
NEWS IN BRIEF

COMMENCEMENT SPEAKER

David Riesman, who is Henry Ford II Professor of Social Science at Harvard University, will give the Commencement Address at the University's 215th annual Commencement Exercises to be held Monday, May 24, in Convention Hall at the Philadelphia Civic Center.

Mr. Riesman, who has been a member of the Harvard faculty since 1958, is the author of a number of books in the social sciences including *The Academic Revolution* (1968, with Christopher Jencks); *Abundance for What? and Other Essays* (1963); *Constraint and Variety in American Education* (1956); *Individualism Reconsidered and Other Essays* (1954); *Faces in the Crowd* (1952); and *The Lonely Crowd: A Study of Changing American Character* (1950).

Prior to joining the Harvard faculty, he taught at the University of Chicago from 1949 to 1958. He holds the A.B. and LL.B. degrees from Harvard University.

WANTED: Ideas on Undergraduate Education

President Martin Meyerson and Provost Curtis Reitz have agreed to a Working Group proposal to name a planning committee to hold a fall Conference on Undergraduate Education.

They have also called for program suggestions and possible participants for such a conference, which should be designed to "elicit and consider proposals for changes in undergraduate education."

Suggestions are invited from the entire University Community, and should be sent to Mrs. Patricia Meyers in the Provost's Office, 102 College Hall.

The Working Group, named five weeks ago by the President and the Provost, has been chaired by Professor Almarin Phillips, with Professors Joseph Bordogna, Rachel Gelman and Van Harvey; Vice Provost John A. Russell, Jr.; SCUE Chairman William Keller (C '73) and Mrs. Meyers as members.

LOST:

One cornerstone, at or near northeast corner of College Hall, some time in 1873. Sentimental value. Needed in time for Spring, 1971, ceremony marking 100th anniversary of building. Owner has key to stone, list of contents and other evidence of possession. Finder please contact Dr. Richard Sherman, Office of the Secretary of the Corporation.

FACULTY CLUB: Meeting Date Changed

The annual meeting of the Faculty Club has been changed from April 29 to May 4, at 4 p.m. in the Tea Room.

Eleven names are on the nominating committee's slate for election to two-year terms. Five are to be chosen among:

Arthur I. Bloomfield (Economics); Marshall E. Blume (Finance); John P. Butler (Development); William C. Cohen (Engineering); John S. deCani (Stat/OR); Harry Fields (Ob/Gyn); Kenneth D. George (Education); Sol H. Goodgal (Microbiology); Mrs. Linda C. Koons (Administration); Knut A. Krieger (Chemistry); and Clyde Ryals (English).

(Continued on Page 8)

IN THIS ISSUE:

- TRUSTEES: *Agenda in Harrisburg*
Executive Board Action on Ombudsman, Line-of-Credit, The Press, and Engineering Degree.
- COUNCIL: *Budget and Policy Committees*
- *Progress Report in Equal Opportunity*
- COUNCIL: *Status of Women (Part III)*
- GSE: *A One-Year Experience in Education*

Almanac

Volume 17, Number 8

April 27, 1971

Published weekly by the University of Pennsylvania

LOAN PLAN FOR MBA's

The Wharton School has announced a rise in tuition rates for graduate business students starting next September, and a loan program to help the students meet the higher costs.

In a letter to the current students and staff of the Wharton School's Graduate Division, Vice Dean and Director Samuel R. Sapienza and Dean of the Wharton School Willis J. Winn said that tuition and fees for students entering Wharton Graduate next September will be \$3,200. This new rate will apply to both years of an uninterrupted program for M.B.A. students. The rate paid by current students will be raised only to \$2,750, the amount announced earlier for all divisions of the University.

The two Wharton Deans explained in their letter that the increase in the Graduate Division tuition rate would make possible:

- a student loan program,
- expansion of the office of Student Services,
- physical improvements to student facilities, and
- an expanded curriculum.

To help bridge the gap between financial need and the financial aid available, the Wharton Deans announced an "autonomous" loan fund for students enrolled in Wharton Graduate starting in September. The Wharton School will funnel loan funds to Graduate Division students who are U.S. citizens through a not-for-profit corporation. Both first and second year students will be eligible for these loans.

Although final details of the loan program have not been worked out, the Wharton officials anticipated that renegotiated interest rates may be applied while the alumnus is making his regular monthly repayments. Thus the alumnus will be protected if interest rates drop, and the School will be protected if they rise.

The new loan program is needed, they point out, because funds from government and industry to aid students are decreasing. Even the federal government's National Defense Loans for students have not been approved for next Fall.

Tuition for summer session courses in the Graduate Division will also be increased from \$135 per course unit to \$235 per unit. The general fee of \$20 is not changed.

THE TRUSTEES

AGENDA IN HARRISBURG

The Trustees stated meeting Friday, May 7—to be held in Harrisburg for the first time to allow Governor Milton Shapp to attend in his capacity as President of the Trustees—will follow a standard agenda pattern. Among the items:

The 1971-72 Budget: Associate Provost John N. Hobstetter.

Physical Plant and Planning: Vice President John C. Hetherston.

Efficiencies, Economies and Pressures: Vice President Harold E. Manley.

Both at the stated meeting, and earlier before the Trustees Educational Policy Committee, President Martin Meyerson and Provost Curtis R. Reitz will discuss educational questions in their *Proposals for Consideration*.

In addition, reports will be heard from the Committees on Student Affairs; Development; Medical and Hospital Affairs; and Corporate Responsibility.

EXECUTIVE BOARD ACTION: April 16

Ombudsman; Undergraduate Dean

President Meyerson reported on and received authorization to pursue his proposals to appoint an ombudsperson to hear complaints, and to study creation of the post of Dean of Undergraduate Studies (*Proposals*, Almanac April 6). He was also authorized to investigate the setting of terms in academic administration.

Job Hunt for CWEP

After a report by Assistant Professor Robert W. Nason (Marketing), individual Trustees offered to help find jobs for recent graduates of the Community-Wharton Education Program.

The adult education program, now in its second year under joint auspices with local black organizations, prepares community members for careers in business and often identifies candidates for Wharton matriculation.

Line-of-Credit; The Press

The University's line-of-credit was extended from \$16,300,000 to \$21,300,000.

The Board also authorized the administration to consider establishing the University Press on an autonomous basis. The text of its action on the Press:

The President proposed the continuation of the Press with the following plan for its future development:

1) that the University provide a limited operational subvention to the Press, for the next two fiscal years, which offers the Press an opportunity to become essentially self-supporting by fiscal year 1973-74. Specifically, an operational subvention was suggested of \$90,000 in fiscal year 1971-72 and of \$40,000 in 1972-73 and no further operational subventions after June 30, 1973. In the years immediately following, annual sums not to exceed \$35,000 would be allocated to the Press to defray the costs of selected individual books written by Pennsylvania faculty members.

2) that the University of Pennsylvania Press become a separate corporation with the University as sole investor. This action well might give the Press that degree of autonomy it needs to survive while relieving the University of the direct financial expense and administrative drain which the Press has cost in the past.

To facilitate this change it was suggested that a governing board be appointed to include members of the Trustees, University officers and leaders in the publishing and printing industries drawing, at least in part, from among Pennsylvania alumni.

3) that a concerted effort be made over the next two years to raise

a working capital fund for the Press of not less than \$500,000. This sum appears to be the minimum base from which a financially stable publishing corporation might operate. The responsibility for raising this capital would rest with the governing board of the Press working closely with the University's Development Office and administration.

4) that the Faculty Editorial Committee continue to advise the Press Director on manuscript selection and that this Committee be composed of faculty members with extensive experience in the work of a university or commercial press.

RESOLVED that the administration be authorized to investigate the feasibility of establishing the University of Pennsylvania Press as an autonomous operation, with the understanding that any proposal will be brought to the Trustees Finance Committee before final action.

Engineering Degree

The Executive Board approved the establishment of a single degree—Bachelor of Science in Engineering—for all undergraduate engineering schools.

Individual curricula will still be passed on and approved by the collective faculties, with the professional specialty noted parenthetically as with the M.S. in Engineering degrees.

The flexibility of the new system (already in use in such schools as Stanford, Columbia, Dartmouth, Princeton and Brown) is expected to attract students not traditionally drawn to the field; the formality of the specialty degree title had made it awkward to accommodate flexibility in curricular design needed for socially relevant engineering studies.

The changeover is effective Fall 1971. Students currently enrolled will not be affected unless they specifically apply for the new degree.

THE COUNCIL

APRIL 14 MEETING: Committees

In the charge to the Committee on Educational Policy, (p. 86, *Task Force Report*), the third and the final sentences (italicized below) were deleted by Council April 14.

The Committee on Educational Policy shall have cognizance of all matters of general educational policy which cut across the interests of two or more schools or educational matters of university-wide interest. On its own initiative, or on the recommendation of the administration, it may review current policies in its domain. *It shall review proposals concerning titles of earned degrees.* It may recommend review of programs to the Academic Planning Committee. It shall maintain close liaison with the Committee on Academic Planning, and the Chairman of the Committee on Academic Planning shall be an ex officio member of the Committee on Educational Policy and the Chairman of the Committee on Educational Policy shall be, ex officio, a member of the Committee on Academic Planning. *The Committee on Educational Policy shall report regularly to the Council on its own activities and those of the Committee on Academic Planning.*

Council also voted to change the observer status of students to full membership on the Committee on the University Budget. The passage on page 88 of the *Report* should now read:

Committee on the University Budget. The Committee on the University Budget shall have cognizance of matters of policy relating to University budgets (both current operations and capital). The Committee on the University Budget shall advise the President and participate in the formulation of the annual budget. The Committee shall consist of the Budget Administrator or another designee of the President as Chairman, the Past-Chairman of the University Senate, four administrative members designated by the President, three members of the faculty to be selected by the Steering Committee, and one undergraduate and one graduate-professional school student selected by the Steering Committee. The Associate Provost for Academic Planning and the Chairman of the Academic Planning Committee shall be invited to attend as observers.

First Steps for Minorities and Women at the University

As Equal Opportunity Administrator, James H. Robinson has the kind of job that has been in the limelight nationwide ever since the U.S. Department of Health, Education and Welfare began last fall to pursue women's and minorities' rights on college campuses. Making his progress report to Almanac, Jim Robinson was nothing like the midwestern university official quoted in SATURDAY REVIEW ("We just want to get those bastards at HEW off our backs"). Instead he talked about a total program at Pennsylvania: an ombudsman authorized by the Trustees; an affirmative action plan being written by his office; and a series of committee reports that will contribute toward creation of a grievance machinery. For the conclusion of the Council's Status of Women report, see pages 4-5 of this issue. The Council's Committee on Faculty Appointment and Promotion Policies and Procedures will also suggest a mechanism for A-2s, and the President's Committee on Equal Employment Opportunity is proposing procedures for A-1, A-3 and nonunion A-4 staff.

Academic Recruiting and Promotions

Provisions of the Provost's memorandum of March 16 (Almanac, April 6) are being carried out through actions of the Provost's Staff Meeting, where nominations for appointments or promotions are returned to the department if they do not carry evidence that "women and minority groups have been fully considered."

In addition, the Provost's Office is collecting from each of the 180 units a description of its recruiting and promotion procedures.

Nepotism Statement

The President's and Provost's statement on nepotism which appeared in their *Proposals for Consideration by the University Community* will shortly be sent more formally to all Deans, Directors and Chairmen. The statement will read:

University policy permits the employment of more than one member of a family (as husband, wife, son or daughter) whether or not the persons concerned are in the same academic or administrative department, when the members are appointed because of their recognized capabilities and qualifications.

However, no member of the same family shall participate in the decision to employ, promote, reappoint or terminate a member of his or her family. No individual should be in a position where he or she passes on any vital matter, including salary determination, affecting a member of his or her family.

Nonacademic Staff

A policy statement on nonacademic hiring and personnel actions, similar to the March 16 directive regarding faculty, is now in preparation by the President's Office. It will be transmitted to all administrators, whether academic or non-academic, who hire and supervise A-1, A-3 and A-4 personnel.

Equal Pay for Equal Work

Salary scales for male and female personnel are currently being reviewed. If at the end of the review discrepancies are evident, adjustments will be made under the University's policy of equal pay for equal work.

Training Program

The University, in the next 30 days, expects to enter into a contractual agreement with the National Alliance of Businessmen for the training of disadvantaged persons. Funds for the A-3/A-4 training program will be made available through the U.S. Department of Labor.

The City's Philadelphia Plan

Also in the next 30 days, this University will join Temple University, the Board of Education, the Catholic Archdiocese of Philadelphia and other institutions in the city's Philadelphia Plan. The plan requires that vendors with 25 employees or more which serve the University will be required to submit an affirmative action plan to the Philadelphia Human Relations Commission.

H.E.W. Compliance Review

On March 29, a three-member team from Washington, D.C., began their contract compliance review of University policies and procedures toward women and minorities. The current status of their review:

1. They are presently examining statistical data, policy statements and procedures for hiring, promotion and salary determination.

2. From time to time, the three men return to the campus and are available to all personnel for interviews. The team is concerned with statistical data and with suggestions for the correction of any University procedures that effect discrimination, Mr. Robinson said, and his office will expedite contact if needed. Since the H.E.W. visitors' schedule is not fixed far enough in advance to list in Almanac, personnel may call Mr. Robinson at Ext. 7154 to find out when the men are next expected.

3. The H.E.W. cannot complete its review without racial data which is not on file in the University. The investigators are less concerned about identities of the minority members than about discovering how they in the University fare in comparison to the white majority, a pattern which can be revealed through statistical methods.

Racial Data

To compile the needed racial data, a voluntary employee census (similar to that conducted among students each year during registration) must be made. President Meyerson will send to all Deans, Directors and Chairmen a request for the data required in a formal request from the Department of Health, Education and Welfare under Executive Order 11246 as amended by E.O. 11375. Data gathered will be confidential and will not be incorporated in normal personnel records.

Staff Assistance

The Office of Equal Opportunity will assist in the coordination of the above activities. The office may be called upon for assistance in recruitment, personnel action procedures and related matters relative to minority members and women.

Women Faculty in the University of Pennsylvania: Part Three

Promotion

The under-representation of women in the higher faculty ranks led to examination of promotion, average times elapsed between taking the professional degree and promotion (or appointment) to associate professor and full professor, and the machinery of personnel decisions on the school and University levels. So few women were involved that meaningful comparisons were difficult.

Promotions	Men	Women	Men and Women	% Women
Total Number	1,115	101	1,216	8.3
Approved by PCAP	655	61	716	8.5
Approved by PSC	659	59	718	8.2

Approximately 59 percent of the men and 58 percent of the women considered for promotion were approved.

In this area, as in that of initial appointment, discrimination at the departmental decision level is suggested.

The Committee therefore recommends:

(1) That, in addition to the stated University policies, each department make available in written form specific information regarding its criteria for promotion.

(2) That personnel committees of each department and school have women represented during consideration of promotions and terminations. If no women are eligible within a school or its equivalent, women from related disciplines should be invited to participate as non-voting members.

(3) That the personnel committee of each school be instructed to review not only the qualifications of persons proposed for promotion but also the records of those for whom termination of employment is proposed. Such records should be reviewed at least fourteen months prior to termination.

(4) That the University-wide committee with power to initiate review of appointments serve also as a review committee to ensure compliance with antidiscrimination procedures in promotions.

(5) That because of the inequitable ratio of men to women on the faculty, we feel that if a man and a woman are equally qualified, the woman should at this juncture be promoted. This policy is to be reviewed in not more than five years to establish whether or not an inequitable ratio still persists.

The Issue of Nepotism

"Would there be any barrier to a husband and wife working in your department?" was one of the questions asked of department chairmen. An unqualified "No" was returned by 38; the response from 20 was "Yes"; and 5 replies were conditional. The explanations of those who felt that there would be a barrier included (1) a belief that the University absolutely prohibits, or actively discourages, such appointments; (2) an opinion that such appointments pose administrative difficulties, particularly with regard to salary decisions, department voting and personnel management; and (3) a reaction to a poor prior history of such appointments.

The current University policy, as set forth in the *Handbook for Faculty and Administration* (p. 36), does not prohibit but rather "permits the employment of more than one member of a family when the members are appointed because of their recognized capabilities or qualifications." The policy statement, however, indicates situations in which the University "in general discourages" such employment, as when the situation "might imply that a second member of a family is employed only because of his or her relationship to the first."

Nine department chairmen responded "Yes" also to the question of whether there would be any barrier to a husband and wife working within the University; 26 responded "No" while the remaining chairmen answered conditionally, replied that they did not know or did not respond to the question.

While the numbers have not been fully confirmed, it would appear that there are some 17 married couples employed within departments of the University, apart from the clinical departments of the School of Medicine. Because of the confidential nature of our data,

the specific ranks of each member of the husband and wife pairs have been identified in only eight instances. In four of them, the male is fully-affiliated and in the professorial ranks while the female is partially-affiliated, usually in the non-professional ranks; with two couples both members are fully-affiliated at the professorial ranks; two couples have both members partially-affiliated.

The Committee sees no reason not to accord full affiliation to persons whose husbands or wives are fully-affiliated and full-time members of the faculty, provided that the competence of such persons is established under competitive conditions.

It is essential that clearer statements of University policy on both nepotism and partial affiliation be formulated and publicized throughout the University. Both should be based upon the fact that marriages of persons working in the same field are not uncommon. There are also positive advantages to the University in utilizing the talents of highly competent persons likely to be, because of their companionship, unusually productive scholars.

We recommend that all appointments be made solely on the basis of demonstrated competence in teaching and scholarship, and that a husband and wife be welcomed, even within the same department. A rule that each abstain from the discussion of the salary or promotion of the other would be sufficient protection against abuse.

Salaries

Equity in salaries for men and women doing the same work is elemental justice. A subcommittee has attempted to assess the situation through the information on fully-affiliated faculty in the professorial ranks given by department chairmen.

We recognize that the negotiation of salaries between individuals and the University involves many factors, among them the supply and demand in particular fields and the individual's professional stature. An approach to the question of equity in salaries must be concerned with the comparability of these factors in sets of men and women.

There was very real difficulty in making valid statistical studies of men and women because of the absence of matched pairs. There are few women on the faculty and many hold a unique status. In those cases where there are men holding comparable positions, most of the men have held the position for a longer period of time, making salary comparison difficult. Because length of time at a given position was expressed as an average for a group, it was impossible to discern if there were any men within a given rank who could be compared to women at that rank.

Department chairmen were asked to place the median salary of men in a given rank at the base 100. The median salary for women in the given rank if there were more than one, or the actual salary of a single woman in that rank, was then to be expressed relative to the base 100.*

Over the three professorial ranks, 31 comparisons of male and female salaries, within ranks and departments, were possible. Included in the comparisons are 56 of the women faculty members in professorial ranks, or nearly 75 percent. For the remaining women faculty members there was either no male counterpart in that department at her rank or comparative salary information was not obtained. The findings are summarized in the table below.

Relative Medians for Female Salaries (within ranks and departments)	
Female Median	Number
105 and over†	2
100 - 104.9	10**
95 - 99.9	5
90 - 94.9	4
80 - 89.9	4
70 - 70.9	6
	31

† Maximum is 112

** 6 of these are exactly 100

* Salary information was not obtained, in most cases, from departments with no women faculty members.

Thus in six of the comparisons the woman's salary (or median salary if there was more than one woman) exceeds the men's median; in six others the median salaries are equivalent; in 19 comparisons the woman's salary is below the male median. For whatever reason, these simple comparisons suggest that women faculty members tend to earn less than men in the same rank.

However, in a majority of the above comparisons the mean number of years in current rank for men exceeds that for women, a factor which could account at least partially for the findings reported above. In fact, where either sex had a positive, or favorable, salary differential, they correspondingly averaged more years in current rank than the opposite sex in 20 of the 31 comparisons. Of the remaining 11 comparisons, where the direction of the salary differential was inverse to the difference in years in rank, 7 were favorable to men and 4 favorable to women. It thus would seem that years in rank (or some similar measure of experience) could account in part for the differentials observed. But we have no basis for comment on other factors that might be involved.

Visibility

That women have infrequently gained special recognition for their academic achievements is not surprising. Given the small number of women on campus and their concentration in the lower academic ranks, it is not likely that they will appear often in positions of special recognition. Thus no woman has been named to a distinguished professorship in this University. There are only two women deans and these are in schools traditionally occupied by women: the College of Liberal Arts for Women and the School of Nursing. Of the 90 departments in the University, only three, all in the School of Allied Medical Professions, are chaired by women. There have been two graduate groups chaired by women in the past five years and two women who have directed research institutes.

Moreover, when one looks at our invited speakers, artists in residence and recipients of honorary degrees—areas which are not limited to women within our faculty—one still finds that the University accords special recognition to a very few women.

In the eight lecture series surveyed over the past five years, encompassing 240 separate events and 300 speakers, women appeared only four times. The Leon Lecture Series sponsored by the College of Arts and Sciences is of particular interest. In the past many of its lecturers have been novelists, critics, poets—practitioners of occupations in which many women are outstanding. However, as far as can be determined, only two women have been invited to speak in this series since 1960: Jean Garrigue, poetess and novelist, and Margaret Webster, actress and director. Thirty-four men have been invited to speak. In addition, women are not invited as frequently as men to participate in the Artist in Residence program and few women have been given honorary degrees: since 1960, 127 honorary degrees have been awarded, five of them to women.

Within the realm of University governance women are similarly conspicuous by their absence. In the Fall of 1970 there were no women on the personnel committees of Annenberg, the College, Dentistry, Engineering, Medicine, Veterinary Medicine and Wharton.* The absence of representation on the College personnel committee is especially significant because that body acts also for the College for Women and the Graduate School of Arts and Sciences.

A study of 345 University committees for the years 1965-1970 (school and departmental committees were not included) conducted by the Office of the Provost indicated that of the 345 committees, only 117 of them included women faculty members (34.8%) and an additional 23 had women students. A total of 3,550 members served on all the committees with many of the same people serving on more than one. Committee membership included 199 women faculty members (5.6% of the total membership) although actually only 59 women served in the 199 positions; 3,058 male faculty members (86%); and 280 students (7.7%).

No woman has been nominated to an office in the University Senate, although one woman two years ago sat on the Senate

* Since this survey was undertaken, the School of Medicine and the School of Veterinary Medicine have added women to their personnel committees.

Advisory Committee and another is currently chairman of the Senate Committee on Academic Freedom and Responsibility.

General Remarks and Further Recommendations

The data which have been presented make it clear that women are very poorly represented on the faculty and in faculty-related positions, particularly those with most prestige.

To help remedy this situation this Committee believes the following recommendations should be implemented immediately:

(1) That those responsible for nominations to important University committees, top-level administrative posts, invited lectureships, honorary degrees and artists in residence be strongly urged to include more women in their consideration.

(2) That each department chairman be charged with a re-examination of the status of women already in his department to determine whether or not deserved promotion has been overlooked.

The Committee recommends that a committee be set up to investigate grievances of women faculty members from the assistant instructor rank to full professor. This committee should have the power to investigate grievances concerning partial affiliation, non-appointment, reappointment, promotion and salary. A feasible mechanism for organizing such a grievance committee might be to order departments on the basis of the percentage of women faculty they have. Those having 10 percent or more women would form a pool from which representatives to the grievance committee would be elected. The two departments in the pool with the highest percentage of women faculty (1 and 2) and the two in the pool with the lowest percentage of women (13 and 14) would each elect two representatives of whom at least one must be a woman. Women faculty members in departments other than those four would elect one woman to represent them. Each representative would serve two years except for the first year when the representatives in departments 13 and 14 would be replaced by representatives from the next two departments in the pool having the highest percentage of women (3 and 4). After two years, representatives from departments 1 and 2 would be replaced by representatives from the next two departments in the pool having the lowest percentage of women (11 and 12). No department with less than 10 percent women would elect representatives.

We recommend the exploration of new policies which would ameliorate the difficulties encountered by women Ph.D.'s who are married, particularly those with children. Since 50 percent of the women Ph.D.'s are married and 70 percent of those have at least one child, this group is not negligible. Their chief problem is to combine a full-time position with the care of their children and home. The possibility of establishing a tenure ladder for part-time positions as well as granting maternity leaves should be explored. The existence of a child care center at the University would unquestionably make it easier for the University to recruit many qualified women who have young children. The Committee believes that the administration should implement these recommendations as soon as possible.

Additional Minority Recommendation

The recommendations made in this report should, if followed, successfully eliminate sex discrimination. However, because of the present staggering differences in numbers between men and women on the faculty, we believe it is necessary to give specific encouragement to departments to hire women. This encouragement would no longer be necessary when the representation of women on the faculty became proportional to the available pool of women candidates. We therefore recommend:

That the University set aside, from that part of the budget used to replace faculty lost by attrition, a proportion specifically for the appointment of qualified women scholars. It will not be necessary, of course, for a department to use that share of the budget allocated for the appointment of women. The funds can then be made available to other departments for this purpose.

Helen Davies
Madeleine Joulle

Phoebe Leboy

Johanna Lieb
Martha Mueller

The Graduate School of Education has devoted a great amount of time and energy during the past two years to the design of a highly innovative program for the preparation of teachers for the secondary schools. The new program is based on the assumption that outstanding performance at the secondary school level requires both a solid grasp of academic subject matter and a comprehensive understanding of existing knowledge of teaching strategies, interpersonal dynamics, educational innovations, and the social psychology of classroom, school, and community.

The program presented below has been developed by the Teacher Preparation Committee and adopted in principle by the faculty of the Graduate School of Education. It consists of a two-phase, one-year experience that includes one semester of integrated university course work and fieldwork experiences, followed by one semester of full-time intern teaching. Each phase spans an 18-week period so that the cycle will closely coincide with the time frame on which most area public schools operate. Design of the program permits paid internships for students.

A ONE-YEAR EXPERIENCE IN EDUCATION

Phase One

Students will be involved in a coordinated course sequence in which close relationships will be built between university and clinical experiences. The university experiences will provide a thorough grounding in subjects such as applied learning theory, group structure and processes, and methods of teaching. Students will select the kinds of experiences that appear best to meet their individual needs from a series of flexibly scheduled cycles of mini-courses organized around a concept known in media programming as the "Magazine Format," as well as from regular university course offerings.

Clinical experiences have been designed to provide students with the opportunity to apply theoretical concepts in actual school situations. They will also permit students to develop an understanding of the operations of schools and to develop teaching skills through controlled micro-teaching experiences.

The operation of the Magazine Format will differ from the operation of regular university courses. Lectures, seminars, and workshops will be conducted in varying lengths with sessions offered at both the cooperating schools and at the University, as appropriate. Each university cycle will be followed by a practicum cycle in the field, and the cycles will be repeated several times during the course of each term. The students with the help of their advisers will select a set of mini-courses offered during the semester. The length of each mini-

course will be determined by the content with which it deals. The minimum length of time will probably be a week. Through the use of this format, it will be possible to provide an instructional pattern which can be highly individualized.

In addition, regular courses offered by the University will be available to the students, and they will be encouraged to select from these as they and their advisers deem appropriate. Also, there will be special group sessions conducted from time to time as problems or conditions arise that seem to warrant them.

The basic organizational format for the inputs envisioned for Phase One is presented in Table 1. As may be seen from this table, the structure consists of seven cycles in which courses conducted primarily at the University will be alternated with field experiences conducted in selected teacher preparation centers. As a part of the university experiences, students will be asked to develop projects to be carried out in the centers during the practicum experiences. Projects will focus on topics such as analysis of the social forces influencing the operation of a school, analysis of the informal structure of the classroom and its influence on learning, development from school records of a case history of a learning problem, or a critical appraisal of a teaching strategy or innovation. During the practicum, students will meet weekly with the instructor under whose direction the project is being carried out and with other students involved in similar projects to discuss any prob-

	Year One		Year Two	
	Fall	Spring	Fall	Spring
Group I	Phase One: Magazine Format at University and in Field	Phase Two: Intern Teaching in Field (Program Completed)		
Group II		Phase One: Magazine Format at University and in Field	Phase Two: Intern Teaching in Field (Program Completed)	
Group III			Phase One: Magazine Format at University and in Field	Phase Two: Intern Teaching in Field (Program Completed)
Group IV				Phase One: Magazine Format at University and in Field

Typical Sequence of Intern Groups in Proposed Teacher Preparation Program

lems which may have been encountered and to compare emerging findings. On completion of the practicum experiences, students will report back to the instructor, and the results of the project will be presented in seminars with the other students and the instructor participating in critique and evaluation. This procedure will serve to insure relevant linkage and feedback between the university and practicum experience.

Phase Two

During the second phase of the program, students will enter full-time intern teaching assignments as regular members of the faculties or selected urban and suburban schools designated as University of Pennsylvania teacher preparation centers. As faculty members, they will have all of the duties and responsibilities normally associated with first-year teaching positions. For their activities, they will be remunerated at the approximate rate of 60% of the starting salaries for regular beginning teachers. The remaining 40% of the salaries will be paid by the cooperating school districts to the Graduate School of Education to cover the cost of supervision and to help defray tuition costs of students. In return for this, the University agrees to furnish one full-time University supervisor or the equivalent for every five interns. The University supervisor will provide supervision of teaching, feedback and support for the interns, and will offer practicum seminars to all interns assigned to his team. These seminars will involve the interns in continuing discussions of the applications of the educational ideas to which they were exposed during Phase One. In addition, the seminars will provide opportunities for the sharing of experiences so essential if continuing role development is to take place.

This program constitutes an effort to incorporate the best features of existing teacher preparation programs at the University with innovations developed to eliminate certain of the problems currently connected with them. It has been designed to allow for much flexibility in the instructional sequence while at the same time providing the tight scheduling necessary for the practical administration of a paid internship experience.

The plan also provides a framework for the professional preparation of teachers which will afford opportunity for the development and testing of wide ranges of instructional inputs through the Magazine Format. Even more important, from the standpoint of the students, the Magazine Format will for the first time introduce opportunity for the individualization of professional instruction. Heretofore, teacher preparation at the University, as at most institutions, has been looked upon in terms of a lock-step series of courses through which all students in any given program uniformly pass with little or no variation in the pattern. The new plan introduces, perhaps for the first time anywhere in the country, opportunity for the individual student and his adviser to tailor a professional program at the basic certification level around his own personal and career development needs.

The plan also provides a realistic answer to one question which plagues nearly all teacher preparation institutions: How to provide adequate faculty and staff resources for the instruction and supervision of students during their initial entry into the profession? Nearly all authorities agree that skilled and adequate instruction and supervision during the initial entry is one of the key factors in developing highly successful teachers, yet the problem of generating adequate fiscal resources for the funding of the operation remains a problem of major proportions. By developing a self-funding procedure, the plan provides a solution to the problem and eliminates teacher preparation from the competition among the various functions of a graduate school for scarce resources.

The provision in the model for supervision also offers several other advantages. Among these is a *quid pro quo* to cooperating school districts in the form of instructional specialists. As currently envisioned, supervisors might themselves be interns in the second or third year of a doctoral program in the area of Curriculum and Instruction or in a closely related area such as Mathematics, Science, or Social Studies Education. The development of supervisory internships would have numerous advantages for promising students in such programs, and it would offer the cooperating school district continuous access to the most current thinking in the area of the supervisor's specialization with obvious implications in terms of on-going professional staff development.

The plan has been designed specifically to provide a flexible framework which will permit the rational administration of the process of professional socialization of pre-service teachers. It has developed a method to provide the resources for support needed to insure the continuing viability of this process and its conformance with certification requirements. Thus, the plan appears to offer great potential for the strengthening of the preparation function for secondary teachers at the University of Pennsylvania.

(Continued on Page 8)

TABLE 1
Format for Proposed Program

PHASE ONE			
	<i>Time</i>	<i>Activity</i>	<i>Location</i>
Cycle 1	2 wks 9/7- 9/17	Orientation to Program Orientation & Observation in Schools Begin Selected Mini-Courses Begin Selected Regular Courses (P.M.)	F & U*
Cycle 2	2 wks 9/20- 10/1	Mini-Courses Regular Courses (P.M.)	U U
Cycle 3	2 wks 10/6- 10/15	Observation, Micro-Teaching, Application and Testing of Theory Regular Courses (P.M.)	F U
Cycle 4	2 wks 10/18- 10/29	Mini-Courses Regular Courses (P.M.)	U U
Cycle 5	3 wks 11/1- 11/19	Observation, Micro-Teaching, Application and Testing of Theory Regular Courses (P.M.)	F U
Cycle 6	4 wks 11/22- 12/17	Mini-Courses Regular Courses Exams and Evaluation of Program	U U
Christmas Recess	12/18- 1/2		
Cycle 7	3 wks 1/3- 1/21	Planning and Organizing for Teaching	U & F

* F = Field
U = University

ONE-YEAR EXPERIENCE (Continued from Page 7)

Table 2 indicates the mini-courses proposed (by title and length in clock hours) for Phase One of the program. Each of those listed, and any others which may be proposed, are subject to the normal procedures governing the acceptance of new courses by the faculty.

TABLE 2
Examples of Proposed Mini-Courses

Theory and Practices of Group Dynamics Teacher-pupil cooperative planning; the development of a positive classroom climate; techniques of acquiring feedback from pupils; group leader roles	(30 hours)
Interaction of the School & Community Urban	(15 hours)
Suburban	(15 hours)
Techniques of Adapting Curriculum Materials Theory	(15 hours)
Practice	(15 hours)
Principles of Teaching Behavior Analysis of Teaching from the perspective of cognitive development	(15 hours)
Laboratory in Analysis of Teaching Behavior Analysis of video tapes of the teaching behaviors of individual students in instructional lab	(30 hours)
Reading in Secondary School Subjects Techniques for the analysis of reading materials and the teaching of reading in the secondary school subjects	(15 hours)
Evaluating Pupil Growth Principles of determining the achievement of cognitive, affective, and skill objectives of pupils	(10 hours)
Human Relations Training Group training in the resolution of educational problems with peers, parents, and colleagues	(30 hours)
Analysis of Alternative Approaches to Secondary Education Analysis of organization, operation, curriculum, and methods of instruction in experimental and innovative secondary schools	(10 hours)
Single Shot Seminars	(? hours)
Increased Sensory Awareness Through Media The uses of multi media in instruction to heighten pupil perceptions	(10 hours)
Media Lab—Self Teaching Stations	(5 hours)
Special Methods Seminars (Either mini-course or regular course format)	(30 hours)
Applied Educational Psychology Theory	(15 hours)
Practicum	(15 hours)
Helping Secondary Students Clarify Their Values Techniques of teaching value clarification and analysis	(15 hours)

As may be seen from this table, the suggested experiences encompass a wide range of areas, many of which are dealt with only briefly or not at all in the current programs. Other mini-course offerings may be developed as students and their advisers see the need.

During Cycle 6 of Phase One, students will complete the university experiences and evaluate the total experience to that point. Feedback from these evaluations will provide part of the data for continuing appraisal of the relevance of the program by members of the faculty and staff.

Cycle 7, which will be conducted both at the University and in the field, is designed to prepare students for the assumption of their duties as full-time interns in Phase Two of the program. Working closely with the field supervisor in the teacher preparation center to which they will be assigned, students will acquaint themselves with the classes which they will take over as interns and will develop detailed plans for an initial teaching unit of four to six weeks duration which they will implement when they begin their regular intern assignments.

NEWS IN BRIEF

(Continued from Page 1)

WHARTON ADMISSIONS CHANGES

James B. Johnston has been named Director of Admissions for the Graduate Division of the Wharton School effective July 1, 1971. He succeeds Thomas R. Settle.

Mr. Johnston is a 1964 graduate of Bucknell University who received his MBA from Wharton in 1966. He has taught at Spring Garden College in Philadelphia and presently directs its Department of Business and Management.

David J. Evans will succeed Patrick G. Caviness as Assistant Director of Admissions. Mr. Evans, who was graduated from Muskingum College in 1968 and received his MBA from Wharton in 1970, has been Assistant to the Director of the Graduate Division for the past year.

MANAGEMENT (and Behavioral) SCIENCE

The Management Science Center at the Wharton School has changed its name to *Management and Behavioral Science Center* to reflect a broadening of interests and capabilities, the Center's board chairman Eric Trist has announced.

The Center has also undergone a self-designed change in structure. It is now managed by an eight-man board headed jointly by Professor Trist and by a Research Coordinator, Professor Sidney Hess, named by the Dean of the Wharton School.

Six elected representatives—three faculty members and three students—complete the board. William W. Abendroth is its Financial Officer and Marvin Rees is Administrative Officer. Professor Russell L. Ackoff, former Director, continues with the Center in a non-managerial role.

The Center is seeking to increase faculty participation in its work from a wider range of departments, Professor Trist added. Already widely known for its community-related Project MANTUA, the Center is extending its interdisciplinary range to include research in the planning and applied behavioral science as well as management science. Its projects will involve the public as well as the private sector, and will be particularly concerned with the relation between the two, Professor Trist said.

Almanac is edited by Karen C. Gaines at the University News Bureau, 524 Franklin Building.