

# Almanac

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## THINGS TO DO

### LECTURES

*Soul City and the New Town Concept.* Connaissance lecture by former CORE director Floyd McKissick, who founded Soul City in Warren County, N.C. Fine Arts auditorium, February 19, 8 p.m.

*Dr. John M. Fogg, Jr.,* director of the Barnes Foundation's arboretum and botanical school, speaks about plants and trees of Morocco and the Canary Islands and shows slides of his recent visit there at the Morris Arboretum Associates Evening. Woodmere Art Gallery, 9201 Germantown Avenue, Chestnut Hill, February 20, 8 p.m.

*Woman Poet II.* Phyllis Middlebrooks, Gail Lynch, Louise Simons. Cabaret Theatre, CA, February 20, 8:30 p.m.

Bethune-Fanon lecture series brings historian Benjamin Quarles to help celebrate W.E.B. DuBois' 106th birthday with a lecture on *John Brown's Day, 1906*. B-6 Stiteler, February 22, 2 p.m. Sponsored by Morgan Penn Project and the Afro-American Studies and DuBois Residence programs.

NASA astronaut Karl Henize tells of *Astronomical Observations from Skylab*. A-2 DRL, February 22, 4:15 p.m.

Isabel H. Benham, first vice president of the New York City brokerage firm Shearson, Hammill and Co., gives this semester's second seminar on the *Northeastern rail crisis*. W-1 Dietrich, February 25, 3:30 p.m. Sponsored by Wharton School and 1907 Foundation program in transportation.

*Dr. Daniel Ellsberg* gives a Connaissance lecture at Irvine Auditorium, February 25, 8 p.m.

Goodspeed-Richards Memorial Lecture with Professor V. F. Weisskopf of MIT on *Atoms, Mountains and Stars: A Study in Qualitative Physics*. A-1 DRL, February 27, 4 p.m. Tea: 3:30 p.m.

*Science, Technology and Society.* Lecture by Sir Alan Cottrell, chief scientific adviser to Her Majesty's Government and 1974 recipient of the James Douglas Award of the American Institute of Metallurgical Engineers. Mandell Theatre, Drexel University, 33rd and Chestnut, February 28, 4 p.m. Sponsored by Drexel, Penn and Franklin Institute research laboratories.

### LIVELY ARTS

*University Collegium Musicum*, Mary Anne Ballard, director. Concert of best past performances of the Suffolk Owls madrigal group and a recorder consort. Prince Theatre, February 20, 21, 8:30 p.m. Free tickets in advance from Annenberg Center box office.

*Americ-O-Round.* Glee Club's 112th production, this year all red, white and blue. Zellerbach Theatre, February 22, 23, 8 p.m. Tickets: \$1.50, faculty and staff.

*Short Circus.* Penn Union Council's Cabaret with alumni and undergraduates singing, dancing and spoofing. Houston Hall Auditorium, February 23, 9 p.m. Limited tickets: HH information desk, several days before performance.

*Penn Contemporary Players:* new works by Penn student composers. Prince Theatre, February 25, 8:30 p.m. Free tickets in advance, Annenberg Center box office.

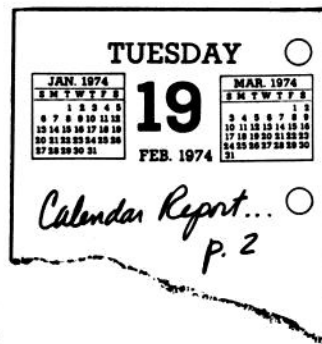
*War or Peace: 1976 film festival.* *The Blue Max*, followed by discussion on "Why Are Men Charmed by War?" with Dr. Michael Zuckerman, History; Col. Faris Kirkland, Military

Science; and the Rev. Warren H. Davis Jr., director of the television series "My Brother Cain: an Exploration into Aggression in Human Life." Rainey Auditorium, Museum, February 28, 7 p.m.

*Jacques Brel is Alive and Well and Living in Paris.* International House, Hopkinson Hall, February 21-23, 8:30 p.m. Tickets: \$3.50 (\$2, students) available through February 22 at Vance Hall lobby, weekdays 11 a.m.-1 p.m.; or at International House lobby, 5 p.m.-8 p.m., BA 2-9558.

*Film-Flam.* Last week of Clubhouse performances for the Mask and Wig burlesque at 310 S. Quince St., Wednesday-Saturday, 8:30 p.m. Tickets: WA 3-4229.

*Annenberg Cinematheque.* Four new films; program 3 in the purple brochure. Studio Theatre, Thursday-Sunday, 7:15 and 9:15 p.m. promptly. Tickets at \$2: In advance at box office, Ext. 6791.



## COUNCIL

The Educational Policy Committee's motion to approve and send to the Trustees a plan to institute the Bachelor of Applied Science degree in the College of Engineering and Applied Science was passed at Wednesday's meeting, after extensive debate on whether or not Council should be the body in which such matters are considered.

The Committee's second motion, to establish a "center for the development and evaluation of teaching competencies" was also passed. Dr. Charles Dwyer, as chairman of the subcommittee that recommended such a center, emphasized that the center would not itself evaluate teaching, but would study and disseminate methods of evaluation and stand ready to advise on methods of teaching improvement—including the use of videotape by those who want to see themselves as their students see them.

In the Development Commission report and elsewhere, he noted, the University has proposed that teaching as well as research competence be evaluated in hiring and promotion. While there are established standards for the evaluation of research, no such standard criteria have been agreed upon for teaching evaluation. Some schools and departments allow for evaluation by peers, and the Student Committee on Undergraduate Education has evolved student critiques of teaching. As Dr. Jean Crockett summarized, there are unanswered questions as to what a questionnaire should contain, and who should be asked: current students? alumni? other faculty?

Dr. Ralph Showers, chairman of the Educational Policy Committee, emphasized that the center would in no way replace the function of the schools and departments or relieve them of responsibility for evaluation itself. The center is expected to have a modest beginning and limit its growth to demand for its services.

## A Calendar for One University

*The Report of the Ad Hoc Committee on the Calendar*

The University of Pennsylvania has an excellent opportunity to create "One University" because of the contiguity of its schools and its tradition of cooperation among its units. There are three areas in which action should be taken to change the idea of unity to actuality.

1. Responsibility budgeting must make provision for cross-registration of students. Unless funds provided in the budgets are interpreted in such a way that students may take any course in the University without fiscal limitations on the school budget, the goal will not be achieved.

2. It is important that schools accept the courses offered by other faculties without undue "red tape" or denial of permission on qualitative grounds. If any school offers a course it should be acceptable on the basis of quality. Course choice should be based on the student's experience and level of competence.

3. The third action which must be taken is an immediate move toward a common calendar with the greatest utilization of resources throughout the year. The following study concerns itself with the question of the calendar.

### COMMITTEE CHARGE

The University Council on May 23, 1973 authorized the creation by the Steering Committee of an ad hoc committee to consider the questions raised in recommendation #88 of the Development Commission report. The whole of section 14, "Calendar", was considered because it was necessary for the committee which was appointed to work within the context of the whole. (For full text, see *Almanac* January 29, 1973, p. 28.)

### ADOPTIONS AT OTHER SCHOOLS

Since the early sixties hundreds of colleges and universities have adopted the "early semester" or "modified trimester program" which was developed by University of Pennsylvania committees in 1959 and 1960. Some of these may have been developed independently but there is reason to believe that the University pattern was influential.

According to a survey of 2455 institutions made by Lloyd C. Olesin of the American Association of Collegiate Registrars and Admissions Officers, the following has been the trend in recent years.

<u>Year</u>	<u>No. of Changes</u>	<u>To Early Semester</u>	<u>To 4-1-4</u>	<u>Other</u>
1970-71	352	233	68	51
1971-72	336	190	51	95
1972-73	242	126	35	81

### RECENT INNOVATIONS AT OTHER INSTITUTIONS

A few schools have been making radical changes within recent years and the Committee reviewed these for possible patterns which might be of value for consideration at Pennsylvania. Dartmouth, Yale and Colorado College were of particular interest.

Dartmouth has an undergraduate and three professional schools which are located in Hanover, New Hampshire. In the early sixties it was experimenting with a three-course, three-term calendar which has now developed into four 10-week terms with students required to spend at least one summer on campus. The new calendar will be fully effective by the summer of 1975.

The motive given was a desire to expand the student body by accepting women without expanding facilities. The Committee reserves judgment on such a plan until the effects on admissions are known. If they are adverse in a rural area they could be a disaster in an urban institution where summer attendance may be less popular.

Yale has had two proposed calendars in the past several years. The first, which has recently been rejected, provided for a fall and spring term with a 13-week required summer session which would be equal to one winter session. In November 1973 Yale announced that it was, with faculty approval, going to have a 10-week summer session with the undergraduate work divided into three courses in three divisional institutes: humanities, social sciences and natural science. The reason for proposal of any changes was given as financial.

Colorado College has made one of the most radical changes by introducing a nine-block modular system of 3½ weeks' duration. There is a 4½-day break between blocks, and three weeks at Christmas with 10 days for spring vacation. The student takes one course during a block which covers the same material which was formerly covered in a 15-week semester. In some cases two blocks may be joined if there is educational reason. One hundred and twenty-five faculty voted in the balloting which led to the program's adoption. Applications for admission multiplied as the result of the change. The Committee could not see special merit in this program and could anticipate additional problems because of the multischool nature of the University of Pennsylvania.

### SEPTEMBER OPENING

Dean Alice Emerson on September 20 conveyed to the Committee the unanimous opinion of her staff that students should arrive on campus before Labor Day. She outlined three reasons for such a change from the present weekend arrival. Her staff stated that:

1. The University is not open to greet them as most offices and staff are on holiday.
2. It is very difficult for many families to travel, both because of holiday traffic and because of potential conflicts concerning the use of that weekend.
3. It is an expensive proposition for the University to carry on an activity which requires extra manpower on days which we must pay overtime and holiday pay.

On November 29 she followed this with an estimate of \$19,300 as the extra costs for a move-in beginning the Saturday before Labor Day.

The question of professional meetings is of concern to some of the faculty. In 1973 the American Chemical Society and the American Psychological Association met from August 26 to 31 and the American Sociological Association from August 27 to 30.

Student employment over the Labor Day weekend has long been considered a major factor in summer employment. The Committee was unable to gain specific data on this but it seems to be less significant than formerly because fewer are involved in resort positions and many of those that do expect to leave these prior to the last week of August.

After careful consideration the Committee feels that there are three options for a fall term calendar.

- (a) In 1975 entering students will move in on Monday, Tuesday and Wednesday, August 25, 26 and 27, with registration taking place at the same time. Classes should begin on August 28. Classes may be held on Labor Day but offices will be closed. There is a precedent for this at present on Memorial Day and the Fourth of July. The Monday, Tuesday, Wednesday move in will eliminate the special financial problems that occur because of a Labor Day move in. Classes on August 28 and 29 and September 1, 2 and 3 will add five class days to the fall semester, three days of which will be added to the Thanksgiving study recess and two to the number of class sessions. The goal is to equalize the length of the fall and spring semesters, which are in theory equal, though actually the fall semester is 13½ weeks as compared to the spring semester, which is 14 weeks. The shorter fall semester possibly contributes to a sense of pressure of which both faculty and students complain.

## HISTORY OF PENN'S CALENDAR, 1959-1973

The calendar of an educational institution should be an expression of its educational goals within the limits imposed by tradition and organization, faculty availability, student energy, plan operations, climate and American academic customs. All of these have been considered by three committees which have reviewed and made recommendations to the administration, faculty and students since 1959.

In 1958 President Harnwell appointed a calendar committee which reported on February 27, 1959. It recommended that the first term end before Christmas and that the second term end in late April. The major objection to that calendar was that it might "impair the University's attractiveness to the best preparatory students because of the discrepancy that would exist between the latter part of the University spring term and similar periods in other Ivy institutions." The discrepancies would primarily affect athletics. The original committee also recommended a 12-week summer school (two six-week sessions) which was adopted in the summer of 1960.

An augmented committee chaired by Ernest Whitworth reported on April 14, 1960, that it concurred in the previous proposals with slight changes because it would make possible a relatively easy transition to a full three terms (trimester) calendar in the event future circumstances require year round operation. It also contained a proposal to integrate final examinations into regularly scheduled class periods.

The changed calendar was started experimentally for the period beginning in fall 1961 until spring 1964 with the proviso that faculty and student opinion be surveyed on the effectiveness of the new calendar. The Babcock Committee conducted such a survey and reported on April 10, 1963. It indicated strong support for the new calendar from both faculty and students, and the experiment became the present calendar of the University (see page five).

(b) Entering students will move in on August 31 and September 1 (Labor Day) as at present and classes will begin on September 4. The Thanksgiving study-recess will begin on Saturday, November 22 and classes will resume on December 1. This would further shorten the fall semester but would allow for a longer break before the end of the semester.

(c) The fall semester will remain unchanged. The Committee would appreciate the reaction of the University community to these three choices.

### NOVEMBER ELECTIONS

No examinations are to be held on Election Day, the day following or the week prior, so that students may participate in political activity if they wish or if such activity may be part of their research programs.

### THANKSGIVING STUDY RECESS

The Committee took note also of a recurring complaint that a two-day Thanksgiving break is not sufficient. There were comments in the 1960 report concerning fatigue and pressure that might occur. Experience shows that these concerns have not ceased. The full week at Thanksgiving provided by the Committee proposal would relieve pressure and give a chance for preparation of term-end work. It is proposed that dormitories and libraries would remain in full operation from Monday to Wednesday of that period.

### FALL TERM EXAMINATIONS—READING PERIOD

The 1960 report incorporated the examination period into the class schedule. This practice was abandoned by 1963 and since that time most of the schools of the University have designated examination periods after the end of classes preceded by two reading days. This general pattern is observed by all schools except first-year Law which carries examinations over until mid-January. Adoption of the 1975-76 calendar would not necessitate major adjustments except for first-year Law. Schools wishing to incorporate examinations into their class schedules should be free to do so.

## INTERSESSION

A number of colleges and universities have tried an intersession between fall and spring semesters. This is usually referred to as the 4-1-4 pattern because it provides regular semesters from September to December and from late January or February to May. This pattern has had a mixed reception. Johns Hopkins and Washington University have both tried and dropped it. Massachusetts Institute of Technology is still enthusiastic. A small student survey at Smith done at the request of a committee member indicates that students do not think it educationally valuable. And according to AACRCA, in 1972-73, while 47 institutions tried 4-1-4, there were 12 which changed from it.

The Committee has provided that the period from December 20 to January 14 in 1975-76 might be used for experimentation. At present the Medical School is successfully using January 5 through January 9 for intensive classroom or clinical experience. School of Social Work students start field work on January 3 and classes on January 13. The Schools of Dental Medicine and Veterinary Medicine begin classes on January 3 and Law II and III on January 7 at present. It is hoped that other schools will wish to use the midwinter break to develop special programs and projects which will have educational value for the students who wish to participate. It is expected that most students will choose to rest, work or travel but this Committee wishes to point out that there is a block of time here which may be used creatively by faculty and students. Short courses or special programs within the intersession might be particularly acceptable to interchange of students among the various schools of the University.

### SPRING TERM RECESS

The Spring Term Recess has been moved forward a week so that it will come nearer to the end of the semester—the third full week in March instead of the second.

### SPRING TERM EXAMINATIONS—READING PERIOD

The Committee recommends that spring term classes end at the same time (April 27 in 1976) as at present and that final examinations cover the same period. A change is made in that two reading periods would consist of two days each. The two additional days in this period are gained by having classes begin on Monday in the second week of January instead of Wednesday, as at present.

### COMMENCEMENT

The Committee feels it is essential that a 10-day period between the end of the spring term examinations and Commencement should remain as at present. This permits faculty to file grades, executive committees to meet and school offices to clear the records of graduates.

### CURRENT SUMMER EDUCATIONAL ACTIVITY

The campus of the University of Pennsylvania is used more during June, July and August than is generally recognized. Our study shows that over the past five years, attendance for the first session has ranged from 2354 to 2991, and in the second session from 2157 to 2402. In addition to these students, a large number of medical (about 400), dental (154 first session and 126 second session) and senior veterinary students (76-88) attend clinical courses. The schools of Nursing and Allied Medical Professions require at least one summer of clinical work for each student. The number of students who are not registered but who do work in libraries and laboratories is not possible to calculate, but is presumed to be substantial. At present 1500 students have year-round leases in University housing.

External students are a relatively small and decreasing number: 802 in 1969, 721 in 1970, 790 in 1971, 787 in 1972 and 652 in 1973. At present external students are 12 percent of the total summer enrollment and therefore are not at this time a significant element in our educational or financial summer attendance.

The summer program of the schools of Medicine, Nursing, Veterinary Medicine and Dental Medicine are primarily clinical and do not involve students who are not preparing for specific programs. The rest of the campus summer activity takes place in two six-week sessions, with the exception of Wharton Graduate School which offers two seven-week schedules with a four-day week.

(Continued on page 4)



With the exception of schools using clinical programs, the Committee recommends:

(a) The readoption of the provision in the 1960 report which recommends 3-6-9-12-15 divisions in the summer schedule depending on the content of the courses and the instructors' methods of handling the material. It feels that there has not been enough creative thinking about the use of the summer period. The 1960 plan would give a flexibility which has been lost in the last decade. Probably there would be few 15-week courses, but there is merit in trying out this longer period as a potential tri-mester plan and for long-term intensive instruction such as language. It would be possible also to start at the beginning of any three-week period and combine these in any appropriate way in order to accommodate special instructors. Of course, if the August 28 beginning of classes is adopted it would be necessary to have a 14-week summer session with the last session being either five weeks or two weeks, again depending upon content and the wishes of the instructor.

(b) Entering students will follow the current pattern for move in and registration but there will be a week-long recess from November 22 to December 1.

(c) The fall term calendar will remain as is.

One of these options should be adopted on the basis of the consensus of the University community.

In a letter of October 9, 1973 from Humphrey Tonkin, Vice Provost for Undergraduate Studies, to Arleigh Hess, Director of the Summer Sessions, Dr. Tonkin stated "...one thing seems certain, we shall see an increase in academic activity during the summer on the campus in coming years." He continues, "this means varying and increasing summer offerings wherever possible, and trying to appeal to new markets (high school teachers, high school students, alumni, professionals, etc.). It also means bringing the campus alive in the summer—bringing visiting professors on campus, for example, tying our academic activities in with the performing arts, reaching students in advance to attract them to summer sessions." It should be a challenge to each dean and committee on instruction to locate needs, explore new and different content and methods, observe visiting faculty for potential employment, etc., during the flexible summer experience.

### THE YEAR-ROUND CALENDAR

The year-round calendar has advocates because of the seeming lack of the use of facilities during a third of the year and because of the additional revenue which might be available. Although, as was pointed out earlier, utilization of facilities during the summer is greater than is frequently recognized, the Committee agrees that there can be expansion of the summer program in most schools.

Before a full summer semester should be tried, however, the current concept of summer work will have to be changed by enlarging the number of course offerings, continuing full operation of library and other facilities, giving summer faculty appointments on merit rather than financial need, raising faculty remuneration to the fall and spring rate, experimenting with teaching methods, exploring new or potential academic disciplines as is done during the current academic year, sponsoring worthwhile summer activities in music, theatre, lectures, etc., and providing adequate financial aid.

The adoption of a full scale year-round calendar with three equal terms of 14 to 16 weeks would thus involve serious financial questions.

The increase in course offerings needed to make the summer equivalent to the fall and spring semesters would require additions to faculty, and some administrators to keep offices on regular schedules. It would be imperative that the libraries, laboratories, residences, dining services and recreational facilities be available and give service equal to that now offered in the winter. A summer semester would require an activity schedule comparable to that now offered in winter.

The Committee found it impossible to get the total costs and income for the current 12-week operation. Further, no one would even attempt a guess at the additional costs for a full tri-mester. Dr. John Hobstetter, Associate Provost for Academic Planning, expressed the opinion that costs might well be greater than any revenue which would likely accrue.

In view of the current financial state of higher education in America and the precarious budget of the University, the Committee does not recommend full operations during the summer tri-mester. The Committee is recommending only exploratory programs until the results of such experimentation can be evaluated on both educational and fiscal bases. Any steps toward an expanded summer session must be carefully costed out with concern for both the short and long term implications. If variable costs can be met either immediately or with high probability in the long run, then the summer session might be viable.

### RECOMMENDATIONS

1. The Committee recommends the adoption of a single calendar with very slight modifications for the whole University. It agrees with the concept of "One University" and its application to the calendar. Its study showed that it can be an actuality if there is a unified desire to create a single calendar.

2. Immediate steps should be taken by each school to move toward the proposed calendar which follows. The text has indicated that some professional schools (Medicine, Veterinary, Dental and Social Work) may require slight variations, usually for clinical work, but these should be evaluated in the light of "One University".

3. Because of the wide variety of opinion within the campus community, the Committee feels that there are three options for a fall term calendar:

(a) In 1975 entering students will move in on Monday, Tuesday and Wednesday, August 25, 26 and 27, with registration taking place at the same time. Classes should begin on August 28. Classes may be held on Labor Day but offices will be closed.

(b) Entering students will move in on August 31 and September 1 (Labor Day) as at present and classes will begin on September 4. The Thanksgiving study-recess will begin on Saturday, November 22 and classes will resume on December 1. This would further shorten the fall semester but would allow for a longer break before the end of the semester.

(c) The fall semester will remain unchanged.

4. No examinations should be given on Election Day, the day following or the week prior.

5. The Thanksgiving recess should be extended to a one week study-recess if option 3(b) is adopted.

6. There should be a 10-day period for final examinations in all programs except in professional schools, where clinical or field work may continue to the last day of the examination period if appropriate.

7. The University will be closed from Christmas to the day after New Year's Day.

8. The period from the day after New Year's to the Monday nearest the middle of January has been reserved for intercession for schools which wish to use all or part for educational work.

9. Classes will begin on the Monday nearest the middle of January (January 12 in 1975).

10. The spring term recess should be moved forward one week so that the recess will be nearer the end of the spring semester.

11. Spring term examinations and reading period should remain as they now are at the end of 14 weeks of classes. Commencement should follow the end of examination period by about 10 days.

12. Summer School should start three days after Commencement and should be established in three-week units which may be entered for six, nine, twelve or fifteen weeks and which should be combined in accordance with educational needs. Note: a 14-week total summer program is recommended if (a) in 3 is adopted.

Respectfully submitted

Vincent Conti  
Douglas Dickson  
Adele Eissler  
Jamshed Ghandhi  
Howard Lesnick

David Lloyd  
Harrison McMichael  
Ralph Showers  
Jeffrey Sunshine  
R. Jean Brownlee, Chairman

	August	September	October	November	December	January	February	March	April	May	June	July	August
Undergrad schools, GSAS, GSFA, GSE, Annenberg & Engr.		Reg. 4, 5 Cls. 6			End cls. 11 Read 12, 13 Exams 14-22	Reg. 14, 15 Cls. 16		Spring Recess 10-17	End cls. 30	Read 1, 2 Exams 3-11	Commencement May 20		
Wharton Grad	Summer Session Ends 24	Cls. 10			End cls. 11 Read 12, 13 Exams 14-22	Reg. 14, 15 Cls. 16		Spring Recess 9-18	End cls. 30	Read 1, 2 Exams 3-11			
Law I		Reg. 4 Cls. 10			Recess 20	6 End cls. 17 Read 18-22 Exams 23-30	Cls. 4	Spring Recess 10-17		End cls. 17 Read 18-23 Exams 24-31	Summer Sessions		
Law II, III	Reg. 27 Cls. 28				End cls. 6 Read 7-10 Exams 11-21	Cls. 7		Spring Recess 10-17	End cls. 19 Read 20-24 Exams 25-9				
Medicine	Summer Session Ends 23	Cls. 5			End exams 21	Inter- session 7-11 Cls. 14		Spring Recess 10-17		End exams 5			
Nursing	Summer Session Ends 23	Reg. 4-6 Cls. 6			End cls. 11 Read 12, 13 Exams 14-22	Reg. 14, 15 Cls. 16		Spring Recess 10-17	End cls. 30	Read 1, 2 Exams 2-11			
Dental		Reg. 4-6 Cls. 6			Recess 19-3			Spring Recess 8-18		End cls. 24 End clinic 31			
Veterinary		Reg. 4 Cls. 5			End cls. 21	Cls. 3		End cls. 6 Cls. 7		End cls. 8 Exams 13-31			
Social Work		Reg. 4 Cls. 8			End cls. 17-19	Field begin 3 Cls. 13-15		Spring Recess 8-18		End cls. 2			

PRESENT CALENDAR, ALL SCHOOLS

## 1975-FALL TERM-OPTION (A)

August 25-27, Mon.-Wed. University registration for new students in schools participating

August 27, Wed. Formal Opening Exercises, noon

August 28, Thurs. Fall term classes begin, grad. schools

August 28, Thurs. Fall term classes begin, undergrad. schools

November 10, Mon. Preregistration for spring term classes

November 22, Sat. Thanksgiving study recess begins at close of classes

December 1, Mon. Thanksgiving study recess ends, 8:00 a.m.

December 9, Tues. Fall term classes end

December 10, Wed. Reading day

December 11, Thurs. Final examinations begin

December 16, Tues. Reading day

December 19, Fri. Final examinations end

December 20, Sat. Fall term ends

## 1975-FALL TERM-OPTION (B)

Same as at present with exception of Thanksgiving recess to begin at close of classes Saturday, November 22; classes resume at 8 a.m. Monday, December 1.

## 1975-FALL TERM-OPTION (C)

No change from present calendar.

## 1976-SPRING TERM

January 2-12 Intersection for schools which wish to use

January 12-13, Mon., Tues. University registration for schools participating

January 12-13, Mon., Tues. Spring term classes begin

January 17, Sat. Founder's Day

March 13, Sat. Spring recess begins at close of classes

March 22, Mon. Spring recess ends at 8:00 a.m.

April 5, Mon. Pre-registration for fall term and Summer Sessions begin

April 27, Tues. Spring term classes end

April 28, Wed. Reading day

April 29, Thurs. Final examinations begin

May 4, Tues. Reading day

May 7, Fri. Final examinations end

May 15, Sat. Alumni Day

May 16, Sun. Baccalaureate

May 17, Mon. Commencement

## 1975 SUMMER SESSION

Any combination of the following five three-week sessions:

May 19-June 6

June 9-27

June 30-July 18

July 21-August 8

August 11-22

Conclusion of summer school will depend on the adoption or rejection of Option A (fall classes to start August 28).

OPTIONS PROPOSED

*Last month during a strike against the local distributor of THE NEW YORK TIMES, many campus readers missed seeing President Meyerson's contribution to the education issue of January 16. Following is the complete text.\**

## Professors Seen as Beleaguered Group

*by Martin Meyerson*

In the late nineteen-fifties and early sixties higher education in America was seen as the most likely path to economic opportunity and individual fulfillment. Huge resources insured its expansion—both of the numbers served and of the fields of knowledge covered. The American dream came to include a baccalaureate diploma in every young person's hand.

Faculties could not help but feel appreciated. Some professors proudly filled national posts and undertook political roles. Many more became models for the young, who were frequently so attracted to the campus that they did not want to leave; finding campuses refuges from the materialism of a society many of them saw as callow, they often wanted to become faculty members themselves.

Today the generalized despair of our time, along with the national economic situation and the resentment toward universities engendered by the first student protests of a decade ago, have contributed to the fall from that short-lived Eden when professors were the brightest angels.

In the last few years, professors have seen themselves as—and in considerable measure have been—a beleaguered group. Criticism, both externally and internally, has been harsh.

### DRONES OR JET-SETTERS

If professors concentrate on students and the problems of their universities or colleges, their colleagues mark them as drones. If they work instead on their research and writing and are attached to their disciplinary or professional associations, they are regarded by their critics as jet-setters, negligent of teaching and disdainful of students, with their loyalties to fund-granting agencies and national and international guilds rather than to their institutions.

There also are other and more specific reasons why professors are disheartened.

The professoriate as an élite group is an assessment not in keeping with the current scale of academia—the élite identity is blurred even at the most prestigious institutions. With the tremendous increase in students (a million and a quarter degrees were awarded last year, about four times the number of 25 years ago), the number of college teachers, including those in the burgeoning two-year institutions, has grown to well over half a million. (There were only 80,000 in 1930 and 294,000 in 1960.)

There is a new aspect to that growth now. The scale has probably stabilized. There is little likelihood that much more than the present half of secondary school graduates will en-

roll in some kind of higher education, and only modest expectations for extending such education to many adults.

### OUTSIDE PRESSURE

The sense of beleaguering and frustration is reinforced from outside sources. Legislators and business supporters of universities and colleges have discovered the lack of "productivity" in higher education and urge that there be more students per teachers and more classroom hours per teacher per week.

With their sense of lack of appreciation, professors could be expected to retreat into their own specialized studies, as many have done. Participation in faculty governance is much diminished at campus after campus. As American involvement in the war in Southeast Asia dwindled, student protest dimmed and professors, in response, returned to other pursuits.

The greatest impact of faculty governance has always been close at home; usually within a department, next within a school or division. Relatively few faculty members at most colleges and universities have been concerned about wider university matters, and in only a handful of institutions has there been a long tradition of extensive participation in faculty senates or similar groups.

One of the student demands of the late nineteen-sixties was a share in educational and campus decisions. To help deal with strife, and partly to provide a countervailing force to the students, there was a swelling of attendance and attention at town-meeting types of faculty senates.

In the process, certain policy changes were made. Parental type controls over student life were virtually eliminated. Caprice gave way to clearer standards for protecting speech and expression at colleges and universities. Minority students were welcomed and recruited.

Partly in response to student goads, there also was growing attention at some institutions to a more individualized education in which students developed a program for their own requirements, if these could not be met by existing departmental offerings.

Far less benign are reforms such as the elimination of distribution requirements, for example, in sciences and languages, and the elimination of letter grades.

Accompanying such curriculum changes were alterations in governance structures. Representative groups were established to include faculty, students, administrators and sometimes other constituencies at various campuses under the influence of the principle of shared responsibility.

Some of the alliances were uneasy; faculty members, often sympathetic to the students, were still worried about shared governance undercutting their authority and reducing

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their influence on long-range goals (students were transients and wanted change quickly).

### LESS INTEREST NOW

Since the campus tumult has died down, there is much less interest in faculty governance. Some changed structures remain, but there is a reversion to small attendance at faculty meetings; often not even a quorum—and that is set low—is met.

The present situation represents a troubling state: the sense of malaise and a gradual withdrawal from campus-wide concerns.

This withdrawal or dismay has other aspects. At some campuses, in faculty governance junior faculty members are often excluded from key committee assignments, including search committees for major administrative posts. And professors who have views dissimilar to those of the faculty establishment do not get influential roles. Under the circumstances, it is not surprising that there appears to be a move away from town-meeting type governance groups to representative ones.

However, form may not be as significant as mood. There is a sense that the outer world is hostile and that hostility helps result in lessened resources. If this mood persists, it may lead to kinds of internal solidarity in colleges and universities that could have far-reaching and desirable consequences.

But for now, in a period of transition, the result is ambivalence. The very value of the work of the professor-scholar has been called into question; thus, it is not surprising that professors are ambivalent about devoting the time and energy necessary to participate in such campus-wide matters as admissions policies, curriculum revision and academic priorities.

Ambivalence is also evident in the growing movement toward unionization among faculty members, a phenomenon most evident at smaller publicly supported institutions. If many faculty members support unionization on humane grounds—untentured colleagues are protected against losing their jobs—they often find it directly opposed to the professional system of dependence on merit.

But the big impetus toward unionization—perhaps the central faculty issue of the decade—comes from the erosion of the economic position of the professors. It took half a century for the standard of living of the American professor to surpass what it had been early in the century. But in the last half dozen years, the comparative position of the professor in contrast with other professionals has declined. The descent will not be altered by unions and may well be furthered by short-sighted recommendations of national groups that simply urge belt-tightening.

The proper markets for professors have been regarded as national, but the national valuation of income and support for professors appears low. If we do not esteem professors as much as we do those who run our gasoline stations, our law firms or our Civil Service agencies, I, who have been avoiding the commonplace that our national priorities are wrong, will have to agree.

America's great universities and colleges were made so by their professors. The Eden of a few years ago may have been based on unrealistic expectations of what universities could do and what resources could be available. But it had its base, a desire for quality.

Quality, in professors' eyes, is linked to the knowledge that they are respected and that they are supported financially. Both are on the decline. If professors are ambivalent in many matters closest to them, they have good reason.

### WORD PROCESSING DEMONSTRATION

The administrative services committee of the Wharton School is sponsoring a demonstration of the capabilities of modern word processing equipment including power typing and the use of tape recording, etc., for record typing and text editing. The demonstrations and presentations will be offered on *February 27 and 28* at 10:30 a.m., 2:00 p.m., and 6:00 p.m. in room 286, McNeil Building. The 10:30 a.m. session February 27 will be reserved for chairmen of the Wharton School teaching departments. All other sessions will be open to University faculty and staff members. Each session will be a complete presentation. Additional information: John Cozzolino, Department of Statistics and Operations Research, Ext. 8230.

## BULLETINS

### WOMEN'S FACULTY CLUB: FEBRUARY 21

Drs. Cynthia Cooke and Helen O. Dickens, both associate professors of obstetrics and gynecology, are guest speakers at the luncheon meeting of the Women's Faculty Club Thursday in the Smith-Penniman Room, Houston Hall, at 11:30 a.m. Reservations at \$2.90 for members and their guests: Mrs. Barbara Oliver, Ext. 8651.

### CAP-W: FEBRUARY 21

The next meeting of the Committee for Administrative and Professional Women will be Thursday from 12:15 to 12:45 at the Women's Center, Logan Hall.

### FACULTY TEA CLUB: FEBRUARY 26

Margaret E. Kuhn, a founder of the Gray Panther movement, discusses agism at next Tuesday's Faculty Tea Club meeting; 1:30 p.m. at the Tea Club Room.

### COLLEGE DAY: FEBRUARY 23

The Department of Chemistry is honored this year by the Society of the Alumni of the College—and department members return the compliment by presenting four lectures on current topics in chemistry at the New Chemistry Building. Saturday's schedule includes the morning lectures on lasers, by Dr. Michael Topp; pheromones, by Dr. Amos B. Smith III; enzymes, by Dr. Barry S. Cooperman, and a finale on "Chemistry and Society" by Benjamin Franklin Professor Charles C. Price. Tours and displays at the New Chemistry Building follow a luncheon at the Chinese Rotunda, at which Dean William E. Stephens and chemistry department chairman Dr. David White are guest speakers. Reservations, at \$3.50 for lunch: Ext. 7811.

### ERRATUM

A notice recording the death of Dr. Janet R. Decker (*Almanac*, February 12) stated that she had been awarded a D.V.M. The degree conferred at Penn is called by its Latin name, and should have been abbreviated V.M.D.

### SENIOR FULBRIGHT-HAYS APPOINTMENTS 1974-75

The Office of Fellowship Information and Study Programs Abroad has just received notice that supplementary senior Fulbright grants for university lecturing are still available for the academic year 1974-75. Lectureships are offered for countries in Latin America, Africa, the Near East and in Ireland, Finland, Greece and Singapore. Specific disciplines are: American studies, architecture and regional planning, biochemistry (Finland), economics and business administration, education, earthquake engineering (Yugoslavia), linguistics and English as a foreign language, mass communications, mathematics and physics. Applications should be filed as soon as possible. Those interested should call Mrs. Fields, Ext. 8348.

### ROOM FOR A FEW IN DAY CARE

The Penn Children's Center has openings for a few four- and five-year-olds in its day care program, which takes care of Penn and community children from 7:45 a.m. to 5:30 p.m. daily on a sliding-scale fee basis. The University provides space in 1920 Dining Commons for the day care program, now in its first year. Contact Ms. Jackie Perry at Ext. 5268 for information on present admission or on wait-listing of three-year-olds.

## OPENINGS

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).

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

BUSINESS ADMINISTRATOR II (1/15/74).

COMPREHENSIVE CARE EDUCATION ADMINISTRATOR. Coordinates administration of multifaceted educational program in comprehensive care. Participates with director in counseling medical students about comprehensive care issues. Compiles and maintains data on recommended courses and teaching aspects of program. *Qualifications:* Graduation from college or university with graduate study in education, health planning or social work. Experience in organizing educational programs and demonstrated interviewing and counseling skills. Knowledge of educational methods and materials in a medical setting. \$10,250-\$12,750 (midpoint).

DESIGNER II (2/5/74).

DESIGNER IV (art director) (2/5/74).

FISCAL EDP COORDINATOR. Responsible for appropriate utilization of the computer in departmental accounting and budget administration functions. Prepares and maintains budgets and coordinates all EDP methods. *Qualifications:* College graduate with courses in EDP, accounting, statistics and business administration or equivalent experience. At least four years' experience with EDP, accounting and budgets. Knowledge of large computer operating systems, Cobol, J.C.L., calculating equipment. Demonstrated supervisory ability. \$10,250-\$12,750 (midpoint).

JUNIOR RESEARCH SPECIALIST, Physics (2/5/74).

JUNIOR RESEARCH SPECIALIST for computer analysis of data relating to solar heating and cooling of buildings and computations programming. *Qualifications:* Degree from recognized college or university in math or equivalent computer training. Computer programming experience. \$7,750-\$9,625-\$11,500.

MANAGER OF ENGINEERING AND BUILDING SERVICES responsible for management of department buildings, shops, safety and security, maintenance, equipment and supervising shops' staffs. *Qualifications:* Degree in mechanical engineering or equivalent experience. Knowledge of and ability to perform varied mechanical tasks and design and drafting work. At least five years' experience. \$11,800-\$14,700.

SENIOR SYSTEMS ANALYST (2/5/74).

TECHNICAL WRITER I responsible for technical writing and editing of manuscripts, reports, etc. and acting as liaison between author and publisher. Assists in guaranteeing accuracy of material and in distributing final documents. *Qualifications:* Graduation from recognized college or university with coursework in appropriate sciences. Two years' experience as writer or editorial assistant. Knowledge of typography, layout and editorial preparation. \$7,750-\$9,625-\$11,500.

### SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, medical school. Extensive administrative, supervisory and secretarial duties. Responsible for

complex budget estimates. May edit or prepare manuscripts. *Qualifications:* Extensive clerical/secretarial experience. Ability to supervise others. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT II, medical school (2/12/74).

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

ANIMAL LAB SUPERVISOR I (2/12/74).

ANIMAL LAB TECHNICIAN (2/12/74).

CLINICAL SECRETARY, veterinary school (2/12/74).

COMPUTER OPERATOR, data processing office. *Qualifications:* Graduation from high school. Approximately one year of experience in operation of EDP equipment. \$6,250-\$7,350-\$8,450.

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

ELECTRONIC TECHNICIAN/ENGINEER to service NMR and EPR equipment and other mass and infrared spectrometers and assorted electrical and electronic equipment. *Qualifications:* Military or technical school training or Associate degree and experience. \$9,825-\$11,400.

KEYPUNCH OPERATOR I, data processing office. *Qualifications:* graduation from high school. Familiarity in operating IBM 029, 059 and 129. Six months' to one year experience in key-punch and verifying. \$5,050-\$5,875-\$6,675.

KEYPUNCH OPERATOR II, data processing office. *Qualifications:* Graduation from high school. Familiarity with IBM 029, 059 and 129. Two years' experience in keypunch and verifying. \$5,425-\$6,325-\$7,225.

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

MECHANICAL ESTIMATOR (1/15/74).

PAYROLL CLERK (2), personnel information services (2/12/74).

PSYCHOLOGY TECHNICIAN II (2/12/74).

RECEPTIONIST, business office on campus. *Qualifications:* Good, accurate typing. Ability to deal effectively with people both in person and by phone. Some experience preferred. \$4,725-\$5,450-\$6,175.

REPAIR & UTILITY SHOP FOREMAN to supervise plumbers and roofers. Plans and schedules all work, installation of new equipment and maintenance of present facilities. *Qualifications:* Journeyman plumber with master plumber's license from City of Philadelphia. Seven years' experience in jobbing, industrial and scheduling work. \$10,875-\$12,425-\$13,975.

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

RESEARCH LABORATORY TECHNICIAN III, (2), tissue culture; bacterial culture (2/12/74).

SECRETARY I, II (4), III (8) (1/8/74).

TECHNICAL SECRETARY, medical school (2/12/74).

TECHNICAL TYPIST, medical office on campus (2/12/74).

### PART-TIME (A-4)

DRIVER, crew bus. Valid driver's license required. Hours: 3-7 p.m. daily plus some Saturdays.

PRINTER to operate all printing and duplicating machines including plate maker, Xerox machine, ditto, etc. Full-time for 5 months, possibly permanent.

SECRETARY II. Full-time through June. *Qualifications:* Graduation from high school. Several years' secretarial experience. Excellent typing, shorthand.

SECRETARY II. Excellent typing. Ability to take fast, accurate notes, not necessarily shorthand. Dictaphone. Two days per week, must have somewhat flexible schedule.

TYPIST II. Full-time through June. *Qualifications:* Excellent typing. Some experience preferred.

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