

Almanac

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The Fantasticks THINGS TO DO

LECTURES: TODAY AND TOMORROW

Confrontation: Technology and the Social Environment.
Spencer lecture by Dr. Melvin Kranzberg, Callaway Professor of the History of Technology, Georgia Institute of Technology.

Alumni Hall, Towne Bldg., February 12, 3 p.m.

Nuclear Power Reactor Safety Problems. Lecture by Dr. Henry Kendall, professor of physics, MIT. A-1 DRL, February 13, 4 p.m.

Remote Sensing as an Information Base in Our Future World.
Sixth Moore School lecture by Charles W. Mathews, associate administrator for applications, NASA. Alumni Hall, Towne Bldg., February 13, 8 p.m.

The Woman Poet II. Readings by Mary Michaels, Pat Gallner, Victoria Brownsworth. CA, February 13, 8:30 p.m.

AJS CONFERENCE DEADLINE: THURSDAY

A regional conference of the Association for Jewish Studies will probe *The Role of Religion in Modern Jewish History* at meetings here March 3 and 4. Topics range across centuries from "Sources of Orthodox Trends" to "Dissension over Jewish Identity during the Nineteenth and Early Twentieth Centuries." The keynote speech by Professor Jacob Katz of Hebrew University (currently visiting professor at Harvard) is on "Religion as a Uniting and Dividing Force in Modern Jewish History." Historian Zosa Szajkowski of YIVO Institute for Jewish Research speaks on "Franco-Jewish Secularism vs. Religious Life, 1789-1970", and Marshall Sklare of Brandeis discusses "Religion and Ethnicity in the American Jewish Community." These and other visitors join Penn Professors Judah Goldin, Vartan Gregorian, Samuel Klausner, and others for discussions and seminars at Houston Hall. Reservations by February 14: Dr. Jeffrey H. Tigay, conference coordinator, 601 Williams Hall (CU).

THEATRE/FILM/ART

Jacques Brel is Alive and Well and Living in Paris . . . but his songs come to Philadelphia via the Wharton and the Arts program, Charles Seymour Jr. and Alan S. Kopit, producers. International House, Hopkinson Hall, February 21-23, 8:30 p.m. Tickets: \$3.50 (\$2, students) available through February 22, weekdays 11 a.m.-1 p.m., Vance Hall lobby; or at International House lobby, 5 p.m.-8 p.m., BA 2-9558.

The Fantasticks. Penn Players' production of the Tom Jones/Harvey Schmidt musical, directed by Charles Seymour Jr. Houston Hall Auditorium, February 13-16, 8:30 p.m. Tickets: \$1, Houston Hall ticket desk.

Film-Flam. Mask and Wig continues at the Clubhouse, 310 S. Quince St., Wednesday-Saturday, 8:30 p.m. Reservations: WA 3-4229.

Annenberg Cinematheque. Check your purple brochure for
(Continued on page 8)

COUNCIL: ELECTION AND AGENDA

Dr. Robert F. Engs has been elected to succeed Dr. Edward F. Peters as representative of Constituency #7 (History, History of Art, Music, Religious Thought).

On Council's agenda for February 13 (4 p.m., Furness) will be two items from the Educational Policy Committee: the proposal to offer a Bachelor of Applied Science Degree, and the report of its subcommittee on teaching chaired by Dr. Charles Dwyer. The thrust of the Dwyer report is toward the evaluation of teaching, and the improvement of the quality of instruction offered by teaching fellows.

Mr. Dove had a better idea . . . Page 5



Benjamin West's Drawing Courtesy of the University Archives

SENATE

The Commission's Recommendations

A Review of the First Year's Accomplishments

In the year since the Development Commission issued its report substantial progress has been made toward implementation of a number of its proposals. A full record of this progress will be provided very shortly by the President and Provost.

My present focus is more narrow and concentrates upon the recommendations made a year ago by the ad hoc Senate Committee on Academic Priorities (*Almanac*, January 16, 1973) and specifically upon the first eleven recommendations which relate to administrative and organizational matters. This Committee reviewed the Development Commission's recommendations, as they became available, and reported to Senate at a special meeting last February on those aspects believed to be of deepest concern to the faculty.

Four of the eleven recommendations supported the Development Commission's call for task forces to study certain complex and sensitive problems. All the studies have been undertaken and the reports on intercollegiate athletics (*Almanac*, November 13) and the coordination of public policy programs (*Almanac*, January 15) have recently been published, though not yet reviewed by Senate or Council.

A fifth recommendation was to refer certain proposals relating to tenure and to early retirement to the Senate. This, too, has been done and both Senate and Council have now acted on these matters.

The remaining recommendations are discussed in some detail below.

1. We support the Development Commission's recommendation for Planning and Review Committees within each School, with elected faculty members to constitute a large proportion of the membership of each committee. We recommend that the evaluations of graduate groups by the Review Committee of the Graduate School be given very substantial weight in determining admissions and fellowship aid for those groups and in decisions to phase out groups that may have outlived their usefulness.

The proposal for planning and review committees within each school was approved by the University Council on March 7 last year. It has been implemented in some schools but not in others. Because such committees are so essential to orderly planning, quality control and the rational determination of priorities throughout the University, I call upon the Provost to encourage all deans to establish such committees promptly and utilize them effectively.

2. We recommend that, before the establishment of a University Review Committee and an Academic Development Board, as proposed by the Development Commission, there be a careful examination of the appropriate relationship of these bodies to the Academic Planning Committee and to each other. The proliferation of groups with overlapping areas of responsibility tends to undermine the authority of all of them.

10. We support the Development Commission's recommendation for an internally financed Academic Development Fund which would be used for planning, for new programs in their initial stages, or for improvements in existing programs.

There has been no discussion of the appropriate composition or method of selection of an Academic Development Board or of its appropriate relationship to the Academic Planning Committee. Thus, although the Budget Committee has now released a modest sum to the Academic Development Fund, no duly constituted body is in existence, or even in prospect, to advise the President and Provost as to the allocation of the monies available among a number of very worthy competing uses.

The Budget Committee does not view itself as a proper group to give advice on academic priorities. Nor is the Faculty Reinvestment Committee, which is appointed by and accountable to the administration, properly constituted for this purpose. The latter committee reviews the qualifications of candidates for appointments which would be financed in whole or in part out of special funds designated for strengthening the faculty by bringing in established scholars of unusual distinction. This is a high priority use of resources, but the body charged with evaluating these appointments should not also give advice as to the allocation of development funds among competing uses, of which such faculty appointments might be one.

For the present it appears that the Academic Planning Committee is the only body, in terms of its charge and the method of selection of its members, that is competent to advise the President and Provost on the allocation of monies released to the Academic Development Fund. Because of the small size and heavy duties of the APC, it is not clear, however, that this is the optimal long-run solution. It was not entirely satisfactory to the Development Commission's work team on graduate programs, which recommended a University-wide planning and review committee but was unable to agree on the division of responsibility between such a committee and the APC. The Senate Committee on Administration has been requested to develop a proposal directed to this problem.

6. With respect to fiscal matters we support the Development Commission's recommendations that the University require the net cost of auxiliary enterprises (dining service, residences, bookstore) to be reduced to zero over the next three years and that the University cease any subvention of the direct costs of the two hospitals.

7. We support the Development Commission's concept of fiscal targets for each School, based on the relationship of income to cost. However, we recommend:

a. That costs be so measured as to include all expenditures that are essentially inseparable from the educational function of the School and that can be brought substantially under the control of its Dean; and

b. That financial aid not be netted against tuition for the undergraduate Schools, since these Schools do not control their own admissions or the amount of aid granted to their students and since it seems inappropriate to penalize a School such as the College because it attracts an unusually high proportion of low income students; and

c. That, if a School is unable to meet its target without real sacrifice of quality, an exemption may be justified on the grounds either of unusual excellence or of unusual contributions to other academic programs within the University, with the burden of proof falling upon the School.

8. We support the general policy of requiring all Schools to meet a rather modest fiscal target within three years.

The net cost of auxiliary enterprises was \$1.6 million in 1973-74. This represents a reduction of \$1 million, as compared with 1972-73, indicating very significant progress. No subvention of the direct costs of the two hospitals is budgeted in either year.

In 1972-73 seven schools failed to generate revenues sufficient to cover their direct costs (defined to include student aid and employee benefits). In 1973-74 the number dropped to four, of which only two had substantial deficits, and in these cases the deficit is more apparent than real.

In the case of GSAS, the deficit results almost entirely from the practice of charging the compensation of Benjamin Franklin Professors to that school, whereas a more equitable practice might be to charge this cost against general University income. In the case of the Veterinary School, the deficit is converted into a substantial surplus if the school is credited with its designated share of the State

appropriation. Clearly good progress is being made toward the target proposed by the Development Commission—i.e., that all deficit schools be required to cover their direct costs within three years.

With respect to the budgetary treatment of student aid, the Budget Committee this year has adopted the Development Commission's recommendation, which goes part way toward meeting the problems raised by the Senate Committee in 7b above. However, the Budget Committee has been unwilling to set fiscal targets for individual schools in terms of the relationship of income to those costs controllable by the dean, as proposed in 7a above. Instead, the cost of general administration and general expense (\$13.9 million in 1972-73), over which the deans exercise no control, is charged to them according to a rather arbitrary allocation. Even though spreading of these central overhead costs has been improved this year over the simple procedure of charging each school a fixed percentage of its direct costs, this does not seem to be the most desirable approach.

Under present practice, after overhead costs have been spread subventions are then distributed to the schools (out of the State appropriation and other sources of general University income) in the amounts required to balance each school's budget. This is very largely a matter of giving with one hand while taking away with the other, since in 1972-73 only three schools (apart from Auxiliary Education) made any contribution to general administration and general expense out of their own earned income, after offsetting against such income both direct costs and those indirect costs clearly related to the school's operations. (The latter are largely operations and maintenance expense for the building or buildings the school occupies and a share of library costs based on use by students enrolled in the school and on library acquisitions in behalf of the school.) On the basis of budget data as of December 1973, the three schools contributing to central overhead from their earned income in 1972-73 were Medicine, Wharton and SAMP. If the Medical School is credited with its designated share of the State appropriation, its contribution becomes very large indeed. We note that the Medical School and the Wharton School, in conjunction with the two hospitals, are charged with about one-half of the total cost of general administration and general expense.

The remaining schools received subventions covering not only the amounts charged them for central overhead but also some fraction of the costs clearly related to their own operations, though Engineering and Nursing receive less than 10 percent of direct costs. The College receives over 25 percent of its direct costs.

I have argued previously ("On Budgets and Universities," *Almanac*, February 13, 1973) that it would be simpler, more objective and more conducive to economic efficiency to offset central overhead costs directly against general University income. This would avoid charging deans with costs over which they have no control and which cannot be objectively related to values received. It would at the same time make more visible the level and changes in the cost of general administration and general expense. There is really no good way of controlling these costs effectively, but visibility can't hurt.

However, under the procedure proposed above it becomes more difficult to persuade schools which persistently earn more than their immediately assignable costs to yield the remainder for general University purposes rather than utilizing it to improve quality or lower tuition within the school. For it then becomes apparent that the tuition, endowment and research grant income of these schools is being used in part to meet the costs of the remaining schools. Perhaps that is as it should be and we have accepted this

principle for Auxiliary Education. But if we are to extend it to Medicine and Wharton this should be an open and visible decision.

The present practice of allocating subventions so as to balance each school's budget would, if continued, defeat the whole purpose of responsibility center accounting, and this is not the administration's intention. However, if some more rational allocation of subventions is imposed—presumably reflecting both the quality and the volume of academic output, as well as unavoidable cost variations among disciplines—then subventions become a very powerful weapon for reallocating funds in accordance with academic priorities. If general administration and general expense were offset directly against general income there would, of course, be considerably less left to distribute among the various schools as subvention. The larger the amount to be distributed the greater the leverage and the less the visibility of the reallocations accomplished.

It is entirely appropriate that the administration should use differential subventions among schools to encourage excellence and to implement academic priorities. Without such a budgetary tool it would have little power beyond exhortation. What concerns me is that the very powerful mechanism of controlled differentials in subventions may be utilized in the near future without the advice and intimate involvement of a body so constituted as to meet our tradition of faculty partnership in formulation of academic policy.

Such a body, if highly desirable with respect to the relatively small amounts of seed money likely to flow into the Academic Development Fund, is far more essential in the context of the much larger potential for reallocation inherent in the control of subventions.—*Jean Crockett*

Response on Day Care

After reading the "Statement on Day Care" in the January 22 *Almanac*, I cannot resist sending you a few brief comments: that our society is extremely backward in not providing day care seems to me unarguable; in my view at least, day care belongs in the same category as public education, and is of almost equal importance. I certainly hope that organizations—women's and men's—will lobby vigorously for the achievement of such a goal.

In the absence of public day care facilities, there is indeed much to be said for the provision of such facilities on a private basis by the University, and I second the call for the rapid implementation of some feasible plan. I believe, however, that the fatal flaw in the proposals quoted in *Almanac* is the one word 'free'.

Universities—especially in these hard financial times—cannot be expected to assume the burden of righting all of society's wrongs. If we are to provide free care (not only for members of the University, but for the surrounding community as well!), the next call may well be to provide free primary and secondary schooling, in view of the miserable conditions prevailing in the public schools.

The resources of this University—and those it can raise—must be devoted to the primary purpose of survival as a quality educational institution; otherwise there will soon be no need for day care centers for children of the nonexistent faculty and student body of a bankrupt University.

Let there be day care, but let a reasonable fee be charged—if it seems fairer, let it be a graduated fee based on ability to pay—but never zero. What one pays for is always appreciated more than 'charity'. I understand that even in many socialist countries, where day care is provided for all, a small fee is charged.

I hope that something tangible can be achieved along these lines.—*Albert L. Lloyd*

The Dean of the College of Liberal Arts for Women offers the fourth in Almanac's series of state-of-the-school messages.

The College for Women: The First Forty Years

by R. Jean Brownlee

A woman's college in the midst of a great University may seem to be an anomaly which is followed by the question of why it exists. The following is a celebration of forty years of the College of Liberal Arts for Women at the University of Pennsylvania and an attempt to give some reasons for its continued existence.

Prior to 1933 women could enroll in the University in a course in biology, which was primarily premedical in character, courses in fine arts and music in the School of Fine Arts, and teacher preparation courses in the School of Education. A woman had to enroll in the College Courses for Teachers, the predecessor of the College of General Studies, in order to gain a liberal arts degree. Many women earned the bachelor of science degree in the School of Education as an alternate way of getting a degree at the University even if they did not expect to teach.

In 1933 Dean John H. Minnick and the faculty of the School of Education decided that they wished to admit only juniors who had a commitment to teaching. This created the problem of finding an administrative home for women students who wanted a liberal arts education but not preparation for the classroom. The Trustees with some logic asked the College of Arts and Sciences to become coeducational. The College faculty, students and alumni were unanimous in rejecting the idea. The Trustees then decided to look to other Ivy League solutions to the problem. They saw that Radcliffe, Pembroke and Barnard all had been coordinate colleges within the structure of their universities for many years, and that each had established a record of excellence. The coordinate college pattern was an acceptable pattern for all concerned at the University. However, there were essential differences in the college which was established. A separate tenured faculty was never created, so all instruction was supplied by other faculties of the University. Some of these faculty members were appointed to serve as a policy-determining unit for the new school. It was financed from general administrative funds with neither specific instruction budget nor endowment. Thus from the beginning it was an administrative unit without its own faculty or its own funds. Its only power was persuasion.

Dean Merle Odgers of the classics department and Mrs. Virginia Kinsman Henderson opened the College of Liberal Arts for Women in Room 119 Bennett Hall in September 1933. Dr. Karl G. Miller, Professor of Psychology, succeeded Dr. Odgers in 1936 when he resigned to become president of Girard College.

Most of CW's first students came by transfer from the School of Education. Some came from other colleges, and a freshman class was admitted. The maximum enrollment was set at 500, and this limit was observed until World War II, at which time the numbers rose to more than 700. The majority of classes were segregated with a special section of established courses being offered for women. If it was essential that a woman have a course for her major and if there was not a sufficient number of other women to establish a section, she was permitted to take instruction with the men of the College. Dean Miller regularly surveyed the composition of classes and notified departments if they were not maintaining an adequate number of sections for women. World War II decreased the number of separate sections and early in President Harnwell's administration, about 1955, he announced that all classes should be open without regard to sex.

The first three decades were years of building solid academic achievement. A separate section of Phi Beta Kappa was established in 1936 and CW alumnae were admitted to the most rigorous graduate programs throughout the world. During these years great emphasis was placed on the advising programs in which women were encouraged to discover their own talents and to cultivate them. A tradition of personal interest in and knowledge of each student was established. The College for Women developed its own loyal constituency of alumnae and friends who believed that the advantages of a small college were successfully blended with the resources of a great university.

After an extensive external and internal evaluation of the College for Women as part of the Educational Survey, the Trustees in March 1959 resolved that the faculty of the College for Women should "be charged with the responsibility of considering the special problems involved in the liberal arts education of women". Further, "the faculty shall consist of a smaller body of persons representative of the various fields of liberal arts and sciences, and especially designated by the Provost because of their interest and experience in the problems of the education of women." This significant far-sighted mandate from the Trustees has been the guide to the decisions of the faculty and college administration since that time.

Dean Miller retired in 1959 and the author, a political scientist who had been vice dean, was appointed as of July 1, 1960. At that time no one could foresee the changes which would come to all higher education and to the College for Women in particular. The first was the decision of the

faculty of the School of Education to become exclusively a graduate unit and therefore leave almost 300 undergraduate students without an academic home. Since 90 percent of these were women, the College for Women faculty was charged with the responsibility for developing a curriculum which would meet liberal arts degree requirements and also professional criteria in teacher preparation. Two programs were developed: a Bachelor of Arts degree with eligibility for certification to teach in secondary schools, and a Bachelor of Science in Elementary Education. The students in the School of Education were given the choice of qualifying for their degrees by following the previous curriculum or changing to the new. The College of Arts and Sciences adopted the program in secondary education which was developed, but never approved the degree in elementary education. In 1971, with the encouragement of the State Department of Education, the Graduate School of Education presented a combined Bachelor of Arts and Master of Science in Secondary Education degree which was adopted by the College for Women faculty. It is now possible for highly motivated and talented students to start their graduate-professional work while still undergraduates and to earn both bachelor's and master's degree in four years. Fewer students will be candidates for certification from the University, but it is believed that the quality of preparation will be improved. Dr. Betty Daskin was appointed Pre-Education Advisor in January 1973 with responsibility of advising the undergraduates in all schools on questions involving teaching as a profession.

NEW FIELDS FOR WOMEN

The College for Women from its beginning admitted only full-time students, as was the policy in the College of Arts and Sciences. By the early sixties it became apparent nationally that there were many women who wanted to prepare for a variety of vocations as soon as their children were in school or because of widowhood or divorce. In order to test the local situation, the Board of Association of Alumnae in 1961 circulated a questionnaire to their members who lived in the Philadelphia area asking if they would be interested in taking regular daytime courses at the University on a part-time basis. There were a large number of enthusiastic replies, and a Carnegie Foundation grant was obtained to finance the first two years of the experiment. Provost David R. Goddard agreed that up to 10 percent of the enrollment of any school could be made up of this group of women. Mrs. Henderson, who had worked closely with the Association to identify the need, was named Director of Continuing Education for Women. Two important guidelines were set: a woman would be evaluated as she presented herself during an intensive interview and her intentions must be purposeful. The program was not for dilettantes! The record shows that a serious and talented group was attracted. As of June 1973, the following degrees had been earned: 218 bachelors, 45 masters and 3 doctorates. In addition, many women qualified for specific jobs in which degrees were not relevant, such as reading aides or museum guides. At present the enrollment is limited to six hundred and is under the directorship of Miss Charlotte Fiechter, who succeeded Mrs. Henderson in August 1972.

The third and most recent program initiated under the supervision of the College for Women is that of Women's Studies. In the spring of 1972 a group of women faculty, administrators and students formed the Penn Women's Studies Planners with the purpose of developing a program in the University. The Planners proposed a design which they presented to President Meyerson, who received it with

'the Ladies excited . . . '

If Men of Pennsylvania trace their academic lineage to 1740 (that is, to the charter of the Charity School that pre-dated the Academy that led to the College that is the heart of the University), so do their sisters.

One difference, however, is that the women were stalled in phase one from 1753 until 1877, when the courts relieved Penn of its obligation to continue its Charity Schools for poor boys and (separately) poor girls. Another is that the early curriculum called for writing, sewing and knitting.

At least one man had tried for something less house-wifely in 1751: David James Dove, the first master of the English School of the Academy. In Dr. Karl Miller's 1937 account, "Daughters of Pennsylvania":

"Master Dove believed that the facilities of the Academy were not being fully utilized. At any rate, the *Pennsylvania Gazette* in August 1751 carried an advertisement as follows:

As the Scheme formed by the Gentlemen of Philadelphia, for the regular Education of their Sons, has been happily carried into execution; the Ladies excited by the laudable example, are solicitous that their Daughters too might be instructed in some Parts of Learning, as they are taught in the Academy. Mr. Dove proposes to open a school at the Academy for Young Ladies, at five o'clock in the evening to continue three hours, in which will be carefully taught the English Grammar; the true way of Spelling, and Pronouncing properly; together with fair Writing, Arithmetic, and Accounts."

The English Master's plan appears not to have carried in the Academy, however, for Dr. Miller finds him shortly afterward "... reprimanded for spending too much time in the school for young ladies which he conducted apparently in his own home . . . At any rate, his services were dispensed with in July 1753, and almost immediately thereafter the Trustees were negotiating with Mrs. Frances Holwell as to terms for undertaking charge of thirty girls and teaching them writing, sewing and knitting." When her enrollment rose to 50, an assistant was provided for her.

The place of women was not entirely secure, however. In trying to balance the budget in 1764 a committee of the Trustees recommended discontinuation of the girls' school:

A school for girls was never a part of our original plan, it is unbecoming and indecent to have girls among our students; it is a reproach to our institution, and were our friends able to support them, as they are not, they should be removed to another part of the city.

Fortunately for the Young Ladies, those concerned in the original plan were alive to consult; the Trustees decided to continue the girls school, albeit at a proper distance.

It was the rise of public education that allowed Penn to phase out the Charity Schools in 1877 to concentrate on higher education, but the Court still ruled that to satisfy its original charters and agreements the University should not only grant scholarships to young men but provide instruction for "indigent female students, so far as may be convenient and practicable in the University buildings."

A Professor Clarke as early as 1875 had found it convenient and practicable to offer his lectures in the Science of Music to both male and female, though there is no record of their enrollment that year. But by 1877-78 the catalogue listed six women students in music, and three in the Towne Scientific School, taking Modern History, General and Analytical Chemistry and Physics—K.C.G.

interest and suggested the plan be developed over the summer of 1972. The result was a careful survey of existing programs in the United States, opinions of leaders in the field of Women's Studies and suggestions for curriculum in the University. The "Summer Project Report, a Descriptive Analysis of the Results of a National Survey", printed in October 1972, has had wide distribution throughout the country and is now considered an early classic in the field. During the fall of 1972 a number of experimental courses was prepared for inclusion in the College of Thematic Studies; since then, twenty-two courses dealing with women have been offered under the sponsorship of traditional departments. In the spring of 1973, 89 students enrolled in the thirteen courses which were offered and enrollment has doubled for the spring of 1974. Also the position of coordinator of women's studies was established, with the stipulation that the incumbent should be of faculty rank and have the responsibility of interpreting and stimulating research in this neglected area. Dr. Elsa Greene, an Emily Dickinson scholar from the University of Minnesota, reported in September as Coordinator of Women's Studies and Lecturer in English. Thirteen courses are again being given this spring in the College of Thematic Studies—with more students registering than there are available places—and emphasis is also being placed on the incorporation of women's studies into the regular curriculum by creating new courses or restating existing materials in a way which gives meaning to the role of women in society. The Carnegie Corporation on Higher Education in "Opportunities for Women in Higher Education" has endorsed this approach: "The movement to introduce courses on women and interdisciplinary women's studies programs should be encouraged by institutions of higher education, at least on a transitional basis, but these courses and programs should be organized within existing disciplines and not under separate departments of women's studies."

THE MULTIPLE CHOICE QUESTION

Advising has continued to be of special concern to the administration of the College for Women. It is distinguished by having full-time personnel who have shown a strong academic commitment either as teachers in the University or as advanced graduate students. Their aim is to help each student have the academic experience best suited to her needs and at the same time to serve as role models for women students in a university which is traditionally male-oriented.

As just one measure of the complexity, a recent study showed that one third of the students were not following the typical liberal arts program. Others are preparing to do graduate work or follow careers in emerging fields and fields in which the University does not provide specialists.

The choices they face are numerous. At present, a student can select from 39 major programs ranging from American Civilization to Urban Studies. She may become a Benjamin Franklin Scholar, take courses in the College of Thematic Studies, design independent study courses or develop an individualized major. She may work for a double degree in CW (i.e., B.A. and B.S. in Education) or dual degrees with the School of Allied Medical Professions or Wharton, for example. She may commute to Bryn Mawr, Haverford or Swarthmore to enrich her major, participate in the University Year for Action or leave campus for study abroad. The most talented may choose to submatriculate in one of the graduate programs and count some of their undergraduate work toward that advanced degree. In the fall term, 132 CW students were registered in graduate-level courses: 61 in Arts and Sciences, 2 in Engineering, 32 in Wharton and

37 in Fine Arts. In these "600" courses undergraduates compete on equal footing with duly registered graduate students. Some find the decision to graduate in six, seven or eight terms is perplexing and they have to be helped to evaluate their own goals.

Students are attracted to the University by this flexibility in programs and choice of courses. Each year new opportunities are being presented and the student requires help to find these resources and evaluate them in relation to her own talents and goals. Often she needs help in finding the specialist in the field who may know the answers to questions. The advisors in the College for Women are the generalists who seek to open eyes and open doors in this complex environment.

A program entitled "Life Options for Women", developed by the College for Women, is one formal way in which the college helps young women to set their goals of life achievement.

PRESENT AND FUTURE

The current structure of the College for Women is rather simple when one considers that there are 2000 undergraduates and 600 continuing education students who are served. Approximately 80 members of the faculty of the College of Liberal Arts for Women are appointed annually by the Provost from other faculties of the University. At present there are 63 men and 26 women, 57 of whom are faculty members of the College of Arts and Sciences, while the rest are drawn from 11 other schools of the University. They meet regularly to consider the welfare of the college. A Committee on Instruction which has six faculty and (since 1965) three student members recommends policy to the faculty and the dean while an executive committee of six members applies the policy to the individual student. In the fall of 1972 the former Advisory Committee to the Dean of Women was changed to the Advisory Committee to the Dean of the College for Women. This committee is composed of 29 distinguished Philadelphia women who advise the dean on a variety of matters. The College for Women Alumnae Society, whose program centers around seminars bringing women graduates and faculty together, has a record of a decade of service. It is also gratifying that 19 percent of the graduates contribute to Alumni Annual Giving.

The Faculty of Arts and Sciences has been created and there is a search committee for the first dean. This new faculty will include the former faculties of the Graduate School of Arts and Sciences, the College of Arts and Sciences, four departments of the Wharton School and the College for Women. The identity of the College for Women—and with it an official and formal concern for the special educational problems of women—must not be lost within such a new structure. David Truman, president of Mount Holyoke College, has stated "The problems of young women are fundamentally different from those of young men in this society and there must be a specialized concern in education, especially higher education, if the waste of dysfunctional stereotypes are to be reduced."

The University has a unique opportunity to continue and expand its programs for women at a time when our nation is looking anew at the role of half its citizens. The Carnegie Report summarizes it as follows:

"Revolutionary changes are underway in the development of greater occupational opportunities for women, in the nature of the family, in sexual roles, in child rearing obligations, and in many other ways. No one can as yet know how they will all turn out. This situation must be kept under continuing review."

INCOME TAX INFORMATION

January 7, 1974

A special section will be established in the Payroll Department to deal with all questions regarding 1973 earnings statements (W-2 forms) issued by the University. Individuals will be available to answer questions through April 15, 1974. Please direct all telephone inquiries to extensions 7879 and 7937. Mail inquiries should be addressed:

Office of Personnel Information Services

W-2 Section

3rd floor, Franklin Bldg. (I6)

The following information should be provided when making mail or telephone inquiries:

1. Social Security number
2. Payroll number
3. Employee number

—William J. Drye, Jr., Assistant Comptroller

Federal Income Tax forms are available at U. S. post offices and at Internal Revenue Service, 6th & Arch Sts., Philadelphia. Income Tax assistance is also available at IRS, 574-9900.

Pennsylvania Income Tax forms are available at the State Building, Broad & Spring Garden Sts., or by writing Dept. of Revenue, Personal Income Tax Bureau, Harrisburg 17129.

Nonresident Alien Income Tax Return forms available at the Information Center, 109 Franklin Bldg. For instruction sheet or other help write to IRS, 6th & Arch, 6th floor, Philadelphia, 19106, or call forms dept., 574-9900.

OPENINGS AS OF FEBRUARY 7

Dates in parentheses refer to publication of full job description in ALMANAC. Those interested should contact Personnel Services, Ext. 7285, for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially.

ADMINISTRATIVE/PROFESSIONAL (A-1)

ACCOUNTANT I (1/15/74).

ASSISTANT DIRECTOR, Wharton Admissions (2/5/74).

ASSISTANT TO DIRECTOR, Alumni Annual Giving (2/5/74).

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

BUSINESS ADMINISTRATOR II (1/15/74).

DEPARTMENT HEAD I, medical reference librarian (1/22/74).

DESIGNER II (2/5/74).

DESIGNER IV (Art Director) (2/5/74).

JUNIOR RESEARCH SPECIALIST (2/5/74).

PUBLICATIONS EDITOR/WRITER I (2/5/74).

PUBLICATIONS EDITOR/WRITER (2/5/74).

SENIOR SYSTEMS ANALYST (2/5/74).

SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT II, medical school. Dictation, typing letters and research papers, supervising secretaries in budget matters, some proofreading. Much responsibility involved. Qualifications: Excellent secretarial skills. At least three years' experience. \$6,725-\$7,950-\$9,150.

ADMINISTRATIVE ASSISTANT II, admissions office (2/5/74).

ANIMAL LAB SUPERVISOR I. Supervises and partakes in the work of laboratory animal care. Responsible for assigning laboratory animals to research investigators, departments, etc. Responsible for general animal husbandry procedures, administering medication under supervision and non professional care of animals. Responsible for maintaining allied fields and records of the lab. Qualifications: High school graduate with some college experience. Three years' experience in animal lab administration and care. Familiarity with the organization and procedures of the medical school preferred. \$8,500-\$10,000-\$11,500.

ANIMAL LAB TECHNICIAN to feed and water animals, clean cages and ancillary animal maintenance. May perform messenger

services and emergency janitorial services. Qualifications: Ability to lift heavy objects. Mechanical aptitude, high school graduate. \$6,125.

CLINICAL SECRETARY, veterinary school. Extensive stenography, typing, arrange appointments, maintain budgets. May include laboratory work, surgical procedures and work with experimental animals (after training). Qualifications: Two years' secretarial and/or technical experience. Clerical aptitude, shorthand, some biological background. \$5,825-\$6,825-\$7,825.

ELECTRON MICROSCOPE TECHNICIAN II (2/5/74).

ELECTRON TECHNICIAN/ENGINEER (11/6/73).

MACHINIST I, research area on campus (1/8/74).

MECHANICAL ESTIMATOR (1/15/74).

PAYROLL CLERK, personnel information services. Qualifications: Good aptitude for clerical work and figures. Several years' experience, preferably in a college or university payroll section. \$5,425-\$6,325-\$7,225.

PSYCHOLOGY TECHNICIAN II to interview various clients involved in drug abuse follow-up study of Vietnam veterans. Must conduct laboratory experiments with rats. Will require local travel and some evening and weekend work. Qualifications: Two-three years of relevant experience or graduate degree in psychology or related science. Experience dealing with veterans desired. \$8,500-\$10,000-\$11,500.

RESEARCH LABORATORY TECHNICIAN II, undergraduate students' lab (12/18/73).

RESEARCH LABORATORY TECHNICIAN III to do tissue culture, microscopic work, serological testing, hematological analysis. Qualifications: Experience in tissue culture or serological testing. Degree in biology, microbiology or bacteriology. \$7,525-\$8,825-\$10,100.

RESEARCH LABORATORY TECHNICIAN III. Growth of bacterial cultures and chromatographic analyses of culture and body fluids. Qualifications: Should know how to handle bacterial culture and have some familiarity with biochemical techniques. Bachelor's degree with biology or chemistry major and previous experience. \$7,525-\$8,825-\$10,100.

SECRETARY I, II (5), III (8) (1/8/74).

SENIOR PAYROLL CLERK, Personnel Information Services. Qualifications: Strong accounting background. Knowledge of tax laws as related to payroll. Four years' working experience, preferably in a college or university payroll section. \$6,250-\$7,350-\$8,450.

TECHNICAL SECRETARY, medical school. Proofreads and edits manuscripts, suggests revisions, compiles index and table of contents. Extensive use of dictaphone, clerical duties. Qualifications: Editorial and secretarial skills, familiarity with medical terminology. \$6,250-\$7,350-\$8,450.

TECHNICAL TYPIST, medical office on campus (1/22/74).

MASTER, VAN PEEL COLLEGE HOUSE 1974-75

Van Pelt College House is a coeducational undergraduate residence devoted to the life of the mind. A staff of 12 graduate students and faculty participates in and encourages a wide variety of artistic, humanistic and scientific activities. The House's informal atmosphere encourages the open discussion and free exchange of ideas. Sherry hours for faculty affiliates, brunches, receptions for visitors, and faculty talks are an integral part of House life.

The resident master, together with the staff and students, sets the tone of the House and oversees its educational and social activities. He is responsible for the House program, its budget management, and the welfare of its residents.

We are now inviting applications from and nominations of tenured faculty members of the University. A sufficient application or nomination would consist of a letter describing relevant experience, interests and abilities. The letter should be sent to Professor Mark Adams, Chairman of the Master Search Committee, Department of History and Sociology of Science, 117 Smith Hall (D6). The deadline is Thursday, February 21.

THINGS TO DO CONTINUED FROM PAGE 1

this week's films, which include "I.F. Stone's Weekly" and "The Cat People." Studio Theatre, Thursday-Sunday, 7:15, 9:45 p.m. Tickets: In advance at box office, Ext. 6791.

MFA Alumni Artists. Works by nine Penn artists at the Bowl Room, Houston Hall, through February 22. Sponsored by Penn Union Council.

MUSIC

Philarte Quartet performs Haydn's Quartet in E^b Major, op. 20, no. 1; Wernick's String Quartet no. 2; Beethoven's Quartet in F, op. 135. Prince Theatre, February 13, 8:30 p.m. Tickets must be obtained in advance at Annenberg Center box office, Ext. 6791.

Americ-O-Round. 112th annual dancing and singing production of the Penn Glee Club; this year "unlike any other program we've ever given," according to director Bruce Montgomery. For one thing, all the music is by American composers. "Et in Terra Pax," a missa brevis by Bruce Montgomery, will be given its world premiere, as will "Prelude and Song for Jerusalem" by College student James Lightstone. There'll be Golden Moldies, too. Zellerbach Theatre, February 15, 16, 22, 23, 8 p.m. Tickets: \$1.50, faculty and staff, box office, Ext. 6791.

Administrative Assembly Glee Club Gala. Reception and dinner at Faculty Club, *Americ-O-Round* and champagne reception onstage with cast, \$12.50 per person. Performance and reception only, \$5.50 per person. Reservations by February 15: 417 Franklin Bldg. (16), Ext. 7927. Make checks payable to R. C. Saalbach.

GATHERINGS

The next *Inside Pennsylvania* program for Administrative Assembly members is *February 19*, not February 15 as reported in *Almanac* last week.

Penthouse Party for the Park. Penn Community Park Association benefit for the 1½-acre park planned for 40th and Walnut will have a baroque trio directed by Esther Wideman, dancing to Reed Goodman's orchestra, ongoing slide show, cocktails, dinner and a view from the 25th floor. Rooftop Lounge, Hi-Rise North, February 22, 7 p.m.-10 p.m. Reservations (limited to 200) by February 15: EV 6-5641.

Susan B. Anthony Birthday Party. Multimedia production celebrating both the first woman voter and the women's rights movement, produced by the Penn Women's Center and NOW. Fine Arts Auditorium, February 15, 8 p.m. Followed by birthday cake, etc., and music by the Philadelphia singing group Wine, Women and Song, at the Christian Association.

Child Care Coalition Rally. Doris A. Smith, member of the board of directors, 4 C's Council, is guest speaker Thursday, joining Sharifa Al Khateeb, Annenberg School, Dr. Eileen Gersh, Veterinary School, and Sandra Randolph, A-3. College Hall Green, February 14, 12:30-1:30. Rainplace: CA.

POLACHEK FOUNDATION GRANTS

The John Polacheck Foundation for Medical Research has announced the availability of grants for research in the fields of cardiovascular disease, arthritis and allied disorders. The amounts provided range between \$2500 and \$5000 and are to be used to supplement the salaries of researchers nominated by the institution. A candidate must be an experienced doctor of medicine of established competence, whose accomplishments in the field of medicine have been recognized in his or her profession, or a person having a doctorate in any basic science who has performed creditable scientific research. The deadline for receipt of applications is April 15, 1974. Application forms are available at the Office of Research Administration, 409 Franklin Building, Ext. 7293.

DEMONSTRATIONS

Legal Research by Computer. Film and 'live' demonstrations of "Lexis," a legal research service developed by Mead Data Central, Inc. Room 100, Law School, February 12, 4 p.m. Information and registration for demonstrations, February 12-14, Richard Sloane, Biddle Law Library, Ext. 7488

BLOOD DRIVES

The Blood Donor Club will be accepting donations at these locations during the next three weeks:

February 14	Phi Gamma Delta	10 a.m.-5:30 p.m.
February 19	Harnwell House	2 p.m.-7:30 p.m.
March 5	Phi Delta Theta	10 a.m.-5:30 p.m.

SPORTS

Squash vs. Princeton. Ringe Courts, February 13, 4 p.m.

Badminton (women) vs. Drexel. Weightman Hall, February 14, 4 p.m.

Hockey vs. Yale. Class of '23 Rink, February 15, 7:30 p.m.

Swimming vs. Army. Sheerr Pool, February 16, 2 p.m.

Hockey vs. Brown. Class of '23 Rink, February 16, 8:30 p.m.

Squash vs. Army. Ringe, February 18, 4 p.m.

Hockey vs. Vermont. Class of '23 Rink, February 18, 7:30 p.m.

LEVY PAVILION RESERVATIONS

A new reservation schedule will begin Friday, February 15, at the Levy Pavilion to help ease the mushrooming demand for courts and give Penn tennis players a better chance at having court time. Under the new system, which is based on the telephone reservation card file at Levy, reservations placed from 9 a.m. to 11 a.m. daily can be made only by those whose last names begin with certain letters of the alphabet. Courts must still be reserved three days in advance. After 11 a.m., any card holder will be able to reserve remaining courts.

The alphabetical schedule:

Sunday: Letters B and C

Monday: Letters E, F, G

Tuesday: Letters H, I, J, K

Wednesday: Letters L and M

Thursday: Letter A and N through R

Friday: Letter S

Saturday: Letter D and T through Z

DEATHS

Dr. Charles C. Culotta (January 26 at 35), visiting faculty member from Bryn Mawr College and adjunct assistant professor of history and sociology of science here.

Dr. Janet R. Decker (February 4, at 35), student at the School of Veterinary Medicine since 1970 who was expected to take her doctorate in May 1974. During her long illness she completed the work early for her degree, and in December 1973, President Martin Meyerson, Provost Eliot Stellar and members of her faculty held a special ceremony at HUP to award the D.V.M. she had earned.

Barbara D. Ross (January 27 at 69), former business administrator of the office of Federal Relations who retired in June. She came here 18 years ago as a teaching assistant in the ICR project and later was business administrator at the School of Social Work.

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