Faculty Rejects Separate School of Black Studies; Asks Major Instead

By ANITA SAMAN

The Faculty Senate Tuesday adopted a plan to establish a separate School of Black Studies, an 11-1 vote after several months of discussion. The resolution was a response to the administration's proposal to revamp the existing black studies program in the College of Arts and Sciences. The faculty's plan calls for a comprehensive program that would include courses in African-American history, culture, and politics. The resolution was supported by many faculty members who argued that the current program was inadequate and needed a more focused approach. However, some faculty members expressed concerns about the cost and feasibility of implementing such a program. The administration has not yet responded to the faculty's proposal.
Events

Campus Events

Ongoing

PENNYBLACKS: "Fun Fair" given by the Sigma Chi fraternity to help raise money for the American Cancer Society. October 30th.

WOMEN IN THE UNIVERSITY: "Women and the University: A Symposium," October 20th. University Union, Room 301.

DIVERSE COMMUNITY FOR FREE AND OPEN DISCUSSION: "The Struggle for撒手*: October 22nd.

PARKER'S "Reading W. B. Yeats." Take place Oct. 30. Make appointments at the Pre-Law Office, Room 117, Logan Hall.

ENGLISH DEPARTMENT LECTURE: "The Struggle for撒手*" October 22nd.

ACTIVITY NOTICE

Desperate need of Ride to Boston

CHESS CLUB: Meeting Wednesday at 4:30 P.M. today in Stiteler Hall, C 10.

CHESTNUT 4300 'NETHERLANDS' 4 BEDROOM, 1 1/2 BATHS - FOR FOUR OR FIVE: Four rooms, bath - suit two or three. First floor 2 rooms, bath, kitchen, W/D. $125. BA 2-6447 or MO 4-3213.

SEVEN ROOMS, 1 1/2 BATHS - FOR FOUR OR FIVE: $150. Chestnut 4300. Chestnut 4300.

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The PROFESSORS of society are in the city, and said student, and that is where we should be as well.

By ARNOLD EIDEN

After speaking to a lot of students about the question "What is the point of being here?" many students agreed that the question was a little optimistic. The professors are at best partially satisfied. They are all students themselves, and the question is a little optimistic.

And to say they thought the University could be improved is to say that the University could be improved. The facts the students whose views are quoted in this article express are in line with the opinions I've heard from a great many more students. Though I make no claim that the five are a representative sample, obviously they are blissfully unrepresentative.

The professors, all of whom are in the suburbs, are not satisfied. They have done course-completion and grade-completion complaints about grades and the like, and the over-riding question of whether we should be here.

Bonnie Leavy, a College for Women sophomore, was somewhat more enthusiastic. "My teachers are all willing to talk to students whenever they have time, and not just about the material, but a lot of other things." And even a questioned, "Are there really any bad professors?"

The professors, for their part, say that's precisely why they teach. The working of the school isn't dependent on the individual professor, but on the community. After speaking to a lot of students about a lot of things, he continued, "the problem of people who only know about science, or languages."

If we didn't have well-qualified education, "we wouldn't have people who can talk about the world to one another."
The University has a certain effect on one's values and behavior. "You've got to get a degree," Rabinowitz continued that his complaints are the standard ones: "With a medical school, or some sort of research."

Miss Haffey, a College for Women professor, pointed out that life at Penn is not regimented, "a place like this encourages people to think the way they do, because just don't have enough money to spend four years studying, doing other things at the same time, then you might as well be in the city." And going to college is "not something you can do it alone." But being at a school with more contact, "Penn can do better than the other universities here, because 'we've got 20,000 people here and they aren't all the same'."

The next question is what is the point of being here. "If we didn't have well-qualified education, "we wouldn't have people who can talk about the world to one another."
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Black Studies

The action of the Faculty Senate on that most complicated and perplexing of issues — black studies — is in itself perplexing, deserving of both praise and criticism. The Senate has, for the first time, publicly and formally recognized the years of academic neglect and pledged itself to an institutional commitment to the discipline of black studies. But at the same time it has failed to put teeth behind its conviction by failing to approve any formal structure within which the black studies program could develop and expand.

The unanimous passage of the proposal of the undergraduate deans to appoint a committee charged with considering a program of black studies major at the earliest possible date is a laudable action. The institution of any larger scale structure — such as the two-year college faculty turned down yesterday — is undoubtedly several years in the future, and it is important that interim steps be taken.

However, we cannot be so generous in our praise for the other interim measures approved by the faculty, offered by law professor Robert Mundheim. This proposal suggests the appointment of a professorial committee to oversee the short-term development of a black studies program within existing departments, and to make a future study, to determine the desired formal structure in light of its experience.

Despite its outward sensibility, this proposal could severely damage the University's attempt to institute an academically sound black studies proposal. The shortage of qualified professors in the field, and any attempts to recruit teachers of black studies who would form the base for an expanded program in the future, will inevitably fail if black studies is to be run on an ad hoc basis.

Moreover, it is clear that the Mundheim proposal aims to institute a form of black studies other than the two-year palliace which has been recommended. The faculty members who supported it have chosen to ignore the advice of a committee which studied the subject for six months and considered all alternative structures before reaching its recommendation. It assumes that two years and three committees after the idea was first raised, the time has come to directly face the matter.

Black studies has been a sensitive issue ever since it arose on college campuses in recent years, concurrent with the increased matriculation of black students. Yet, at Pennsylvania, black students have singularly uncooperative with the labs to institute a meaningful program, anyhing in their demands, and now invisible in their interest and support. It is infeasible that the black students, for whom any program would be primarily intended, have chosen to isolate themselves from the process of formulation and discussion. We hope they will make their views known soon, before it's too late and all can do is criticize.

The Faculty Senate is only the first in a long line of official mechanisms which will consider black studies. Let us hope that future groups, particularly the University Council, will determine their wider constituents and the openness of their meetings, will react to the black studies proposal in a bolder fashion. We hope that the majority report of the black studies committee will be finally accepted.

by peter geoffrey

Long Time Comin'
Workshop

On Wars

By Troupe

Scheduled

Unstructured Period

(Continued from page 1)

by David Thibe

Ideal medical systems. Rosenberger remarked that although he sees some support for such programs, he does not yet see widespread adoption. If so, this will have future educational procedure. "We have to wait and see."

Other classroom plans focus on the role of women in society, serving as a representation of contemporary society, and many other areas not usually under the auspices of medical schools.

Organizers of the Critical View now restructuring of the chance of the trend of the academic co-determination is considered a real one as an effort to serve as a basis or launching pad for educational pattern at the University, and noted that the various professors available to teach the course. Thus, the former chief counsel for the joint Wharton-College-Law School course is being planned "just for the University, Bender said the course would help to eliminate the Law School professors who are currently attending the University, and many students who have participated as exchange but also with internship in a variety of areas in which we are presently involved."

"things are going slowly. There are a lot of obstacles in our way," Perry said. "But next year..." Mrs. Perry said, "things will be working not only with a student exchange but also with internship in a variety of areas in which we are presently involved."

In the future, Mrs. Perry also said, "the more we exchange, the more we need to exchange."

"The Penn Players will begin to realize that Morgan is a very realistic and demanding academic foundation," she concluded. "It is a year at a small, coherent public..."
Unrecruit Rogers Adds Flavor, Zip To Penn Harriers

By JAY RABINOWITZ

Two years ago Roges and one "unrecruit" reported to cross country mentor Jim Tuppeny for their first day of practice. The recruits were not much at home during the first week when Tuppeny worked them through internal workouts, known as "unSurvivor" fall workouts generally held at the end of the summer. By the end of the first week, four of 20 recruits were present at the first day of practice — 20 percent attendance. One "unrecruit" showed — an whopping 100 percent turnover.

Finally, last Friday this same "unrecruit," Elliott Rogers, was one of three Quakers who showed up in a Penn-Yale-Rutgers cross country meet.

"It was a nice surprise and a pleasant surprise," was all the blonde junior School in Andover, Massachusetts.

The recruit from the Quaker School in Andover, Massachusetts, is the shortest man on the cross country team, which was present at the varsity level the next morning.

"A cheap way to get a letter," Rogers, a thin junior at 122 pounds, admitted. But other than two letters, Rogers had little experience to bring about.

In his freshman year at Penn the recruit made such great improvement as was occasionally finishing in the top five by the end of the campaign.

Last year as a sophomore Rogers was just consistent and carried himself as far during the season as the coach had hoped. Having around campus with a Penn-Yale-Rutgers cross country meet.

"He's right for the program, and he's one of our best because of his attitude," said coach JIM TUPPENY.

If Rogers is not a true "unrecruit," he certainly is a team player. The recruit from a Quaker School in Andover, Massachusetts, is the shortest man on the cross country team, which was present at the varsity level the next morning.

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