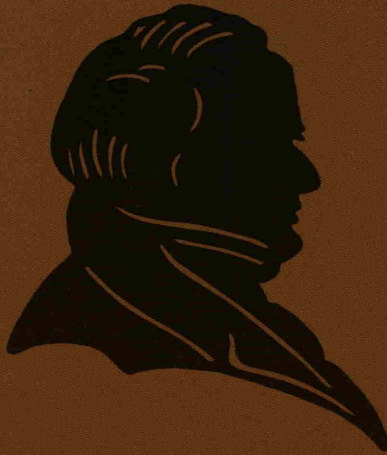


“Unless that liberty, which is of such a kind as arms can neither procure nor take away, which alone is the fruit of piety, of justice, of temperance, and unadulterated virtue, shall have taken deep root in your minds and hearts, there will not long be wanting one who will snatch from you by treachery what you have acquired by arms.” — John Milton, *The Second Defense of the People of England*.



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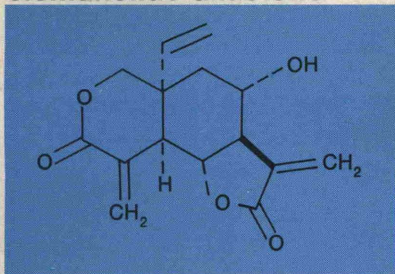


“If the Constitution  
be picked away by piecemeal,  
it is gone — and gone as  
effectively as if some military  
despot had grasped it  
at once, trampled it beneath  
his feet, and scattered its  
loose leaves in the  
wild winds.”

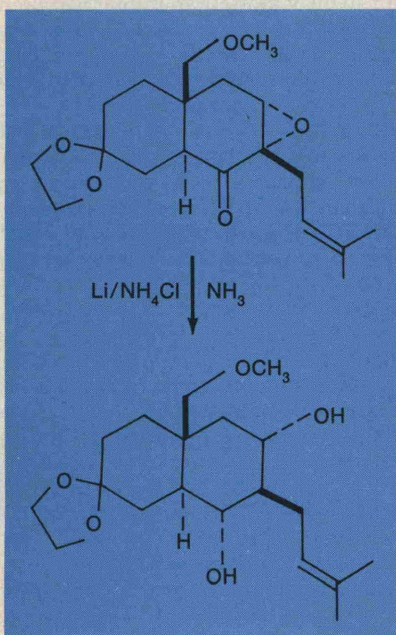
Daniel Webster



Vernolepin is an  
elemanolid dilactone



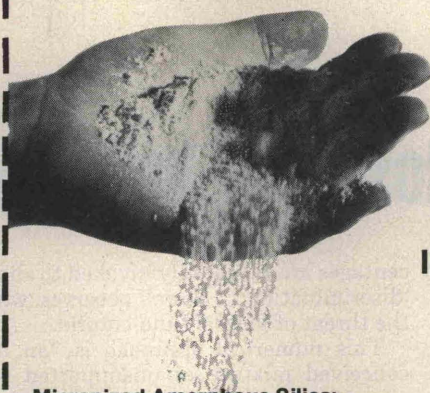
Key step in making it is  
lithium/ammonia reduction



elimination of the intermediate aldol. This step completes the formation of the five chiral centers needed in the vernolepin molecule. Alpha methylene units required to complete the vernolepin molecule are added by bis-alpha-hydroxymethylation, followed by beta elimination.

Vernolepin is an unusual molecule, Grieco says, because it has two lactone rings fused to a central ring, an uncommon occurrence. The entire synthesis of the compound required about five months by Grieco and three coworkers.

Other derivatives of the vernolepin molecule also are possible, Grieco says. In fact, the Pittsburgh chemists already have synthesized a deoxyvernolepin molecule. This compound has roughly the same chemical structure as vernolepin but lacks the hydroxyl group attached to the central ring. Grieco speculates that deoxyvernolepin also may have anticancer activity. The compound is currently in testing at Harvard University medical school, Boston. Details of the synthesis are scheduled to appear in the *Journal of the American Chemical Society* March 17. □



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# Affirmative action may hurt more than help

Federally required "affirmative action" programs for hiring, promotion, and compensation of university faculty members may be doing more harm than good. Indeed, "there are a number of ways in which affirmative action programs hurt the academic world without benefiting minorities or women."

These and other charges are made by Dr. Thomas Sowell in a recent study, "Affirmative Action Reconsidered—Was It Necessary in Academia?," written for the American Enterprise Institute for Public Policy Research, Washington, D.C. The report by Sowell, professor of economics at the University of California, Los Angeles, follows criticism of affirmative action from other quarters. One of the most controversial issues in academia, it means for some "making equal opportunity concrete" and "only a partial compensation for monumental wrongs." However, notes the black UCLA economist, for others it means "reverse discrimination" and "replacing competent whites with incompetent blacks."

In the past, Sowell points out, there undoubtedly was "a pervasive pattern of discrimination against minorities in academic employment." As outlined in guidelines by the Department of Health, Education & Welfare, affirmative action is based on the premise that simply halting discrimination and ensuring employment neutrality is not enough to undo effects of previous discrimination. Employers must make special positive efforts to recruit, employ, and promote qualified members of groups previously excluded.

To implement this policy, HEW since 1971 has required schools to set "numerical goals and timetables" for hiring minorities and women. Failure to meet these "goals" (which some call "quotas") means that "numbers and per-

centages are repeatedly invoked to show 'discrimination,'" Sowell observes, with the threat of federal fund cutoffs.

This numerical approach is "an ill-conceived mixture of unsupported assumptions and burdensome requirements that remain ineffective because of their indiscriminate nature," Sowell believes. Antidiscrimination laws and practices already resulted by 1970 in negligible black-white and male-female pay differences, for example, when faculty members with equivalent characteristics are compared. (Qualified black academics even drew a premium.) Affirmative action has achieved little or nothing since, he believes.

For instance, he explains, "underrepresentation" of blacks on faculties "is not automatically equivalent to discrimination." There are fewer than 4000 black Ph.D.'s—fewer than two for each U.S. college or university. Moreover, most black academics prefer to teach at black schools, and many lack the research orientation and record required at leading universities (the focus of affirmative action pressure). Black Ph.D.'s in the natural sciences are in especially short supply.

Comparison of overall average salaries for blacks vs. whites, or for women vs. men, also gives a distorted picture, he stresses. For example, in 1972-73 black faculty members earned \$16,037 and whites slightly more—\$16,677. But black Ph.D.'s earned more than white Ph.D.'s with similar numbers of publications.

Both women and black academics publish less than white males, less often have a Ph.D., concentrate more in lower-paying disciplines, such as humanities, and more often choose teaching over research. But the dominant—and negative—influence on women's careers is marriage, Sowell

notes. Women frequently subordinate their careers to their spouses' careers or to their families' welfare. Marriage and children generally advance a man's career, but retard a woman's.

Unmarried women in academia thus earn more than married women, and even slightly more than unmarried men. "The social mores which lead women to sacrifice their careers for their husbands' careers may be questioned," he says. But that is not employer bias.

Along with no real benefits, Sowell cites several harmful effects of affirmative action. One is heavy data-gathering requirements and "interminable communications" with federal officials, with universities bearing the burden of proof of compliance. Another is outside pressures that increasingly supersede faculty decision-making. Furthermore, he notes, conferral of positions on minorities and women in apparent response to affirmative action policies (even if the candidates are well qualified) is causing "resentments, doubts, and presumptions of incompetence" among their colleagues, especially in an era of financial stress and faculty retrenchment.

Reacting to Sowell's criticisms, Leonard J. Biermann, associate director of the office of federal contract compliance programs in the Department of Labor, retorts that affirmative action programs have brought significant progress, and says numerical "guidelines" probably will continue. However, he admits, many reforms are needed.

Indeed, he is executive secretary of a new Federal Advisory Committee for Higher Education Equal Employment Opportunity Programs that first met last Friday. The committee will look at all ways of improving affirmative action, including how to achieve an adequate supply of qualified minority and women faculty candidates. □

## Pay of black faculty members is higher for same credentials . . .

Articles published	Whites <sup>a</sup>	Blacks <sup>a</sup>
5 or more	\$20,073	\$21,211
1 to 4	15,486	19,124
None	14,013	16,557
No response	18,918	31,000
<b>TOTAL</b>	<b>\$17,991</b>	<b>\$20,399</b>

<sup>a</sup> Mean annual salary in 1972-73 of full-time faculty holding Ph.D.'s from departments ranked "distinguished" or "strong" in their discipline (lower-ranked Ph.D.'s showed a similar pattern). Source: American Council on Education

## . . . but marriage, children lower women's earnings

Marital status	Men <sup>a</sup>	Women <sup>a</sup>	% Male advantage
<b>Married</b>	\$13,562	\$10,264	32%
With dependent children	14,180	9,727	46
Without dependent children	12,266	10,690	15
<b>Never married</b>	11,070	11,523	-4
<b>Other<sup>b</sup></b>	15,065	13,176	14
<b>TOTAL</b>	<b>\$13,704</b>	<b>\$11,030</b>	<b>24%</b>

<sup>a</sup> Average academic-year salary in 1968-69 at top-rated institutions (other institutions showed a similar pattern). <sup>b</sup> Includes widowed and divorced. Source: American Council on Education