advice of SAC advisors who hold responsibility for guaranteeing faculty access to these pages for expressions of opinion. —R.C.G.

To the Editor:

It is easy to understand from reading the Rackin Papers why there might have been a dispute about her promotion. There is no truly objective basis for promotion. It happens every year that a faculty member respected by the students and some members of the academic world is released because he/she does not match a department's image of a permanent member. It is also understandable that departments are jealous of their autonomy in making tenure decisions.

The Rackin Papers reveal something else, however, that is profoundly tragic. The English department has used the legitimate principle of autonomy as a shield from behind which to express its rage at Dr. Rackin. The main cause of this rage seems to be that she did not accept her termination with the usual pretense of equanimity. The Department's rage is so massive that "to a man" they have supported attempts to obliterate a fellow human being.

One may recognize that such tragedies occur, but it seems totally inappropriate for the University to support with its legal machinery such blind rage that is without foundation in principle. I would call on the President and Provost to recognize the nature of the tragedy, to drop their legal defense, and to repair as best they can the damage already done to the "Humanities" at Penn.

—Peter Sterling, Associate Professor of Anatomy

To the Editor:

In your November 5 issue, Dr. Joel Conarroe alludes to—but does not enlighten anyone on—what he calls "the many errors of fact, omission, interpretation and emphasis" in our publication of the Rackin Papers on October 22.

If any errors of fact were introduced by WEOUP they should be pointed out and corrected immediately, for we hold no brief for misinformation. Certainly there are contradictions in the documents themselves—as when Dr. Lumiansky asserts that a minority of the Academic Freedom Committee upheld Dr. Rackin, while the Committee's own letter states that the majority did so—but we were not at liberty to alter the text of either letter, the fact that they disagree is a fact. We have discovered two typographical errors which should be called to the attention of all readers, and we are correcting these by hand in all copies remaining: on page 12, item 15, the date "May 18" was "May 8" in the original; and on page 3 Dr. Murray Krieger's name should not have been spelled "Krieger". These typesetting mistakes escaped our proofreading, and certainly were not intentional either on our part or the typesetter's.

Errors of omission? We searched out not only documents furnished by Dean Stephens with his deposition (which we found the most nearly complete in the unsealed court records) but all documents referred to there. When any appendix could not be carried in full we avoided summarizing it, which could have been prejudicial, and simply noted its absence and its availability at the Women's Center for inspection. (Length was not our sole guideline; we increased our insert from 12 pages to 16, at considerable cost, to make sure we did not have to delete any document either for or against Dr. Rackin if we could see that it was later given weight in decisions about her.)

The real omission in the Rackin Papers is any direct comparison of Dr. Rackin's qualifications with those of males promoted before or since. If such documents exist, they were not among the court files remaining public after the University's seal. If they exist and if they do dispel the charge of sex discrimination, surely the University's knowledgeable attorneys would be well advised to lift that seal now. Until the case goes to trial (at which time such a seal is normally lifted) it is not in WEOUP's power to correct that kind of omission.

As for interpretation and emphasis, "errors" seems an odd word to use in a scholarly community, where faculty habitually examine documents and make their own interpretations and emphases. Our introduction and annotations were clearly labeled as our own, our bias unconcealed, and we assume that our readers will not hesitate to apply their critical judgment to our own remarks as well as to the documents.

With hindsight, we must plead guilty to a grave error in our fundamental approach to the issue of sex discrimination, however. The response of men at Pennsylvania—in conversations and letters both public and private, and in substantial financial contributions—has convinced us that we greatly underestimated the number and stature of male faculty committed to fairness for women. We shall be careful of such chauvinism in the future, for clearly there are Men for Equal Opportunity at the University of Pennsylvania, and we thank them for speaking out.

—Carol E. Tracy, President, WEOUP

University of Pennsylvania
A.A.U.P.
Open Meeting, Fall 1974

Tuesday, December 3 • 4 p.m. • A-2 David Rittenhouse Lab

FAS Dean Vartan Gregorian will speak on "Budget, Teaching and Education in a Period of Retrenchment." The meeting is open to present and prospective members of A.A.U.P., including all faculty, teaching staff at all levels, and graduate students. For information about membership, contact A.A.U.P. chapter secretary Brian F. Chellas, 305 Logan Hall (CN), Ext. 6370.

Wharton's Health Care Administration Unit since 1971.

The Leonard Davis Institute, named for the well known insurance executive who founded the Colonial Penn group of companies, was opened in 1967 to bring together academic resources for research, instruction and conferences on the economic and social aspects of health care delivery systems.

A graduate of Washington University School of Medicine in 1941, Dr. Martin has taught at Duke's Medical School; at the University of Florida where he was Provost for Health Affairs, directing the health and medical complex there; at Harvard and at the University of London. He has been a consultant to the U.S. Office of Education's Bureau of Accreditation and Institutional Eligibility and a director of several companies including the Smith Kline Corporation in Philadelphia. Earlier this year, he was named director of the Robert Wood Johnson Foundation's Clinical Scholars Program at the medical school.
Preliminary Report of the Committee on the Economic Status of the Faculty
November 19, 1974

The Senate Committee on the Economic Status of the Faculty has been observing with great concern the erosion of the faculty's real income as a result of inflation. While significant salary improvements have been granted, the price level has been rising even more rapidly, so that on average, the purchasing power of the University's teaching and research staff declined by 2 percent during the past year. No one needs reminding that this process is continuing more rapidly than ever, a loss of approximately 4½ percent during the current year. The decline in faculty real incomes represents a "hidden deficit" for the University which may imperil the quality of the staff and its performance. The striving for excellence, so large a part of the University's development effort: requires that Penn be a leader in faculty salaries and benefits. Only in this way can we hope to attract and retain top flight scholars and only in this way can we expect them to devote themselves with dedication to quality teaching and research.

TRENDS IN SALARIES AND PRICES

In an inflationary period, it is important to be forward-looking but it is also necessary to examine the impact of inflation in the recent past. An important part of the past decline in the faculty's real income reflects understimation of the expected change of consumer prices in salary discussions.

In Table 1 are summarized the changes in the consumer price level which have occurred during the past few years and the corresponding increases in faculty compensation.\footnote{In each case the figures apply to fiscal years from July 1st to the following June 30, the fiscal year to which University faculty compensation decisions apply.}

<table>
<thead>
<tr>
<th>Academic Years</th>
<th>National CPI*</th>
<th>Philadelphia CPI</th>
<th>U. of Penna. Salary &amp; Benefit Increases Adjusted**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>123.3</td>
<td>125.1</td>
<td>4.2%</td>
</tr>
<tr>
<td>% change</td>
<td>4.0%</td>
<td>4.2%</td>
<td>4.7%</td>
</tr>
<tr>
<td>1972-73</td>
<td>128.2</td>
<td>130.3</td>
<td>9.0%</td>
</tr>
<tr>
<td>% change</td>
<td>9.0%</td>
<td>9.7%</td>
<td>7.8%</td>
</tr>
<tr>
<td>1973-74</td>
<td>139.8</td>
<td>142.9</td>
<td>12.0%</td>
</tr>
<tr>
<td>% change</td>
<td>9.0%</td>
<td>7.5% (est.)</td>
<td></td>
</tr>
<tr>
<td>1974-75 (est.)</td>
<td>156.6</td>
<td></td>
<td>10.0%</td>
</tr>
<tr>
<td>% change</td>
<td>10.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975-76 (est.)</td>
<td>172.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*1967 = 100. This is the national CPI. Recently the Philadelphia CPI has moved a little more rapidly. It is not clear of course, that the cost of living for university faculty will move the same way as the CPI, which is directed at a somewhat lower income family, but experience with re-weighting this index to reflect different patterns of consumption generally reveals little change in the aggregate figures.

**Average compensation per full time faculty member adjusted for changes in faculty composition by rank. AAUP data.

Comparable figures for 1974-75 are now being prepared.

It is apparent that after the relatively modest increase of 4.2% in prices in fiscal year 1973, the pace of inflation accelerated significantly to 9.7% last year, and an estimated 12% during the current year. For fiscal year 1976, our forecasts suggest that inflation rates will ease somewhat but after the experience of the past year this must be seen as a very uncertain prospect. The Wharton model points to consumer price increases nationally of almost 10.0% over this period and looking ahead judgmentally it is unlikely that the price increase will be significantly below this figure. Salary and benefit increases to Penn faculty are not keeping pace with increases in the price level. Between fiscal 1973 and fiscal 1975, the price level increases over 21 percent and University salary and benefit scales improve 15 percent, a decline in real income of over 6 percent. This represents a significant cut in living standards. In reviewing salary proposals for 1975-76, this loss in purchasing power needs to be considered as well as prospective increases in the price level.

WAGE AND COMPENSATION TRENDS THROUGHOUT THE ECONOMY

The Committee has also considered wage and compensation trends throughout other parts of the economy. University faculty have not been alone in suffering a decline in real income. To a somewhat smaller degree, the decline in real spending power by consumers has been a fairly general phenomenon throughout the economy. Wage rates have been rising less rapidly than prices as Table 2 indicates. But in recent months wage increases have been accelerating as labor settlements have tended to offset price increases or have included escalator clauses. Recent union wage agreements call for first year wage and benefit increases near 12 percent and escalator clauses are likely to drive the effective wage increases above this level.

The Wharton model calculations project increase in compensation per manhour, average for the entire private economy, at approximately 10 percent annual rates through most of 1975 and

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Private Compensation [5 per manhour]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971-72</td>
<td>4.62</td>
</tr>
<tr>
<td>% change</td>
<td>6.6%</td>
</tr>
<tr>
<td>1972-73</td>
<td>4.93</td>
</tr>
<tr>
<td>% change</td>
<td>8.0%</td>
</tr>
<tr>
<td>1973-74</td>
<td>5.32</td>
</tr>
<tr>
<td>% change</td>
<td>10.1%</td>
</tr>
<tr>
<td>1974-75 (estimate*)</td>
<td>5.90</td>
</tr>
<tr>
<td>% change</td>
<td>9.5%</td>
</tr>
<tr>
<td>1975-76 (estimate*)</td>
<td>6.46</td>
</tr>
</tbody>
</table>

*Wharton Model forecasts
only a little lower in 1976. Again this is a very uncertain estimate though the risks are likely to be that wage increases will be higher than our forecast rather than lower.

We are pleased to note that in comparison to other universities, Penn has maintained a good record in the past few years. Relative to 27 major universities, to which we compare ourselves with regard to average compensation, Penn has improved its relative position at all professorial ranks. With regard to average compensation of full professors Penn was seventh in 1971-72 and rose to fourth in 1973-74, for associate professors the position improves from third to first and for assistant professors the change was from eighth to first.* We should note however, that AAUP figures show that some neighboring universities not included in this comparison—Rutgers, City University, and SUNY at Buffalo—offer higher salaries and benefits than the University of Pennsylvania. These comparisons however, apply only to past years. It is important to maintain our relative position in 1974-75 and in 1975-76 when other institutions also will be granting larger wage increases.

It is difficult to document comparisons between faculty salaries and compensation in other comparable occupations. Government wages are now indexed on comparisons with wages in the private sector and were recently increased 5.5 percent bringing the minimum salary of a Grade 16 employee, roughly comparable to a full professor, to $34,607.**

**COMPENSATION PROPOSAL FOR 1975-76**

As a result of the force of circumstances, we have considered salaries only in terms of the cost of living. Under more normal conditions, we would place additional emphasis on salary increases in accord with improvements in productivity and professional growth.

Salary and benefits proposals cannot of course be made without considering the University’s ability to pay. These have been difficult years for the University of Pennsylvania as for other private universities. The pressures of higher costs, for fuel and materials as well as staff, cannot simply be passed on. Enrollment income and gifts are limited and increases in tuition threaten the size and quality of the student body. On the other hand, Penn cannot continue to seek budget balance at the expense of faculty salaries. Here too, there is a deficit: a hidden one. Declining real compensation to the faculty makes academic positions less attractive and forces faculty members to direct their activities into channels which may be more remunerative. A basic principle of salary compensation might be that we should not let inflation reduce the real purchasing which a leading University, like Penn, has been able to provide for its faculty.

The Committee suggests that for the year 1975-76 increases of compensation inclusive of benefits in the range of 13 to 15 percent would be appropriate. This figure assumes our best estimate of price increase of 10 percent for fiscal 1976 plus a partial redressment of the loss in purchasing power which has been suffered in the past and present year. The figure of 13 percent would be simply the minimum estimate for prices plus part of the loss in purchasing power which is taking place during the present year. The figure of 15 percent allows for higher rates of price increase, a distinct possibility, or permits some further catch-up on past losses.

**SENATE COMMITTEE ON THE ECONOMIC STATUS OF THE FACULTY**

F. Gerard Adams, Chairman
Jacob M. Abel
Ralph D. Amado
Steven C. Butterman

Philip H. De Lacy
Nancy M. Farris
William Gomberg
Irvin I. Ship

*Unfortunately, figures for 1974-75 are not yet available.
**This compares to an average salary (9 months) for full professors of $25,875 in 1973-74 and approximately $27.5 thousand in 1974-75.

**PERSONNEL**

**NEW PAYROLL SYSTEM**

The University is midway to adopting a new personnel and payroll reporting system called Human Resources Management System (HRMS), designed both to cut down on clerical work and reduce errors and delays in reporting personnel actions and pay. After thirty deans and top-level administrators were briefed on the new system and offered their cooperation and support in the change, a pilot program was begun this fall in five departments to test all phases of HRMS. Experience in the pilot program will be evaluated and the system adjusted and retested by February 28, 1975. The system then goes “live” in these five departments, and the University will begin to install the system University-wide for all A-3 staff by March 1, all A-4s by May 1, and for A-2 and A-1 personnel by July 1.

What personnel themselves will notice: (1) a change from three payroll cycles per month to only two cycles (one weekly payroll and one monthly one) and (2) more information on pay stubs for A-3s and A-4s (such as distinction between regular, overtime, shift and retractive pay and hours; current deductions and year-to-date totals for all deductions).

Those who process personnel action forms, however, will notice less duplication of work; and most important, they will know exactly what the computer thinks they said the last time they talked to it. Direct printout is fed back to the sender after any new submission of data or change in data. Time reports which are now filled out afresh every week will soon be preprinted with the standard hours agreed-upon for each employee, and altered by hand only if nonstandard hours are worked. When changes are made, either in personnel action forms or time reports, only the alterations need be entered—standing information remains untouched and does not need to be retyped or reentered.

Training programs are in progress in the five pilot departments, and will be extended to all University operations prior to adoption of the HRMS campus-wide. Training will be provided for all administrative directors, business administrators, budget administrators, administrative assistants and secretaries who process personnel action forms. A procedures manual is also being developed for distribution to all operating departments.

**STAFF CHANGES**

Vice-Provost Humphrey Tonkin has announced the following changes and additions to his staff for 1974-75:

Margo P. Marshall, formerly Director of Residential Programs, has been named Assistant Vice-Provost for Undergraduate Studies. Mrs. Marshall continues in charge of the college house system and has additional responsibilities as Dr. Tonkin’s deputy.

Katharine Fischer and Jane McCallister have been appointed Assistants to the Vice-Provost, with general staff responsibility for projects originating in the office.

Dr. Roger M. A. Allen, associate professor of Arab Studies, has been named part-time Assistant to the Vice-Provost for foreign study, educational technology, and other activities. Dr. Richard R. Beeman, assistant professor of history, is a part-time assistant for special projects.

Dr. Robert F. Giegengack, Associate Professor of Geology, has been appointed Director of the College of Thematic Studies and Assistant to the Vice-Provost.

Dr. Seymour J. Mandelbaum, associate professor of city planning and history, continues as Director of Community Programs and takes responsibility for the operations of the Project in the Design and Management of Instruction.

Jeanne F. Diasee of the history department has been appointed Assistant to the Vice-Provost for Advanced Placement, and Vincent Conti of the same department has assumed responsibility for residential programs, also as Assistant to the Vice-Provost. These are part-time positions.
Undergraduate Education: Problems and Concerns

As an antidote to this rather natural tendency, we shall attempt in this section to single out some problem areas.

One of them has to do with advising and counseling—with the relation of students to programs and our efforts to bring the two into alignment.

A second concerns the entry and exit of our students—admissions, attrition and so on.

A third area has to do with what they learn—general education in the liberal arts versus training in pre-professional fields.

A fourth has to do with when and how they learn—educational technology, lifelong education, year-round education, and so on. Behind many of these difficulties lies a larger and less easily defined problem area having to do with the way in which we handle the delivery of our educational services.

ADVISING

The advising and counseling services of the University are currently in the process of reorganization. Advising and counseling services at Pennsylvania are seriously fragmented, mostly for historical reasons. The gradual decline of advising services in the schools in the late sixties, when resources expended in this area did not keep pace with the growth in student population, and when there was a crisis of confidence between students and faculty, led to the creation of centralized services to compensate for the weaknesses of the schools. Most of these services were part of the Division of Student Affairs. Within the Office of the Dean of Students minorities advising, vocational advising (including pre-law and pre-health), the Counseling Service, and the Office of Fellowship Information and Study Programs Abroad found a home, along with the Office of International Services. The Vice-Provost for Undergraduate Studies set up an advising program for Benjamin Franklin Scholars, built an advising program into the Freshman Seminars, created the post of New Student Advocate and took over responsibility for the Office of Advanced Placement. Residential counseling was divided between the Office of Residential Life (Dean of Students) and the Office of Residential Programs (Vice-Provost for Undergraduate Studies), the latter supervising the college house system.

Most of these individual advising and counseling services function effectively, but there is a great deal of overlap. Vocational advising, for example, is offered not only by the Office of Vocational Advising, but by the Placement Office (anomolously located as a branch of the Development Office) and the Counseling Service as well. Other areas are rather poorly coordinated—minorities advising, for example, which is split between the Dean of Students and the schools.

The school offices run extensive advising programs, and it is to these offices that beginning students, especially, naturally turn. In the larger schools we have no system whereby a freshman is assigned a faculty adviser and most beginning students get help where they can find it—from schools, residence counselors, freshman seminar teachers, athletic coaches, and so on. As soon as a student is into his or her sophomore year, the departments begin to play an increasingly important role, and in the junior and senior years it is the departmental adviser who tends to be the main source of academic advice for many students. The quality of advising within the departments varies, naturally, from department to department, some departments offering excellent support and others somewhat more patchy advice. In addition to the advice that students can receive from faculty members and administration, the Student Committee on Undergraduate Education provides advising services, and, of course, various University publications give additional help.

In the planning now going on to bring about a rationalization of advising and counseling,

• Attention must be given to informing the faculty more effectively in order to make them more effective as advisers, and sensitizing them to student needs and priorities;
• As much as possible of the advising process must be simplified through judicious use of machines and publications;
• Advising must as far as possible be made preventive and positive (i.e. designed to anticipate problems and to raise fruitful questions in students’ minds) rather than essentially remedial, as it now tends to be;
• Safeguards must be built into the budgetary system to guarantee that adequate funding is provided by the schools for advising services.

PRE-PROFESSIONAL EDUCATION

IN THE LIBERAL ARTS

Most of our undergraduates are studying in the arts and sciences, and, inevitably, their career goals are varied (sometimes within a single individual) or non-existent. This last category—the uncommitted student—
has declined a great deal in the last year or two, as students increasingly see their education as an investment, and an expensive one at that. By far the largest group of students in the liberal arts is pursuing careers in the health fields, especially medicine. The occasional student in the College of Engineering and Applied Science or the Wharton School finds his way to this same goal.) Certainly, the courses in the basic sciences generally required for admission to medical school are all of them heavily enrolled, and undoubtedly a considerable number of students drop out during the undergraduate years. In any event, 24 percent of men graduating from the College in 1974 and 8 percent of the graduating women did in fact move on to medical, veterinary or dental schools. Another 19 percent of the College graduates and 16 percent of women graduates went on to graduate study in the arts and sciences, and 18 percent of the men and 11 percent of the women went on to law school. Appended to the full report are comparative statistics on this subject for the last few years.

Several problems are attendant on this heavy concentration on health careers, a concentration probably greater at Pennsylvania because of the presence of schools of medicine, dental medicine and veterinary medicine. Five such problems stand out with special clarity:

1. The struggle to gain entry into medical school creates a fierce competitiveness among premedical students.
2. The large numbers have caused rather severe impacting in certain areas, especially biology and psychology.
3. Services to provide students with assistance in gaining a place in medical school are seriously strained.
4. The extensive requirements, real or imagined, for entry into medical school cause students to concentrate in an intellectually unhealthy fashion on a rather narrow set of subjects.
5. There are sizable human costs for those who fall by the wayside (from lack of ability or stamina) and those pressured into a medical career after inadequate reflection.

The competitiveness mentioned in point 1 is compounded by the impacting alluded to in points 2 and 3, is exaggerated by the problem mentioned in point 4, and leads to the state referred to in point 5. We are dealing, in fact, with a viciously interlocking set of problems. In every case, we have done something to alleviate these problems, for example, by making use of the faculty of the health schools to assist in the teaching of the basic sciences or health-related courses. The Pre-health Advisory Board looks after the monitoring of students, the writing of student recommendations, and so on, but is seriously understaffed. By means of early warning it helps minimize the human costs of our point 5.

The problem of undue specialization had been tackled programmatically in a number of ways—the Health and Society program of the College of Thematic Studies, for example—and a number of proposals for majors in areas more directly suited to health careers are currently in the planning stage. Behind such ideas as the human biology major, now contemplated, lies the assumption that a program more nearly suited to the pre-health student will relieve the pressure and free that student to do other things as well. As is, of course, untested, if promising, assumption. A second, more easily demonstrable, assumption is that such a major will give some of our pre-health students an institutional home, with faculty members concerned about their problems and a greater sense of direction.

Given the extensive array of programs in the health professions at Pennsylvania, and the University’s strength in such related areas as health economics, community medicine, social work and the history of medicine, the opportunity for a global approach to undergraduate programs in the health field and the development of alternative career paths seems compelling. It is not, however, an opportunity that has yet to be firmly grasped.

LIFELONG EDUCATION

Continuing education at the University of Pennsylvania has a long and complex history. Today most of the professional schools are engaged in some form of continuing education; among the larger programs are the Wharton Evening Division and the Community Wharton Education Program. The College of General Studies provides extensive evening offerings for part-time students in the arts and sciences. It is complemented by the Continuing Education program, housed in the College for Women, which provides assistance mostly to mature students in the selection of suitable course offerings.

Until recently the University has given only limited attention to life-long learning—the regular updating of degrees and similar services to alumni, the provision of special programs in the professions and liberal arts for more mature students, and so on. At present a Committee on Continuing Education is investigating an extension of our services in this area, and will make recommendations on the proper organizational structure, on new initiatives, and on the revamping of existing programs.

YEAR-ROUND STUDY

The Summer School at the University of Pennsylvania was established in 1904. Today it courses service some 6550 students in two six-week summer sessions. The majority of these students are our own students. In recent years there has been a good deal of discussion concerning ways of expanding and strengthening summer school offerings either in a move toward year-round study for our students, or to open up new markets for our programs. Tied in with this issue is the question of regularizing the University calendar, currently different in the different schools. A study group on year-round operation is about to begin its work.

GENERAL EDUCATION

An inevitable consequence of the growth in special options, the diversifying of paths to the degree, and the collapse of common standards in the liberal arts, has been the gradual erosion of common degree requirements in the arts and sciences and a retreat from such requirements on the part of the professional schools. The replacement of general education with a strong preprofessional orientation seems alien to the goals and ideals of undergraduate education, and also threatens to lead to the production of an inflexible, unadaptable type of student.

The most interesting effort to redress this balance occurred in early 1973 in the College, when the Educational Policy Committee of the College came forward with the “cluster” concept. A “cluster” is a group of courses in a given field or group of fields, designed to satisfy one or more distributional requirements in coherent fashion. Students are required to take clusters in three of four areas: physical science, life sciences, humanities, social science. The cluster system, an administrative nightmare brought on by well-intentioned reform, can be seen as an interesting extension of the idea of thematic studies, spread out in this instance over time. It has not, however, been adopted by the College of Women.

If the cluster system is not the ideal answer, no other is currently in sight. There has been some talk in recent months of some variant of the common freshman year for all schools. The formation of the Faculty of Arts and Sciences does at least provide us with a forum for addressing the issue, something that has been missing up to now.

ATTENTION AND SELF-PACING

A number of students do not graduate on schedule. These students, broadly, seem to fall into two categories: those with academic problems who either drop out on their own accord or who are dropped by the University for unsatisfactory performance, and those who leave for personal reasons (e.g. financial problems, personal problems, a desire to see the world or a desire to transfer to another institution). Attrition is not in essence a bad thing—often it proves to be of positive importance in a student’s personal growth—but a number of students may be dropping out for the “wrong” reasons.

An attrition survey conducted by the University Counseling Service (Dr. John Free, Director) indicates that significantly fewer students with unsatisfactory academic records leave the University now, whether voluntarily or involuntarily, than they did five or six years ago—and almost all of those students presently seeking readmission after a year or two’s absence are given another chance. Still, the numbers of students leaving because of academic difficulties are larger than they perhaps ought to be, especially among minority students. Recent efforts, particularly through the Dean of Student’s Office, to provide special academic supports for the academically less qualified student should have some effect in this area. The counseling center and school offices continue efforts to help these students who are performing poorly owing to peculiar personal or environmental problems.

The number of students in satisfactory academic status who withdraw or take leaves of absence has increased considerably. The preliminary results of the survey mentioned above show that in recent years about 30 percent of each class has interrupted its studies while making satisfactory academic progress. While almost a third of those in this category have returned after a period of time to graduate, a large number (almost 20 percent of each entering class) have transferred to other institutions, and

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some have discontinued their schooling. It is interesting to note in this regard that despite this considerable (at least temporary) attrition rate, for the past several years three-quarters of each entering class still seems to graduate on time or early and almost 80 percent eventually do.

Yet another segment of the attrition rate might be explained by the liberalization of the policy on incompletes. One result of this policy is that students find themselves able to put off their graduation date a year or more after they have ceased taking courses so that they can finish uncompleted course work.

Some students each year simply disappear without formally withdrawing or taking advantage of any of the University's advising or counseling services. It is difficult to imagine how one could handle this situation short of requiring a "withdrawal interview"—a well-meaning proposal that would probably be impossible to enforce. Something can and is being done, however, to increase the awareness of advisors on "step-out" advising needs so that they can better handle these students who do seek advice.

Finally, attrition is a problem administratively because it is unpredictable and because we have not yet learned to take it into account adequately in the management of our academic programs. A study on attrition by matriculant group is being conducted now in the expectation of setting up a permanent information structure which will help to alleviate this problem.

BACCALAUREATE PROGRAMS IN HEALTH PROFESSIONS

The undergraduate schools within the Health Affairs Division, the Schools of Nursing and Allied Medical Professions, provide important elements of undergraduate educational opportunities at the University. Additionally, their students in a very real sense have the advantages of two worlds—the small college and the large university. But they also present special problems and concerns which interrelate with much larger areas. An inventory being compiled by the office of the Vice-President for Health Affairs of all health and health-related programs and courses currently offered in the University is beginning to paint the picture of the University's strong health theme extending well beyond the Health Affairs Division. To date, courses have been identified in almost every school of the University. The inventory also indicates some areas of overlap and need for improved coordination between the offices of the VPHA and Vice-Provost for Undergraduate Studies. Liaison and cooperative arrangements are being developed.

Both the School of Nursing and the School of Allied Medical Professions are in need of new physical facilities. As was recommended by a task force last year, the administration is working with the schools in an effort to relocate them into a common facility or in close proximity to each other so they may more easily share some common activities and resources.

Since both the School of Nursing and the School of Allied Medical Professions concentrate their professional courses in the junior and senior year, the students share a common core of preprofessional courses with the liberal arts students who have declared their intent to enter medicine, dentistry, or health-related professions or who have elected preprofessional courses in order to keep this option open. Expanding opportunities and interest in health and health-related careers have increased the number of internal transfers between the liberal arts areas and the health professions schools and have highlighted the need for expanded University-wide advising programs.

Information on the wide range of health and health-related programs and possible careers needs to be made more readily available to all undergraduates. Additionally, students need more information and access to individual courses or groups of courses that will allow them to explore possible programs or integrate components of health-related programs into other majors.

Health and health-related professional education is being strongly influenced by the changing patterns of health care delivery, and the professional schools are exploring the feasibility of new programs. A high priority has been assigned to efforts underway to define guidelines for new programs clearly and identify the areas best suited to the University. The development of this program is a result of ongoing efforts to assess future needs in health care delivery and to determine educational needs for professional careers that are still not fully defined. This, of course, is not unique to this program. The changing patterns of health delivery mandate a continual review and evaluation of all education programs for the health professions. It remains a priority that cannot be overshadowed.

Given this constantly changing picture, the whole question of the ideal organization of resources in the undergraduate health fields is one that comes up frequently. Recently the University decided to close the Nursing School of the Hospital of the University of Pennsylvania (a diploma program) and concentrate on strengthening its own School of Nursing. But it may well be that some new configuration of the components of the School of Nursing and the School of Allied Medical Professions should be worked out in the future.

ADMISSIONS

Among our dilemmas in the area of undergraduate admissions are the following:

1. How do we improve the quality of our entering classes on a fixed budget? Nationally, we are probably faced with a declining number of parents who can pay, or are willing to pay, for an education as expensive as that of Pennsylvania. This intensifies the competition between us and comparable institutions, and between us and the superior state universities. Our financial aid budget, which is relatively large and probably better spent than at some other institutions, is placed under greater and greater strain as tuition charges increase. As a recipient of aid from the state we are caught in an additional dilemma, nowhere more sharply expressed than in admissions—our desire to remain a national institution and our awareness that a part of our income depends on our ability to serve the Commonwealth of Pennsylvania. Our recruitment efforts are especially intense in Pennsylvania, but currently extend to all parts of the country, especially the Northeast.

2. How do we coordinate the needs and desires of the various undergraduate schools within a single admissions system? At present all our undergraduate students are admitted to the University on ostensibly the same set of criteria. Although they are assigned to particular schools in accordance with the wishes of the individual student, it is possible that the University's strong health theme extending well beyond the Health Affairs Division is being obscured. This uniformity of standards helps to maintain the quality of our various programs but puts great pressure on the Admissions Office itself to provide each of the schools with a group of students adequate in the eyes of the schools.

3. How do we reduce the pressures on the Admissions Office from special interest groups? Potentially, such groups include the Athletics Department, those interested in the recruitment of minorities, alumni, the Development Office, and of course, the faculty. While the Development Office, for example, would like to see a larger proportion of Pennsylvanians in the entering class, the faculty strongly favors truly national representation; while the faculty places great store on SAT scores and similar criteria, other groups are more concerned about character or potential or special talents. Such pressures are inevitable and even healthy. The problem is to keep them balanced and under control.

4. How can we involve the faculty and other groups more actively in the admissions process? In recent years the use of faculty members in the selection of students has increased greatly. Faculty members are still little used, however, in recruitment. Furthermore, the vast majority of faculty members are poorly informed about the intricacies of the admissions process and the complexities of the forces operating on the Admissions Office. As a consequence the faculty is apt to blame the Admissions Office for this or that national economic or cultural trend ("Our students cannot spell: the Admissions Office must be admitting the wrong people."). "Our students are unruly and lack motivation: The Admissions Office is failing to admit the true scholars like my son or daughter, or my friend's son or daughter." "Our students are all studying biology: the Admissions Office must be admitting the wrong people."

5. What proportion of our students should be transfer students? In recent years there has been a marked increase in the number of transfer students accepted by the University. They tend to be highly motivated. Pennsylvania appeals to them for, generally, rather specific reasons. They put less strain on housing than freshmen, they can enter the institution at mid-year and hence help balance attrition, and they can move immediately into the departmental advising structure. At various times it has been proposed that a far larger proportion of our undergraduate student body, perhaps even all of it, come from the transfer pool. But the main dilemma here (apart from the uncertainty of the transfer market and our lack of devices for influencing it) has to do with the character of the institution. Is the core of the institution in fact its four-year undergraduate curricula?

6. What criteria should we use to admit students? This problem is of course a classic one. The broad categories of student accepted into the
University were defined some years ago by the so-called McGill Report, and these categories are still applied, with some modifications, today. But offsetting this group of categories is such “objective” criteria as SAT scores (actually rather poor predictors), and Corrected Rank in Class (a much better indicator of motivation, at least). Our Admissions Office has steadfastly resisted all attempts to impose on it a strict adherence to such criteria, and it has been assisted in this resistance by the President and Provost.

7. How good is the Admissions Office at predicting success? Unfortunately, we do little to track our students through the institution to check on the reliability of the predictions made by the Admissions Office at the time of admissions, and on the relative reliability of its various predictors. There is a definite need for a program of research and monitoring in this area.

SUPPORTIVE SERVICES

The University of Pennsylvania is particularly demanding both academically and financially. Although the University draws its students from a nationwide base, it is predominantly white, upper-middle class in its student constituency, having a Black undergraduate enrollment of approximately eight percent.

Since 1968 the University has become increasingly committed to the active recruitment of minority students, particularly Blacks and those defined as economically disadvantaged. A necessary correlative to this effort is the availability and expansion of supportive services for these minorities and other students in need of them.

When the University of Pennsylvania launched its support program for minority students in 1968-69 it was confronted by innumerable difficulties. Lacking any well-defined precedent, and composed of an entirely white staff, which in itself reflected the University’s inexperience and naivete, the class of 1973 was faced by a forced drop-out rate of 15-20% after two years. A number of minority students had been admitted under academically marginal criteria. These students, primarily Philadelphia, participated in a three-day summer orientation, and consequently registered for two summer school courses on a credit basis.

The following year a director was hired to coordinate and develop the program. He recognized that Black upperclassmen could be valuable resources for incoming freshmen in both academic and personal counseling roles. Peer counseling meant a necessary and significant link between the new students and staff members and provided additional insights into the identification and solution of student problems. Moreover, upperclassmen served as successful role models.

An important ingredient in our activities was a Post-Freshman Program held in the summer following freshman year. This program selected mostly students from the bottom of the class, with a random sampling of stronger students for balance. In subsequent summers, however, only the weakest forty-five students were admitted, and the program also shifted stronger students for balance. In subsequent summers, however, only the weakest forty-five students were admitted, and the program also shifted stronger students for balance. In subsequent summers, however, only the weakest forty-five students were admitted, and the program also shifted stronger students for balance. In subsequent summers, however, only the weakest forty-five students were admitted, and the program also shifted stronger students for balance. In subsequent summers, however, only the weakest forty-five students were admitted, and the program also shifted stronger students for balance. In subsequent summers, however, only the weakest forty-five students were admitted, and the program also shifted stronger students for balance.

This year’s program was a departure from previous years in that it consisted only of a post-freshman summer schedule that selected from among the freshman class any student whose academic performances was below par or who was about to be dropped for poor academic performance. Such students were given extensive counseling and intensive instruction in basic skills in order to compensate for any difficulties that might have continued to exist during the freshman year. The areas of study included reading and study skills, mathematical skills, and scientific and notational concepts, particularly for engineering students. Both students and staff completed this program with feelings of great accomplishment.

Of late, the University has upgraded its recruiting and serving of minority groups, and this commitment has by and large met with a positive reaction on the part of its minority community. The atmosphere for students is no longer as much of isolation and alienation, as it is one of active participation. There are several Black representative student groups: the Black Student League (graduate and undergraduate), the Minority Coalition, and Black Faculty and Administrators.

Significant attempts have been, and continue to be made, by the University to become attuned to the academic, financial, vocational and personal needs of its minority students. One of our priorities now should be the intensification of counselor help to minority students. Better mechanisms are needed in testing the competence of these students. Significant steps have already been made in this area by the Dean of Students’ office.

The University’s commitment to minority groups other than Blacks is at present less well defined than it is for Black students. As a result of a small but organized recruitment effort, the University has admitted in recent years a number of Chicano and Puerto Rican students, but the support services required for these students, while they are the same in some areas as for all other disadvantaged students, have their own special characteristics (the principal one has to do with language skills). Questions have been raised as to the wisdom of intensifying recruitment efforts aimed specifically at Puerto Rican and Chicano student given their need for unique support services. It is entirely clear that firm policy decisions on support services will have to be made if we are to embark on such efforts.

EDUCATIONAL TECHNOLOGY

In contrast with the graduate professional schools (e.g. Medical, Engineering, Dental) where the use of technology in the educational process is taken for granted, the undergraduate schools at the University of Pennsylvania have thus far made only limited use of such aids to learning. A group of six ducts have been placed underground throughout the campus during the summer of 1974 (primarily as a means of saving operation for the University’s computer, security and buildings and grounds operations), and, as a result, it will be possible to initiate closed circuit television instruction in campus-wide basis in the near future. Some faculty members with sufficient experience, initiative and entrepreneurial instincts (Drs. Peters, Mandelbaum, Gallistel, Allen and a few others) have already implemented programs using television, while others are at a stage of pre-readiness to use such a facility. However, it does not seem unjust to declare that most members of the undergraduate faculties are not interested in televised instruction at the moment, nor are they particularly aware of the many ramifications of using it.

The greatest virtue of the new system in undergraduate instruction will surely be that faculty time will not need to be spent on teaching of how-to-do-it courses—those which involve giving facts and teaching skills—rather than the processes of interpreting facts and theories, which is probably a more usual and expected concern of universities and certainly a better and more efficient use of faculty brainpower and expertise. It must be underlined that televised instruction will never replace the live teacher in the classroom; it will, however, require of many of this institution’s professors and teachers that they rethink what it is that they could and should be doing in classroom time. If the presentation of facts can be made available on a storage basis, then much more time will be available for discussion and classroom participation by more students.

Educational technology also, of course, makes possible many things such as accelerated instruction (particularly in language instruction) and other alternative methods of learning many of the subjects taught at universities.

The new cable system then, has the potential to change radically the educational process at the University, and to provide undergraduates with the opportunities to learn in ways which many professional graduate schools have taken for granted for a very long time. What is probably needed is more commitment to the concept from the University administration and from the faculty. We are particularly in need of effective planning mechanisms in this area, both to explore alternatives and to make effective use of resources. We need also to begin the planning process for educational television instruction using professionals. Far too many current endeavors are conceived, executed, programmed, recorded and circulated by well-meaning amateurs, either faculty members themselves or else those administrators of audio-visual facilities who have no real expertise in educational design.

Computerized instruction should also be mentioned in this context. The University has no experience in the delivery of instruction by computer, though the use of the computer as a teaching aid is the subject of an ongoing experiment in the American Civilization Department (Professor Robert Zemsk), and may well present real possibilities for the assessing of the massive data bank on nineteenth-century Philadelphia gathered by Robert Zemsky), and may well present real possibilities for the assessing
**THINGS TO DO**

**LECTURES**

*Taste, Tradition and Technology: A New Look at Roman Architecture.* John Ward-Perkins, former director of the British School in Rome, speaks today, sponsored by the departments of art history and classical archaeology. B-1 Fine Arts, 5:15 p.m.

*Perspectives on Gay Americans.* David Waldron and Carolyn Innes, codirectors of the Gay Nursing Alliance, discuss Gay People/Straight Health Care. November 26. The series concludes December 3 with *Coming Out as a Gay Professional,* a talk by Dr. Howard Brown, professor at the NYU School of Medicine and first health services administrator in the Lindsay administration. All speakers at the CA, 8:30 p.m.

*Can Television Affect Child Behavior Affirmatively?* A study of Mister Roger’s neighborhood is given by Penn State Professor of Psychology Althea Stein in the Annenberg Colloquium. Colloquium room, December 2, 4 p.m.

*Is war obsolete? How is the possibility of war affected by poverty?* Population expansion and ecological balance? These and other aspects of *War or Peace: The State of the Globe* are the topics of a three-day symposium December 3-5 at the Museum. Organized by former Philadelphia Mayor and U.S. Senator Joseph S. Clark and World-Scholar-in-Residence Buckminster Fuller, *War or Peace* brings scholars from all over the world, several U.S. congressmen and representatives of Philadelphia civic and political organizations. See box.

**ENTERTAINMENT**

Penn Balalaika Orchestra presents *Vecherinka,* an evening of Russian music, food and dance. Houston Hall auditorium. December 5, 8 p.m. Tickets are available at the H.H. ticket agency; advance purchase price: $2.00; at the door: $2.25.

The South Asia Students’ Association sponsors *Performing Arts of India,* a lecture-demonstration with a performance of Indian classical dance and music. Houston Hall auditorium, December 5, 3:30 p.m. No admission charge. Refreshments will be served.

*Big band jazz selections by Buddy Rich, Maynard Ferguson and Thad Jones.* The Philarte Quartet opens its campus series with works by St. George, Samuel Barber, Hugo Wolf and Dvorak. Harold Prince Theatre, December 9, 8:30 p.m. Sponsored by the music department. Open to the public without charge.

The Annenberg Cinematheque concludes with *Documentary of an Unpredictable Event.* Studio Theatre, December 4 and 7 p.m. Tickets: $2.50.

*The Yellow Slippers,* a medieval Polish folk tale and *The Blind Bird,* a Russian story of a boy and his friend, a blind pelican, are in the Children’s Film Program, Museum, 10:30 a.m., December 7 and 14, respectively.

*Travels With My Aunt,* Maggie Smith plays the eccentric aunt in George Cukor’s film of Graham Greene’s novel. Adult Film Festival, Museum, December 8, 2:30 p.m.

*Schnauzers,* St. Bernards and greyhounds are just a few of the breeds to be shown at the Kennel Club of Philadelphia’s 80th Dog Show. Penn’s Veterinary Hospital is the beneficiary. The Civic Center, December 7.

**EXHIBITS**

*Artists of America—1974,* an exhibition of artwork throughout the U.S. will be displayed through December 21 in Hoover Lounge. Vance Hall. Warton and Mrs. Paul’s Kitchens are co-sponsors of the exhibit.

*Satirical Works,* a collection of paintings and prints by Frederick Thorner, will be exhibited through December 20 at the Houston Hall Gallery. Opening night reception, December 6, 8 p.m. Sponsored by PUC.

**THANKSGIVING IS HERE**

If basting your own Thanksgiving bird has lost its charm, the Faculty Club invites you to a *Traditional Pilgrim’s Feast* this year. Roast turkey with chestnut dressing and pumpkin pie are just a few of the traditional favorites. Thursday, November 28, 7-11 p.m.

With many members of the University community out of town during the holidays, *Gimbel, Hutchinson and Weightman* gyms will close. November 27, 5 p.m. and reopen at noon, December 2.

The *Bookstore* also has holiday hours. Monday and Tuesday, November 25-26, 9:30 a.m.-6:30 p.m. Doors open at 9:30 a.m. on Wednesday, November 27, but close at 5 p.m. until they re-open Monday, December 2 at 9:30 a.m.

*NOTE:* Due to some Thanksgiving plans of our printer’s, *Almanac* will not be published December 3. Expect a similar break in publication Christmas Eve and New Year’s Eve.

**CHRISTMAS IS COMING**

Warmth, hospitality and Santa Claus appear as Penn’s holiday festivities begin with an open house December 10. (If your family is accepting the President’s and Provost’s invitation to the Pro Musica performance of Handel’s *Messiah* at 8 p.m. in College Hall, they can gather early at the Faculty Club.) In addition to Santa for the children, a wassail bowl, fruit punch and cookies will be on hand from 4:30-6:30 p.m. Children under ten dine for half-price.

Santa comes to campus again December 12 to help the children (and their parents) decorate the 7-foot tree in the Faculty Club. More wassailing, holiday music, tree-lighting ceremony and, if you like, candlelight dinner from 5-8 p.m.

To help add a personal touch to holiday decorations, the Morris Arboretum is offering two workshops: *Cone Craft,* with Kay Ewert instructing December 5 and 6 at 10 a.m. and 2 p.m.; Gates Hall. Associates: $12.50; others: $15.

*Wreath Workshop,* (basic materials provided, you furnish extras and ingenuity) Gates Hall, December 9, 10 a.m. and 2 p.m. Associates: $5; others: $7.50.

Fresh mistletoe and holly will be available at the Arboretum’s *Holly and Greens Sale* December 13-15 at Hillcrest Pavilion, 10 a.m.-4 p.m. daily. For more information about greens or about firewood also available: CH-5777.

**WAR OR PEACE: THE STATE OF THE GLOBE**

**Tuesday, December 3**

10 a.m. Richard Falk, keynote speech; Saul Mendlovitz, *World Order: Some Perspectives and Preferences.*

2:30 p.m. Colloquies on Global Problems: Joseph Clark (Peace); F. Miles Day (Poverty and Resources); Iraj Zandi (Eco-Balance); Maury Fagan (Social Justice).

7:30 p.m. Paul S. Manglapus, *Peace, Development and Liberty.*

**Wednesday, December 4**

10 a.m. Reports from Colloquies on Global Problems.

12:30 p.m. Chadwick Alger, *Interconnections of Global and Regional Problems* (invitation-only luncheon address)

2:30 p.m. Colloquies on Regional Areas: Hillary Controy and Alyn Rickett (Far East); Harvey Glickman (Africa); William Quandt (Middle East); Norman Palmer (South Asia); James Dougherty (Europe); Covey Oliver (Latin America); Sen. Clark (USSR/USA).

7:30 p.m. R. Buckminster Fuller (topic to be announced).

**Thursday, December 5**

10 a.m. Reports from Colloquies on Regional Areas.

2:30 p.m. Paul Lin, *Summary of Insights from the Conference.*


Full program available: EV-67400, Ext. 296.
Last Spring members of the University community were asked for comments and suggestions on the University's grievance procedure for non-academic staff. Based on these comments, some parts of the procedure were modified or clarified. The revised procedure is, we believe, stronger and more efficient and brings us closer to achieving our goals of having a grievance procedure for all non-academic staff that will ensure equitable settlement of their grievances.

—Eliot Stellar, Provost
Paul Gaddis, Vice President for Management

GRIEVANCE MECHANISM FOR ALL NON-ACADEMIC STAFF NOT COVERED BY COLLECTIVE BARGAINING AGREEMENTS

Within a maximum of 15 working days after receipt of the Complaint Summary, the Executive Director of Personnel Relations, with the concurrence of the appropriate Senior Administrative Officer, shall report back to the Office of Equal Opportunity either that the grievance has been resolved to the satisfaction of the parties concerned or that a special Complaint Appeals Panel will be formed according to procedure #4, below. The letter or memorandum to this effect shall be signed by the Executive Director of Personnel Relations and the appropriate Senior Administrative Officer, and copies shall be sent to the complainant and the immediate supervisor. All efforts shall be made by all relevant parties to resolve the grievance at this level.

4. The Complaint Appeals Panel. If a grievance cannot be otherwise satisfactorily resolved, the Executive Director of Personnel Relations will submit a written request to the Office of Equal Opportunity for the establishment of a Complaint Appeals Panel. The Panel will be composed of three employees of the University who hold non-temporary positions and are neither directly nor indirectly related to the specific grievance as determined by the administrator of the Office of Equal Opportunity. One member shall be named by the appropriate Senior Administrative Officer; one by the complainant; and one by the first two from among a list compiled and maintained by the Vice President for Management. To ensure campus-wide representation on the list, the Vice President for Management will consult with campus groups and receive their recommendations. The list will at all times contain at least 10 persons who have agreed to serve in this capacity. The Administrator of the Office of Equal Opportunity or a designee from that office shall serve as convener of the Complaint Appeals Panel. The convener shall arrange the time and place of meeting, secure all documents and other supporting materials, arrange for tape recording of oral testimony, and otherwise facilitate the work of the panel. The Complaint Appeals Panel will receive testimony from the complainant and from the complainant's immediate supervisor or from any other administrator designated by the appropriate Senior Administrative Officer, as well as from other witnesses requested by the Panel. All oral testimony will be tape recorded. All written submissions will be included in the record. Persons having expertise in various aspects of the grievance will be called upon by the Panel as necessary. Either side may be represented by legal counsel at its own expense.

5. Recommendations of the Complaint Appeals Panel. Upon completion of its inquiry, the Panel will submit to the Administrator of the Office of Equal Opportunity its written findings of fact and recommendations, together with any minority views from the panel. The Administrator of the Office of Equal Opportunity will then forward all documents to the Provost or the Vice President for Management (as determined by the Executive Director of Personnel Relations in the event of a tie) within not more than 10 working days of receipt of the Panel's findings and recommendations. Reports or other documents submitted to the Provost or Vice President for Management which comment upon the recommendations of the Panel will be considered confidential and not available to the parties to the proceeding or the panel members. The Provost or Vice President for Management shall act upon the recommendations within 15 working days, and will in writing so inform the Administrator of the Office of Equal Opportunity, who will in turn inform all other relevant parties, including the complainant, the immediate supervisor, the Senior Administrative Officer, the Executive Director of Personnel Relations, and the members of the Panel.

The nature of the complaint will determine the nature of the solution available to the panel. For example, the failure to promote or the appointment of the complainant to a position subsequently filled by another person will normally lead to a recommendation that the complainant be appointed or promoted to the next equivalent and appropriate position as stipulated by the Panel.

6. This revised policy is to be made effective immediately and is subject to review at the end of one year.
OPENINGS

The following listings are taken from the Personnel Office’s weekly bulletin and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail. Those interested should contact Personnel Services, Ext. 7285, for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially.

The University of Pennsylvania is an equal opportunity employer. Qualified candidates who have completed at least six months of service in their current positions will be given consideration for promotion to open positions.

Where qualifications for a position are described in terms of formal education or training, significant prior experience in the same field may be substituted.

The three figures in salary listings show minimum starting salary, maximum starting salary (midpoint) and top of salary scale, in that order.

ADMINISTRATIVE/PROFESSIONAL (A-1)

APPLICATIONS PROGRAMMER ANALYST (11/19/74).

BUSINESS ADMINISTRATOR I, Busch Center (11/12/74).

DEAN OF ADMISSIONS, see box.

DIRECTOR OF ADMINISTRATIVE SERVICES responsible to the dean for financial planning, preparation, control and review of budgets and grants; building administration, policy and procedure formulation and dissemination; special projects. Qualifications: College graduate with degree in business administration and substantial accounting coursework. Professional certificate in accounting or graduate degree in business preferred. At least five years’ experience in business, industrial or institutional administration. Knowledge of accounting, budgetary and management procedures. Familiarity with University financial and administrative structures, particularly the budgetary system. Salary to be determined.

FISCAL AND BUDGET COORDINATOR, Wharton, responsible to the director of administrative services for the administration of interdepartmental personnel and auxiliary services. Qualifications: College graduate, accounting major. At least five years’ experience in personnel and financial fields. Knowledge of University accounting procedures and government contract regulations. Ability to communicate effectively with faculty and staff. $10,075—$13,275—$15,875.

FISCAL EDP COORDINATOR (11/19/74).

MANAGING EDITOR, management journal (10/22/74).

OFFICE MANAGER, medical research area (11/19/74).

PROGRAMMER ANALYST, Phila. Social History Project (11/19/74).

RESEARCH SPECIALIST I, surgical research lab (9/24/74).

RESEARCH SPECIALIST I, biochemistry (11/12/74).

RESEARCH SPECIALIST II, Museum (9/3/74).

STAFF NURSE, perinatal instruction, 3 hrs/wk (11/12/74).

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SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I to assist women’s studies coordinator. Duties include office management, budget, ordering materials and editing manuscripts. Qualifications: Thorough knowledge of office procedures and the University. Ability to work well with women. $6,550—$7,925—$9,300.

CUSTODIAL SUPERVISOR, 40 hrs/wk, late shift, to supervise cleaning of buildings. Qualifications: Three years’ janitorial experience; ability to schedule and supervise others. Only University employees will be considered. $7,925—$9,375—$10,800.

ESTIMATOR INSPECTOR (11/5/74).

JUNIOR ACCOUNTANT to maintain financial records and serve as liaison between University and outside auditors. Responsible for receipts, expenditures, budgets and financial statements. Qualifications: Degree or equivalent accounting experience. Ability to do bookkeeping, prepare financial balance sheets and work without supervision. $6,550—$7,925—$9,300.

LICENSED PRACTICAL NURSE, physician’s office (11/19/74).

NON-ACADEMIC FACILITIES COORDINATOR to schedule and coordinate the non-academic use of most University facilities; process requests, interpret and apply University policy, issue set-up instructions, maintain reservations and master calendar; type correspondence. Qualifications: Organizational and coordinating experience. Ability to type and deal with a variety of people. $6,550—$7,925—$9,300.

PROJECT BUDGET ASSISTANT (2) to prepare budgets, maintain records of grants and comptroller reports; make adjustments; perform secretarial duties for business administrator. Qualifications: Aptitude for figures, typing ability; knowledge of University budget system helpful. $6,550—$7,925—$9,300.

RESEARCH LABORATORY TECHNICIAN II for enzyme assays, column chromatography, spectrophotometry, enzyme preparation. Qualifications: Experienced biochemistry lab technician with chromatography and spectrophotometry skills preferred. $7,000—$8,300—$9,575.

RESEARCH LABORATORY TECHNICIAN II, biochemical assays (11/5/74).

RESEARCH LABORATORY TECHNICIAN III to maintain and grow human cells in tissue culture. Qualifications: Experience in tissue culture techniques, bacteriology and biochemistry. $7,900—$9,450—$11,000.

RESEARCH LABORATORY TECHNICIAN III for growth of bacterial cultures and chromatographic analysis of culture and body fluids. Qualifications: College degree, biology or chemistry major; experience with bacterial cultures and biochemical techniques. $7,900—$9,450—$11,000.

RESEARCH LABORATORY TECHNICIAN III. Four positions announced September 3 through November 5, including enzyme assays, hormone immunoassays, blood gas and amino acid analyses.

SECRETARY I (1), SECRETARY II (4), SECRETARY III (2) (10/29/74).

SUPERVISOR, mail service. Qualifications: Eight years’ business experience; at least four years’ experience with mail service and postal system essential. Good clerical background. $6,550—$7,925—$9,300.

ADMINISTRATIVE ASSEMBLY

Fall Meeting: Tuesday, November 26, 4 p.m., Annenberg Auditorium

Reception honoring new A-1 staff: 5 p.m., Faculty Club

LIBRARIANS ASSEMBLY

Wednesday, December 11, 3 p.m.; Conf. Rm. 1st Fl. Library Center

A-3 ASSEMBLY

Thursday, December 19, 1 to 2 p.m., Ivy Room, Houston Hall
PENN VIDEO ACCESS

Anyone with a message for Penn's undergraduate community can relay it via Penn Video, a new closed-circuit student television station which can serve every Superblock apartment.

Through Penn Video's special Access program, any University department or campus denizen can secure a spot on Superblock television for as little as one dollar for each five minutes of air time.

Access is an interesting (and cheap) way to reach undergraduates with news about courses, programs, services, regulations or anything else the well-informed student should know. Penn Video is also producing shows about campus life and Penn sports which are available for commercial sponsorship at similar rates.

For information, call Howard and Ileen Newman, EV-2-7376, or Jan Mizrachi, EV-2-2533, or write Penn Video at 3905 Spruce St.

NY TIMES INFORMATION BANK

Van Pelt is one of the first academic libraries in the country to subscribe to the New York Times Information Bank. First conceived in the sixties as a means of managing the newspaper's morgue—a vast quantity of clippings and other records of news events—"on-line" access via a long-distance telephone to the computerized Information Bank in New York has recently been offered to commercial subscribers and libraries. The Bank indexes and summarizes in the form of abstracts virtually all the news and editorial material appearing in the Times since January, 1969. In addition, the Bank selects for retrieval certain matters from such diverse publications as the Manchester Guardian, the Village Voice, Ebony, and the National Observer. In all, some 60 publications provide information on every conceivable newsworthy subject.

Since its installation this past July, the Information Bank has proved itself to be a valuable addition to the reference sources of the University library. By using the Library's computer terminal to search the Bank, the librarians can retrieve information within three or four days after it has appeared in print. Moreover, many of the publications which are selectively indexed by the system are not indexed by conventional library tools.

Because the Information Bank indexes and summarizes articles primarily of a newsworthy rather than a scholarly nature, its main use will be in providing rapid answers to precise, factual questions. It is currently being used for this purpose at the discretion of the reference staff. However, some faculty, students, and administrative staff members who are willing to pay the direct costs incurred may find the Information Bank well suited for researching certain subjects and they are encouraged to discuss their needs with the data services librarian. A typical search may take 15 to 20 minutes and, at present rates, will cost $1 per minute. In time, it is expected that the costs for the service will decrease while the Information Bank's capacity as a research tool will undoubtedly grow. Brochures further describing the nature and scope of the Bank are available at the Van Pelt reference desk.

The New York Times Information Bank differs somewhat from other "on-line" literature search services announced in Almanac February 5, 1974. These services provide in-depth retrospective searching in the automated data base equivalents of familiar hard-copy indexes such as Chemical Abstracts, Psychological Abstracts, and Research In Education. In all, over 15 retrospective bibliographic data bases can be accessed through the remote terminal in the data services office of the Van Pelt reference department. For a library patron, the cost of searching a given data base can be as little as $10 per search for the retrieval of up to 30 citations (with abstracts) of relevant articles or documents.

For more information on any of these or other computer-based search services, contact James Cogswell, the data services librarian, Ext. 7555, or visit the reference desk of the Van Pelt Library.

—Richard De Gennaro

SPRING TEXTBOOK ORDERS

Spring term text requirements are past due at the Bookstore. If you have not yet forwarded your requests to the Bookstore, please do so immediately. Please address them to the attention of Inez DiFabio. Any orders not received by Thanksgiving may not be in stock for the beginning of spring classes.

PHOTO SERVICES AT THE MUSEUM

The University Museum's photographic department has set up a Custom Lab service open to campus users with discount prices on photographic laboratory services such as:

- black-and-white and color processing and printing
- making slides from books or flat copy
- copy work
- internegatives from color transparencies
- studio set-up photography of art objects, etc.

The lab has a price list, available on request at EV 6-7400, Ext. 274 (from campus phones, dial 224-274).

DINING SERVICE FOR SPECIAL EVENTS

Those who are planning to end the semester with dinners or other hospitable gatherings of their departments, schools or professional societies should know about the University Dining Service's Special Events Department. At a cost often lower and almost always more convenient than outside service, the campus unit will cater dinners and parties in its own or other campus facilities. Call Ext. 7585 for prices and menus.

GOING SOUTH FOR THE HOLIDAYS

Houston Hall Travel Service has economical travel packages to the Caribbean during the Christmas holidays. Eight days and seven nights in Nassau, for example, at $390 per person includes airfare, first-class hotel (double room), tips, taxes and baggage handling. Other trips are to Jamaica, Puerto Rico and Mexico. They fill up quickly, however: call Ext. 7268 for reservations or further details.

BEST-SELLERS AT THE BOOKSTORE

If you're used to checking the New York Times best-seller list before you start holiday shopping, try one closer to home: The University Bookstore now issues a weekly list which charts the taste of the campus community. This one is based on sales the week of November 18:

HARDBACKS

1. Something Happened - Heller (Knopf)
2. Aftermath - Farago (Simon & Schuster)
4. Tales of Power - Castaneda (Simon & Schuster)
5. Bermuda Triangle - Berlitz (Doubleday)
6. Bedtime Story - Robinson (Random House)
7. Bedtime Story - Robinson (Random House)
8. Bermuda Triangle - Berlitz (Doubleday)
9. Milton Berle - Berle & Frankel (Delacorte)
10. Art of City - Fairmount Park Art Association (Walker)

PAPERBACKS

1. Fear of Flying - Jong (Signet)
2. Portrait of a Marriage - Nicolson (Bantam)
3. How to Be Your Own Best Friend - Newman (Ballantine)
4. Joy of Sex - Comfort (Crowell)
5. The Whole Earth Catalogue - (Random House)
6. Memoirs of an Unfinished Woman - Helleman (Bantam)
7. Deeper into Movies - Kael (Bantam)
8. Casteneda Three Volume Box Gift Set - (Simon & Schuster)
9. Casteneda Three Volume Box Gift Set - (Simon & Schuster)
10. Vegetarian Epicure - Thomas (Random House)

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