

Almanac

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MEMBERS OF THE FACULTY SENATE

1. In accordance with the requirements of the adopted amendment to the Senate Bylaws, Sec. 11(b) (iii), official notice is herewith given to the entire Senate Membership of the Senate Nominating Committee's slate of nominees for the incoming Senate Officers "at least 42 days prior to the spring meeting." The nominees, all of whom have indicated their willingness to serve, are:

Chairman-Elect: Ralph D. Amado, Professor of Physics
Secretary-Elect: Steven C. Batterman, Assoc. Prof. Applied Mechanics

Members of the Senate Advisory Committee (to serve a 3-yr. term beginning May 1974).

Robert F. Evans, Professor of Religious Thought
Vartan Gregorian, Tarzian Professor of Armenian & Caucasian Studies

Richard Kadison, Professor of Mathematics
Carroll Smith-Rosenberg, Asst. Prof. Hist. & Psychology
Members of the Senate Committee on Academic Freedom & Responsibility (to serve a 3-yr. term beginning May 1974):

Paul Bender, Professor of Law
Phoebe S. Leboy, Assoc. Prof. Biochemistry, Dental
Alternates: Jacob M. Abel, Assoc. Prof. Applied Mechanics; Madeleine M. Joullié, Assoc. Prof. Chemistry; John M. Stockton, Professor of Business Law

2. Again pursuant to the Bylaws Sec. 11(b) (iv) you are herewith invited to submit "additional nominations, which shall be accomplished via petitions containing at least twenty-five valid names and the signed approval of the candidate. All such petitions must be received no later than fourteen days subsequent to the circulation of the nominees of the Nominating Committee. Nominations will automatically be closed fourteen days after circulation of the slate of the Nominating Committee.

If no additional nominations are received, the slate nominated by the Nominating Committee would be declared elected. Should additional nominations be received, those nominated by petition have the right to learn the names of all other candidates and withdraw within five days after closing of petition. A mail ballot would then be distributed indicating which nominees were nominated by petition and which by the Nominating Committee. All candidates have the right to prepare, within seven days after closing of petition, and have circulated with the ballot a one-page statement. The ballot shall be circulated no later than fourteen days subsequent to the close of nominations. Voting shall be noncumulative. The polls shall be closed fourteen days subsequent to the circulation of the ballots.

—Stephen A. Ross, Secretary

*Regular Spring Meeting: Wednesday, April 17
3-6 pm, 102 New Chemistry Bldg.*

INA COUNSELING SERVICE ENDS

February 27, 1974

The Insurance Company of North America has notified the University that it will close its insurance counseling services and will discontinue the payroll deduction program of insurance to faculty, staff and employees. Although current policies have anniversary dates of April 15, INA has agreed to continue the payroll deduction program until July 15. Additional details and instructions will be mailed to policyholders within the next two weeks.

—Gerald L. Robinson, Exec. Dir., Personnel Relations

NO ALMANAC MARCH 12

In honor of the spring break (and our budget) *Almanac* will not publish on March 12 unless something desperately important has to be said.

—The Editors

IN THIS ISSUE

- *State of the School of Social Work (Shoemaker)*
- OPENINGS • ADM. ASSEMBLY: *Nominations*
- THINGS TO DO • LETTERS • *Telephone Update*

Centennial Chair: Dr. Cohen

Dr. Hennig Cohen, a member of the department of English since 1956, will become John Welsh Centennial Professor of History and English Literature in July. The chair is presently held by Dr. Theodore Hornberger, who will be named Emeritus Professor of English at the end of the academic year.

Dr. Cohen is known especially for his extensive work on Herman Melville. He is executive secretary of the American Melville Society and founder and editor of *The Melville Newsletter*. From 1957 until 1970 he was editor of *American Quarterly*, published at the University. He has been a Guggenheim Fellow and a Fellow of the American Council of Learned Societies. The most recent of his several books is *Folklore of the American Worker* (with Tristram Coffin), 1972. Dr. Cohen served on the editorial boards of *American Quarterly*, *America: History and Life*, and *American Literary Realism*.

He is currently in Great Britain as the first Visiting Fulbright Professor of United States Studies at the University of London.

DEATH OF DR. EILERS

Dr. Robert D. Eilers, Professor of Insurance and Health Economics and executive director of the Leonard Davis Institute, died Friday at 43. Memorial services are being arranged for March 19 through the Chaplain, Ext. 8456.

Board of Overseers for SSW

As announced in Dean Louise P. Shoemaker's State of the School message (page 2), the School of Social Work has formed a Board of Overseers with the special duty of serving as a link between SSW and the large community it serves. Mrs. Anderson Page, former chairman of the School's advisory board, chairs the new board. Its other members: Mrs. Arlin Adams, Philadelphia; Ms. Taylor Anderson, president, School of Social Work Alumni Association; Robert J. Callaghan, Esq., Philadelphia; Harold J. Caster, Reading, Pa., for whom the School's building was named last year; Lee Driscoll, Jr., senior vice president, ARA Services and member, United Fund executive committee; Dr. Robert Eilers, Professor of Insurance and director, Leonard Davis Institute; Donald B. Hurwitz, executive vice president, Federation of Jewish Agencies; Dr. Katherine A. Kendall, secretary general, International Association of Schools of Social Work; Mrs. Morton A. Langsfeld Jr., Elkins Park; Dr. Esther Lazarus, former director, Baltimore Department of Social Services; Rt. Rev. James T. McDonough, director, Catholic Social Services, Philadelphia; Miss Elizabeth Madeira, Bryn Mawr; William G. Nagel, executive director, American Foundation; Mrs. Irene Pernsley, regional director, State Department of Public Welfare; Dr. Eugen Pusic, professor, University of Zagreb (Yugoslavia); Robert Reifsnyder, executive director, United Fund; Mrs. Jack Robbins, president, Pennsylvania Mental Health Inc.; Miss Willie V. Small, director, Children's Services, Inc.; Benjamin Sprafkin, executive director, Jewish Family Service of Philadelphia; Robert L. Trescher, Esq., University Trustee; the Hon. Francis L. Van Dusen, Circuit Court, Philadelphia.

Fifth in ALMANAC's series of state-of-the-school messages is by the new Dean of the School of Social Work. The following round-up is based on an annual report she prepared last fall.

State of the School: Social Work

by Louise P. Shoemaker

Two full years under the leadership of an acting administration left the School of Social Work in an ambiguous position which has now begun to be resolved through a number of decisive actions. The first was that in April, 1973, President Meyerson named a full-time Dean of the School and Tybel Bloom was named Associate Dean for Academic Programs. Both of us have been on the faculty of the school for some time, and we have been eager for the movement of the school towards a new master's program, a new advanced certificate program, the development of a postdoctoral research center, and an undergraduate program in social work.

A second decisive action was the adoption by the faculty of a plan for a new master's program, the culmination of two years' work by faculty, students, and field agency personnel. While the details of the program appear later in this report, it should be noted here that the planning, involving as it did all faculty, many students, and literally dozens of agency personnel, raised many questions and brought differences out in the open, and also provided the vehicle for positive, constructive work during a very difficult period for the school.

Third, last year saw the beginnings of planned faculty development for our School. Dr. Joseph Soffen has assumed responsibility for this area of planning with and for faculty the kinds of study and work needed to actualize our curriculum.

Fourth, Louise Page, chairman of the School's Advisory Board, worked closely with us during the period of acting administration to provide continuity for the School. Her efforts helped create a new plan for the Board to be renamed the Board of Overseers.* The new Board members in effect provide a subcommittee or task group concerned with the School's interests at the federal, state and local levels.

And of course on Alumni Day May 19, the building that houses us was named the Caster Building, in honor of Harold Caster and his sisters. Mr. Caster, a 1922 graduate of the Wharton School, is a benefactor of the University and chose the School of Social Work building to bear his family name because of his convictions about social work. Mr. Caster is a supporter of many philanthropic activities in Reading, Pennsylvania, where he and his wife make their home.

The One University theme of the University Development Commission began to be implemented during this academic year. Its thrust and purpose were advanced by the appointment of the Commission's cochairman, Dr. Eliot Stellar, as Provost. Dr. Stellar has agreed to work closely with the School in planning and implementing programs which should enhance our standing as a professional school, and he is following through on this by working with a faculty group designing the postdoctoral research center.

A second aspect of the One University theme in which the School of Social Work moved ahead is in increased interdisciplinary courses, the appointment of school faculty to University committees and task groups, the appointment of faculty from other schools to the school faculty—(Elias S. Cohen, Community Medicine; Dr. Walter R. Cuskey, Community Medicine; James O. Freedman, Law; Dr. William J. Mellman, School of Medicine; Dr. Otto Pollak, Sociology; Dr. Samuel O. Thier, Medicine) and identification of persons and/or programs from other departments and schools with potential resources for our program. A new bookkeeping system within the University revealed a great number of students from other schools taking courses in the School or in courses taught by School faculty in other parts of the University, notably in the undergraduate Urban Studies program. Three courses in that program and two Freshman Seminars given by our faculty were oversubscribed very quickly. Three of our faculty members are also in leadership positions in the all-University organization of black faculty and staff members.

A group of mini-courses was given jointly by the schools of Medicine, Nursing, Allied Medical Professions, and Social Work in the winter period between semesters. These were highly successful and suggest similar arrangements with other schools and new patterns of giving course content.

Even while the faculty was busy designing the new curriculum, the needs of current students came first. New units were added with faculty appointments in field supervisory positions: two in the West Philadelphia Mental Health Consortium, one in Corrections at the State prison at Graterford, and one in the Get Set program. The variety of professional activities available to students in these new units was matched by some of our "old standbys"—agencies and services moving into new and exciting areas of work and new ways of giving service. The willingness of agencies to place and support students in such new settings was indeed gratifying.

*See page 1

The two outstanding new programs now under way are the MSW and DSW sequences, coordinated respectively by Dr. Tybel Bloom and Dr. June Axinn.

THE MSW PROGRAM

In the Fall of 1973, the School of Social Work inaugurated a new master's degree program, based up newly defined goals. A number of developments have converged which require a reformulation of the purpose and scope of objectives for the master's degree. These trends include the shape and press of contemporary social problems; the explosion of knowledge in the social and behavioral sciences and in the profession of social work; the reorganization and expansion of social work education over a continuum extending from Community College preparation of personnel for human services through postdoctoral study; and, the experience of our MSW graduates who are thrust into positions of professional leadership immediately upon or very shortly after graduation. Therefore, in light of new demands, the new MSW program will educate for advanced professional roles and activities, such as innovative direct practice (setting up new programs), supervision and staff training, administration, research, policy planning and consultation. An undergirding thrust for the entire program will be practice for social change and for distributive justice in meeting basic human needs.

The two-year program of concurrent class and field practice, with an intervening summer of independent study related to individual student need, will combine a common professional base to be mastered by all students, with breadth and depth in one of four specialized areas: Criminal and Juvenile Justice; Education; Health; Urban Family. Each of these areas is broadly conceived to include present and future services and will offer interdisciplinary study of the history and philosophy, the organization, the legal aspects, the major issues, etc., of these institutions of society, as well as the social service delivery systems and professional methods and responsibilities. To achieve this combination of common core and specialization, the program will be organized as follows:

First term consists of a core program for all students, affording an integrated foundation which will permeate all of the courses and continue through the entire program. This base consists of the interpenetration of the following set of commitments which students will be expected to comprehend, incorporate, and act on progressively in the course of their professional study and development: professional values; an holistic approach to social work; a social change objective of distributive justice with a priority to work toward the eradication of racism in our society; and professional development of the student, which includes a spirit of independent inquiry and the use of the self as a professional instrument. *Second term* will focus on the core knowledge in each substantive area. All students specializing in a particular area will be expected to master this basic content.

Third term will permit concentration in one phase or area of a specialization of interest to the student, thus developing further depth and expertise as well as further individualization of learning experiences. Taken together, the second and third terms, plus the intervening summer, are viewed as a period of concentration in a substantive area.

Fourth term will offer a core program for all students focusing on problems, issues, and developments of concern to the profession as a whole. In this final period, students from the various specializations will again learn together, emphasizing the use of specialized knowledge toward common goals.

In order to achieve the educational objectives outlined, criteria for admission to the program have been redefined. Qualifications specify persons who are already committed to a career in social work, as evidenced by a bachelor's degree in social work (or an undergraduate major in social welfare) or successful work experience in social work plus an academic background in the social sciences.

THE DSW PROGRAM

Recent expansion and development of the Social Work doctoral program has resulted in both students and faculty being enthusiastically invested in learning and growth. This investment has

produced interaction with other disciplines, particularly city planning, business and health care, administration, and law, with one such interaction being increasingly identified as central to learning to respond to mental health needs. Expanding this interaction as well as refining the current ad hoc interdisciplinary arrangements would be the central thrust of the programmatic request. In addition, the support would enable continued expansion of the social work education program and continued involvement in areas of study and manpower shortages related to the urban crisis.

The Curriculum. The program combines general basic education for all students with specialized concentrations in individualized track programs. In addition, all students are offered an opportunity for field study experience in their chosen area of specialization. The entering year of doctoral work is designed as an entirely academic year. Students are enrolled for two semesters each, in core courses in three areas of study: (1) Theory and its Relationship to Social Work Practice; (2) Research: Methodology and Uses; (3) Values and Policy in Social Welfare. Additionally, students with an inadequate knowledge of statistical analysis are required to take a one semester graduate course (noncredit) on campus. The residential year program includes elective seminars in the student's area of specialization both at the school and in other campus programs.

Field study may occur during the summer or in the second year of the program. It is accompanied by a track seminar in the area of process specialization selected by the student—i.e., social policy planning, education, research, advanced practice or administration. It should be noted that the placing of the field study assignment after a year of full-time study means that students have had an intensive academic experience and have been able to develop a sophisticated conceptual base for practice implementation. Further, it means that each student has an opportunity to be involved in expanding and developing his own individual educational program.

Placing the field study at this stage in the curriculum enables students to make knowledgeable choices about a field of concentration, and it is not uncommon for students to shift their process tracks during the course of the first year. Field study assignments during the past two years have reflected maturation of student interests. They have been varied and innovative. Examples include teaching assignments in schools of social work (community colleges, undergraduate B.A. programs, master's programs)—at such diverse institutions as Temple University, University of Pennsylvania; staff development (Child Care Service of Delaware County); research (West Philadelphia Mental Health Consortium, Norristown State Hospital, Health and Welfare Council of Philadelphia, Philadelphia Regional Office of the Community Service Administration, HEW), administration (Federal of Saskatchewan Indians, Spring Garden Community Center, Philadelphia, Albert Einstein Hospital) and social planning (N.A.S.W. State Council in Harrisburg; NIMH psychiatric manpower division, Washington). It should be noted that this timing of field study enables the assignment to become a base for data collection for the dissertation, thus tying the dissertation to the total educational experience. Seminars and course work for the second year of study become related to both the practice experience and the research expectations of the program.

It is expected that most students will have completed their course work, field study and examinations by the end of the second year. In addition they should by this time have the dissertation proposal well in hand, so that the entire program is completed within three years. This expectation rests on their participation in the program on a twelve-month basis. The summer program was instituted two years ago. All first-year students and most second-year students have participated—some in course work both at the school and on campus; some in independent reading courses with individual faculty members; some in field study and some in dissertation work. Not only does the summer program permit the completion of work in three years, but it has the further effect of increasing the students' opportunity to use the educational resources of the University while permitting them to maintain their involvement and therefore intensify their doctoral study throughout the year without interruption. The diversity of the summer educational activity reflects the individualization of

the student plans; the large enrollment reflects the students' heightened involvement and educational commitment. As a result, the School expects the students will be more likely to graduate and that the time between entrance and graduation will be reduced. The intensity of the experience should increase the quality as well as the quantity of graduates.

Interdisciplinary Developments One major result of the residential year's requiring full-time academic study has been that the students have increased opportunity to explore other University programs and other related disciplines. Thus, one student with a particular interest in the administration of mental health programs is involved with a Law School study on health programs for the poor. This same student has also taken extensive work in the health care administration program in the Wharton School. Another student combined the work of his DSW with an interest in city planning and received an additional degree from that department. One student, entering in September 1972, has received a Master of City Planning degree and will combine work for his DSW with work for a law degree. All of our students have course work in other departments; and increasingly, students from other parts of the University are enrolled in courses at this school. The faculty involved in the doctoral program have reaffirmed an interest in such an interdisciplinary thrust, and the students' enthusiasm has facilitated the effort. The large number of students with an interest in the education tract has encouraged the development of interrelationships with the Graduate School of Education and the possibility of joint programs with both this school and the Graduate School of Fine Arts (City Planning) is foreseen.

OTHER PROGRAMS

The major achievement in continuing education for the School was to design and carry through a series of courses for community workers for which they could receive college credit. Working with CGS, the courses allow persons from Board of Education and other community programs to initiate a career ladder through college credit. A total of nine courses was set up: while some were repeated for new groups, it was possible for a participant to accumulate six college credits in the series.

Continuing Education was assigned to a faculty member as a major administrative task for 1973-74. The great number of requests for courses, institutes, etc., indicate the need to set priorities in relation to other parts of the School's program and its capabilities.

Publication of *The Century of the Child* marked the beginning of *The Social Work Process* series and a continuation of the School's long history of publications focused on professional social work practice and education for the profession. The annual publication of the *Journal of Social Work Process* in hardback proved financially impossible. The reception of the new format—a monograph of some 59 pages—has been enthusiastic and a second printing of 2,000 copies may be called for. It is our intention to continue the series with at least one monograph each academic year. Together with the Alumni Association, the School started a Newsletter to be sent four times a year to alumni, other schools of social work, and agencies in the region.

Supplementing an already outstanding library, the Rosa Wessel Memorial Collection is adding a new dimension to the Ruth E. Smalley Library. The Collection was dedicated on March 17, 1973, as a memorial to one of social work's outstanding educators. It provides books in some of the areas of Dr. Wessel's interests, such as philosophy and literature and social ethics—books which could not be afforded through the library's regular budget, chosen by a selection committee whose membership includes Dr. Herman Wessel.

"Educating for Social Change: A Professional School in a University" was the theme of the second annual Ruth E. Smalley Symposium on Social Work Education held May 25, 1973. Ruth Smalley herself spoke to the luncheon audience which included many alumni from up and down the Atlantic seaboard.

STUDENTS

An increasing number of applications resulted in an overload for the Admissions Office which processed 416 MSW applications (many more arriving after the February 1973 deadline were not processed). Admission was offered to 158 applicants: of these, 119 formed the first year master's degree class, the largest class in the School's history. One hundred and ninety eight students were enrolled in the MSW program and 10 full time in the DSW program. In addition, 44 students were in the DSW program, somewhere between completing course work and receiving the degree.

The normal pattern of most years obtained this year, with first year master's students involved in School activities to a great degree: student organizations, membership on School committees, etc. Second year students were, as usual, more oriented towards their professional development through school to agency and professional groups. In those School committees (MSW Admissions, Library, Curriculum) where students have been active, their participation has added greatly to the life and activity of the committees. Methods of orienting the student members to ongoing committee work is a problem being worked on, so that the work can move ahead as rapidly as it should.

The students, most with some social welfare experience after college, are generally better prepared for graduate work than students even five years ago. Many are graduates of undergraduate social work programs, some are shifting from careers in teaching, nursing or the ministry, and some are VISTA or Peace Corps veterans. They are critical—negatively and positively—of the curriculum, the faculty, agencies, society in general—in searching out for themselves what they feel they need to help "change society".

A Minority Program held its own this year: 119 first-year master's students included 45 Blacks, 2 Asian-Americans, and 1 Puerto Rican. The first-year doctoral class included three minority students. As financing becomes more difficult, it is anticipated that the recruitment of minority students will be even more important in developing a progressively better integrated program throughout the curriculum.

Generally, funding was difficult, especially in aid to students. Keeping within the budget was accomplished but student aid overrun needed a great deal of attention. A new system has been inaugurated in which all applicants must fill out a GAPSFS form (Graduate and Professional School Financial Aid Service) if they wish financial aid. Already the number of students accepted for next year who bring their own funding has increased tremendously. It appears the new system will make it possible to aid students on a more equitable basis.

ALUMNI

The alumni of the School came through with support for the School and its programs in many ways. Alumni Annual Giving was at its highest (more than \$12,000), activities sponsored by the Association began to generate greater interest and participation, and alumni representatives served on various School committees.

Special gifts from alumni and memorials on behalf of the alumni begin to reflect an increasing loyalty to the School on the part of newly graduated students and a reaffirmation on the part of "oldtimers". Family and friends of Mrs. Sylvia Polskin gave almost \$3,000 in Mrs. Polskin's memory. Mr. Polskin has designated this for use in reactivating the Advanced Certificate Program since his wife had been an alumna of this program and valued its meaning to her professional development.

One alumnus (who wishes to remain anonymous) wrote the following: "About 50 years ago, Dr. I. M. Rubinow and Mr. Kenneth Pray made arrangements for me to attend the School on a Working Scholarship. I have never forgotten this and the opportunity to earn a fair living for many years. Now I am retired. There are, no doubt, other young men and women in need of such recognition. In appreciation for all the kind consideration that was given to me I am enclosing my check for \$1,000.00".

The top professional award of the National Association of Social Workers was made to Elma Hope Ashton, MSW, 1940. Miss Ashton was named 1973 Social Worker of the Year for her 40 years "in the vanguard of social work".

AGENCIES

The more than 120 agencies affiliated with the School in educating graduate students for social work play a major role in educating for the profession. Efforts to work together with the agencies on the new MSW curriculum were successful in many cases and not in others. The removal of federal support of many programs and the rapidly changing and accelerating demands of clientele which affect the School affect social agencies even more directly. This places an even greater responsibility on the School to educate for a society which is in such upheaval and concurrently, to work with agencies which are struggling to meet vast and pressing human needs.

Day-long workshops were held in May for executives and heads of training in all the agencies in which students are placed. Such mutual work on educational problems, the Newsletter and other communications, and individual faculty contact in relation to policy as well as individual student needs must be carried on continuously to nurture the relationship with agencies. Work with agencies and the whole area of curriculum which is carried out in and through the students' field practice will receive special attention through Dr. Betty Lacy Jones, Placement Officer, who comes to us from the Council on Social Work Education.

COMMONWEALTH RELATIONS

The School is moving into closer relationship with several parts of the Commonwealth's agencies. The Regional Office of the Department of Public Welfare continues to be a major point of work, but on every level, that Department is so overburdened that it has been difficult for it to respond to the needs of the School.

The Bureau of Corrections is supporting an enlarged unit of students and faculty supervisor. The work of the small unit (three students and supervisor) during this academic year was so impressive that it is being used as a model for other parts of the system and our graduates are being sought out by the Bureau. Tom Carter, '69, is going to the Illinois Corrections system at the request of Allyn Sielaff, former Commonwealth Commissioner who is now Commissioner for Illinois.

The Office of Public Instruction, the Office of the Commissioner of Insurance, and Public Health Department are other contacts with which the School is working for future student placements.

JUST AHEAD...

While they have not yet begun, the planning for new programs took place during this year. The programs represent the direction of the School as we look towards maintaining the relevance of professional education for practice, strengthen the various curricular components, and create a research center to enhance the knowledge building function of the School.

Center for the Study of Social Work Practice

Planning for the Center is moving ahead under the aegis of a faculty committee of senior members working with the Provost. The Center, conceived of as a research center for long-term research into social work processes and the generation of new methodology to study the nature of social work knowledge, should provide a focal point for theory building for the profession. The form of the Center, refinement of its focus, and proposals for funding are next steps being taken by the committee.

Post-Master's Curriculum

A committee staffed by a doctoral student formulated the following proposal for a new Post-Master's Curriculum, to take the place of the Certificate or Advanced Curriculum: The purpose of (the) curriculum would be to provide the opportunity at the Post-Master's level for persons whose career direction is in professional practice and who wish to examine some issue(s) or problem(s) in social work through engaging in an organized program of study in order to further the development of practice. This proposal was adopted by the faculty for implementation in 1974.

The format for the Post-Master's Program will be two summer sessions with a practicum during the intervening two semesters to

work on the issue or problem with consultation provided by School faculty. Inquiries have already been received from interested professionals and it is anticipated that a group of ten to twelve will make up the first class in the Summer of 1974.

Undergraduate Curriculum

The Curriculum Committee of the College approved the School's plan for a two semester introductory course in social work for Fall '73. The course was also recognized by the College for Women. The continuing development of an undergraduate program in social work will be undertaken in relation to the response to its first course and to the Urban Studies courses which are essentially social welfare courses.

Mississippi Project

The School's plan to initiate a project in graduate professional education with Mississippi State University (the State of Mississippi currently having no graduate social work education) moved off paper into reality this fall. A visit from Miss Edna Ruth Davis, Director of Mississippi State's excellent undergraduate social work program, and a subsequent visit by two of our faculty to Mississippi State began to lay groundwork for a program in which we eventually hope to have 18 to 24 students involved. For the current year, four applicants were accepted for our MSW program and brought here from Mississippi. After their first year here, they will return to Mississippi with one of our faculty members as instructor in the area of practice. Two semesters in Mississippi will be followed by a final semester here.

The potential for exchange of ideas and personnel, the resources of the urban-rural combination of the two settings, and the long range goal of graduate education for Mississippi make this a rewarding and interesting project. The proposal for which funding will be sought is predicated on an annual unit of 10-12 students in each of the two years of the MSW program over a five-year period, plus fellowships for instructors from Mississippi to take the Post-Master's course here, and money for evaluative research of the project.

Penn Children's Center

A day care unit for the University community was shaped up, ready for delivery beginning September 1973. The School accepted administrative responsibility for such a project in the summer of 1971, contingent upon the involvement of neighborhood people in addition to University-connected persons. The development of this unit, too long to detail here, included a great deal of work with community groups, various parts of the University, governmental offices, etc. This was essentially a first step in what we expect will be an unusual new model for day care in Philadelphia.

For now, the Center provides direct day care for a minimum of 50 children while serving as an educational center for professionals working with young children and their families. Nursing, pediatrics, dentistry, and graduate education are some of the schools and departments whose students will make use of the Center and help provide the necessary services for the children and their families.

DIRECTION OF THE SCHOOL

The winds of change are blowing with great force against the interests of professional social work in our society: the groups served by social workers (the aged, children, the physically and mentally handicapped, runaway youth and unemployed adults, the poor) and the social problems which social workers try to help people solve or eradicate or bear (addiction, poor housing, discrimination, ignorance, hunger, lack of medical care, abandonment, imprisonment). These are all causes which run counter to the popular notion of who "merits" help. We find that the students being educated here to help create a better society stand up to the many "social obscenities and pollutants" of our contemporary culture. They are men and women who represent the School and the University with integrity and conviction. They are learning that change, instead of being capricious and arbitrary, can be channeled for constructive and benevolent purposes. The School is working in this direction through its curriculum, its faculty, and its growing research.

OPENINGS

The following listings are taken from the Personnel Office's weekly bulletins, and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail.

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)

ADMINISTRATIVE ASSISTANT TO DEAN, SAMP. Assists in varied administrative functions including supervision of work flow and staff preparation and implementation of policies, procedures, budgets and proposals. Assists with drafting of correspondence, reports and materials and related duties as assigned. *Qualifications:* High school graduation and some college training desirable. At least five years' responsible office experience, demonstrated knowledge of administrative procedures, writing skill and ability to supervise staff. \$7,750-\$9,625-\$11,500.

ASSISTANT DEAN (GSE) responsible to the associate dean for recruitment of students, admissions, student financial aid, student records for the various programs, and for advising and counseling students. Also assists the dean and associate dean with general operations. *Qualifications:* Graduation from a recognized college or university, plus experience in teaching, administration or personnel work. \$11,800-\$14,700 (midpoint).

ASSISTANT MANAGER, contract accounting, responsible to the manager. Involves administrative and supervisory duties related to the computation of charges and billings for services rendered under grants and contracts with government agencies of all levels and private contractors. *Qualifications:* Graduation from a college or university, preferably with a degree in business administration and a major in accounting. At least three years' progressively responsible administrative experience including at least one year experience in an accounting department. \$10,250-\$12,750 (midpoint).

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

BENEFITS COUNSELOR responsible for obtaining and disseminating information relative to the University's benefits programs, activities, policies and procedures. Counsels and advises employees and processes various forms. *Qualifications:* Graduation from approved college or university; extensive experience in the field may be substituted for up to two years' college. Prefer direct experience in benefits or personnel work and ability to work with people in solving their problems. \$7,750-\$9,625-\$11,500.

BUSINESS ADMINISTRATOR III. Has complete budgetary responsibility for grants and contracts of department members; processes and supervises all budgetary processes. Accounting supervision and financial reporting of grants, contracts, endowment income, departmental budgets. Supervision of business office personnel. Responsible for personnel, purchasing, auditing functions. Maintenance and revision of computer systems. Cost analysis of drafting, electronics, instrument shops. Coordination and reporting of seminar, postdoctoral and library committees. Represents department at University administrative meetings and seminars. *Qualifications:* Graduation from a recognized college or university with a major in accounting or business administration. Budget administration and supervisory experience. Ability to do extensive financial reporting. \$10,250-\$12,750 (midpoint).

DIRECTOR OF WOMEN'S ATHLETICS AND RECREATION ACTIVITIES to supervise and administer women's recreational and intercollegiate sports programs. Responsible for scheduling, developing budget recommendations, attending conferences, coaching duties as may be assigned, coordinating use of facilities, liaison with alumnae, equipment, and development of new activities. *Qualifications:* Master's in physical education and/or recreation. At least three years' experience in teaching, coaching and administration of physical education and/or recreational programs. Salary to be determined.

JOB COUNSELOR responsible to assistant director of personnel for employment and affirmative action for recruiting, interviewing and the placement of University personnel, except faculty and top

administrative positions. *Qualifications:* Graduation from an approved college or university with a major in personnel or related fields, i.e., educational counseling, psychology, sociology. Prior interviewing or counseling experience preferred. Extensive experience in the personnel field may be substituted for two years' college. \$7,750-\$9,625 (midpoint). Send resume only to Jacqui Pollard, 130 Franklin Bldg. (I6).

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

MANAGER OF ENGINEERING AND BUILDING SERVICES (2/19/74).

OFFICE MANAGER, medical area. Responsible to chairman/director for coordinating activities and maintaining complex scheduling systems; registry, extensive reprint library. Supervises and trains clerical staff, does advanced secretarial work and routine bookkeeping. *Qualifications:* High school graduate with at least two years' college preferred. Three-five years' office experience with at least one year supervisory responsibility. Thorough knowledge of office procedures. \$7,750-\$9,625-\$11,500.

RESIDENCE UNIT DIRECTOR responsible for direction and control of all functions, services and residence staff programs in the unit. *Qualifications:* Graduation from recognized college or university, preferably in the hotel management field or relevant institutional administration. At least five years' progressively responsible experience in hotel management or institutional administration. Proven managerial skills, ability to work well with staff and students, familiarity with trade practices, standards of housekeeping, safety and security. Student counseling experience required. \$8,900-\$11,975-\$13,050.

STAFF NURSE to contact gynecologists and general family practitioners in the Philadelphia area concerning DES. Record keeping on follow-up examinations of patients for five years. *Qualifications:* R.N. with background in independent clinic research. Must have working knowledge of Ob/Gyn/Oncology. \$7,750-\$9,625-\$11,500.

SUPPORT STAFF (A-3)

ADMINISTRATIVE ASSISTANT I, administrative office. Executes policy, responsible for advanced secretarial duties, making special studies, supervising part-time staff, preparing budget, maintaining office records, editing and preparing monthly newsletter, dealing with people. *Qualifications:* At least three years' responsible secretarial experience, preferably at a college. B.A. preferred, or some college. Willingness to work with people. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT I, administrative office. Excellent secretarial skills. Contact with numerous people requiring assistance and direction. Budget experience desirable. *Qualifications:* At least three years' secretarial experience. Willingness to work with people. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT I, Physics. Acts as secretary to professor, keeps records, works with financial data and budgets. Supervises secretarial pool. *Qualifications:* Stenography, typing, supervisory experience, ability to deal with people, mature judgment. \$6,250-\$7,350-\$8,450.

ADMINISTRATIVE ASSISTANT II, medical area. Assists director of large division. Handles personal agenda, travel, serves as liaison between director, staff and non-staff. Responsible for complex filing system. Supervises secretarial staff duties. *Qualifications:* At least three years' office experience. Excellent typing and shorthand skills. Ability to communicate effectively and supervise personnel. \$6,725-\$7,950-\$9,150.

ADMINISTRATIVE ASSISTANT II, medical area. Assists business manager with all budgetary and personnel matters, prepares

CAP-W WORKSHOPS: JOB COUNSELING

The Committee for Administrative and Professional Women of the Administrative Assembly offers workshops this month on the status of women at the University. Open to both A-1 and A-3 women, sessions are particularly concerned with opportunities for career development and resources for job counseling. Workshops are March 5, 7 and 12 from noon-1:30 p.m. Call Diane Ronningen, Ext. 5261, if you wish to attend.

TO MEMBERS OF THE ADMINISTRATIVE ASSEMBLY

In accordance with the By-Laws of the Administrative Assembly, notice is hereby given that an election to fill the positions of *Chairman-Elect; Secretary-Elect; three (3) members of the Executive Committee* to serve for a term of two (2) years, and a representative to the University Council to serve for a term of one (1) year. The election will be held at the Annual Meeting of the Assembly in April, 1974.

The By-Laws provide that the term for Chairman and Secretary will not exceed one year and that elected members of the Executive Committee may not succeed themselves without a lapse of at least one year. Members of the Executive Committee who are completing their terms and cannot succeed themselves in the same capacity can be considered as nominees for any of the vacant officer positions (Chairman-Elect and Secretary-Elect). The current officers and members of the Executive Committee are:

Chairman: George Kidd

Chairman-Elect: Karen Gaines

Secretary: Gloria K. Olmstead

Secretary-Elect: Raymond Saalbach

Executive Committee, Terms Expiring in 1974: Donald McAleer, John Kershner, Barbara Oliver; *Terms Expiring in 1975:* Helena F. Clark, Edwin M. Ledwell Jr., Effie Thompson.

Please forward nominations to John Kershner, Chairman of the Nomination Committee. If a supporting letter indicating special information or reasons for selecting any or all of those on your list seems appropriate, please attach it. Any questions regarding the nominating process can be directed to Mr. Kershner (Ext. 6841) or to me (Ext. 7248).

—Gloria K. Olmstead, Secretary

reports, handles general office correspondence. Supervises clerical staff. *Qualifications:* At least three years' experience in general office administration. Budget experience and excellent typing. Shorthand preferred. \$6,725-\$7,950-\$9,150.

ADMINISTRATIVE ASSISTANT II, medical school (2/12/74). **ADMINISTRATIVE ASSISTANT II**, veterinary department (Lippincott Bldg.). Administers V.M.D.-Ph.D. training program, keeps financial records for training and research grant budgets, orders supplies. Responsible for personnel transactions, typing manuscripts, grant applications and routine correspondence. *Qualifications:* Five years' progressively responsible office experience. Excellent language skills, typing, shorthand/dictaphone, bookkeeping knowledge. Medical terminology helpful. \$6,725-\$7,950-\$9,150.

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

COMPUTER OPERATOR, data processing office (2/19/74). **CONTRACT ACCOUNTANT**, comptroller's office. Responsible to the manager of contract accounting for administrative organization and maintenance of office accounting records, including integration with computer output of University financial system. *Qualifications:* Completion of program in accounting. Knowledge of principles and procedures of fund account and office management. \$6,725-\$7,950-\$9,150.

DELIVERY CLERK, campus office. *Qualifications:* Ability to do some heavy lifting. Must possess Pennsylvania driver's license. \$4,400-\$5,050-\$5,700.

DUPLICATING MACHINE OPERATOR IV, residence office on campus. *Qualifications:* Ability to operate printing and duplicating machines including platemaker, xerox machine, ditto, etc. Experience preferred. \$5,825-\$6,825-\$7,825.

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

ELECTRONIC TECHNICIAN/ENGINEER (2/19/74).

JUNIOR ACCOUNTANT, campus business office. *Qualifications:* Strong background in accounting. Some experience with reading computer runs. Ability to use calculator. Some experience preferred. \$6,250-\$7,350-\$8,450.

KEYPUNCH OPERATOR I, data processing office (2/19/74).

LICENSED PRACTICAL NURSE to screen telephone calls, supervise patient traffic flow, prepare patients for examination, in-

ventory and stock examination room. Electrocardiograms, tonometry, visual acuity testing, venipunctures and fundamental lab procedures. *Qualifications:* L.P.N., two years' experience working with patients in medical facility. Experience in above procedures desirable. \$6,725-\$7,800-\$8,900.

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

MECHANICAL ESTIMATOR (1/15/74).

PROJECT BUDGET ASSISTANT, college business office. Responsible for all accounting books as well as monitoring department budgets and expenses within the college. *Qualifications:* Several years' experience in bookkeeping, budget maintenance, and/or accounting for several budgets or projects simultaneously. Bookkeeping or accounting background preferred. Some typing. Knowledge of University budgetary systems desirable. \$6,250-\$7,350-\$8,450.

REPAIR & UTILITY SHOP FOREMAN (2/19/74).

RESEARCH LABORATORY TECHNICIAN II (New Bolton Center) for bovine leukemia research project. Forty percent of time spent field collecting blood specimens. Trips to 21 cooperation farms between Connecticut and Western Maryland. Takes blood samples from cattle, often at odd hours. Remainder of time spent in hematology lab at New Bolton. *Qualifications:* A man is needed because many of the trips are to penal institutions where women are not allowed. Training in clinical hematology (medical technology) required. Must be able to travel and have means of transportation. \$6,675-\$7,775-\$8,875.

RESEARCH LABORATORY TECHNICIAN II, undergraduate students' lab (12/4/73).

RESEARCH LABORATORY TECHNICIAN III, renal physiology research laboratory. Performs and assists in quantitative and qualitative analysis of body fluids and tissues including flame photometry and autoanalyzing techniques. *Qualifications:* College degree in chemistry or biology. At least two years' working experience in inorganic quantitative analytical chemistry. \$7,525-\$8,825-\$10,100.

RESEARCH LABORATORY TECHNICIAN III. Makes solutions, uses balances, centrifuges and radioactivity counter; assists in metabolic and chemical experiments; works up columns, purifies enzymes, works with computers. *Qualifications:* Degree and one to five years' experience in above categories. Familiarity working with proteins and assays. \$7,525-\$8,825-\$10,100.

RESEARCH LABORATORY TECHNICIAN III to do enzymatic assays, spectrophotometric, colorimetric, platelet preparation, aggregation, release, radiochemical assays, immunological assays. *Qualifications:* B.S. or preferably M.S. in chemistry, knowledge of biochemistry desirable. At least two years' lab experience and knowledge of coagulation. \$7,525-\$8,825-\$10,100.

SECRETARY II (17), III (6) (1/8/74).

MEDICAL SECRETARY (3). *Qualifications:* Excellent secretarial skills, medical terminology desirable. \$6,250-\$7,350-\$8,450.

SECURITY GUARD to patrol assigned areas, enforce traffic and parking requisitions, furnish information upon request. *Qualifications:* Ability to qualify with gun, willingness to complete the Security Officer Academy.

SENIOR BOOKKEEPER, comptroller's office. *Qualifications:* Strong bookkeeping background. Ability to operate adding machine and calculator. Several years' experience required. \$5,825-\$6,825-\$7,825.

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

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

TYPIST II, business office on campus. *Qualifications:* Excellent typing skills required. Some experience preferred. \$5,050-\$5,875-\$6,675.

PART-TIME (A-4)

ANIMAL LAB TECHNICIAN to keep animal room clean, feed animals and do general assisting. Approximately 10 hours/week.

SECRETARY II (2) Graduation from high school. Several years' secretarial experience. Excellent typing, shorthand required on one of the jobs. One job full-time through June. The other 3 days/week.

TECHNICAL SECRETARY Excellent typing and shorthand. Knowledge of French. 20 hours/week, flexible.

SUPPLEMENT TO FACULTY-STAFF DIRECTORY

The names here represent additions or changes in the 1973-74 Faculty and Staff Directory. The first supplement was published in Almanac February 5, 1974. Changes in telephone numbers or addresses should be sent to Mrs. Ruth Iskoe at the Telephone Service, Ext. 8664.

Bar Allen H, Dr	829-3000	Instr Surg, Penna Hosp
Bartow Deborah G	4977	Adm Asst Wh-Sloan CTS Prog, W-105 DH/CC, 510 N Chester Rd, Swarthmore
Bass Eugene J, Dr	8991	Assoc Oral Surg, Dent/A1, 36 Spring Mill La, Cherry Hill, NJ
Borton Terry, Dr	7030	Lect Commun Med, 104 ASC/C5, 59 Westview
Cayten C Gene, Dr	6911	Assoc Surg & Commun Med, CoDir Ctr for Emer Care, 4219 Chester Av/S3, 3601 Hamilton
Chen Robert C, Dr	7745	Asst Prof EE, 274 Moore/D2, 4701 Pine
Claflin Carol E	8445	Asst to Dir Annual Giv, 611 FB/16, PO Box 7491, Phila 19101
Fishman Jack	4978	Coord Wh-Sloan CTS Prog, W-105 DH, 119 S Beechwood *Wh Grad, VanceH/CS
Harman James W	4853	Assoc Dev Off, E-111 DH/CC, 234 S State, Newtown
Kolb Mary W, Mrs	8952	Exec Sec Dent Alumni Soc, Dent/A1, 5337 Larchwood Av
Lyle Jack, Dr	7030	Lect Commun, 104 ASC/C5, Reston, Va
Neenan John P, Dr	3-2071	Postdoc Fel Harr Surg, 1520 Ravidin/G1, 4238 Spruce
Norman M. Frank, Dr	5102	Assoc Prof Psychol, 3815 Walnut/T3, 516 Winding Way, Merion
Richers E Patricia	8951	Sec Dent Dev, 641 FB/16, B315 Merion Ter, Upper Darby
Schilling William	6277	Upperclass Aid Off, Stud Finan Aid, 219 LH/CN, 1011 Childs Av, Drexel Hill
Shada James E	6118	Asst VP for Commonwealth Rel, 625 FB/16, 472 Maplewood Av, Springfield

THINGS TO DO

LECTURES

Exhibit of *paintings, drawings and sculpture by faculty of the Towne School* debuts with the Spencer lecture on Humanism vs. Technology by journalist Ben Bagdikian. Both at Alumni Hall, Towne, March 5, 3 p.m. Exhibit open until 5:30 p.m.

Senator Walter F. Mondale of Minnesota speaks on presidential accountability at a Connaissance lecture at Irvine Auditorium tonight, March 5, 8 p.m.

A Kind of Power. Jayne lecturer Dr. Alfred B. Harbage talks about the Shakespeare-Dickens analogy this evening and on March 6 and 7. Prince Theatre, 8:30 p.m.

Higher Education In An Ancient-New Country: Contrasts In Burma. GSE Colloquium Committee sponsors a talk tracing the development of higher education in Burma by Professor Daw Mya Sein of the University of Rangoon and former chairman of Rangoon's board of education. Room B-27, GSE, March 6, 12-2 p.m. Bring your own lunch.

The Woman Poet II. Readings by Valentina Sinkevitch, Patience Merriman and Laurie Marshfield. CA, March 6, 8:30 p.m.

Junior Science and Humanities Symposium, sponsored by the Graduate School of Education for Delaware Valley high school students, includes lectures by Penn faculty which are open to the community: Cret Emeritus Professor Louis I. Kahn, Rainey Auditorium, Museum, March 7, 10.15 a.m.; Dr. Joseph Bordogna, Associate Dean, Engineering and Applied Science, Alumni Hall, Towne, March 8, 9 a.m.; R. Buckminster Fuller, World Fellow in Residence, Science Center, Rainey Auditorium, March 8, 2:30 p.m.

EXHIBIT

Morgan State Artists. Paintings, drawings, sculpture and photography of 15 Morgan State College students. Bowl Room, Houston Hall, March 10-20. Sponsored by Morgan-Penn Project and Penn Union Council.

LIVELY ARTS

War or Peace: 1976 film festival: Three films: *If There Weren't Any Blacks, You'd Have to Invent Them; Is It Always Right to be Right?; Neighbors.* Discussion: "Why Do People Hate Each Other?" with Dr. Allan Teger, Psychology; Dr. Ann Beuf, Soci-

ology; and Dr. Alan E. Mann, Anthropology. Rainey Auditorium, Museum, March 7, 7-10 p.m.

The Dance of Death. Zoe Caldwell and Robert Shaw in the Papp production of Strindberg's play. Zellerbach Theatre, through March 16, 8 p.m.; Wednesday and Saturday matinees, 2:30 p.m. Tickets: Ext. 6791.

LETTERS

ON STUDENT HEALTH

In the issue dated January 15, 1974, *Almanac* published the recommendations of the Student Health Review Committee. Few of your readers are aware that those recommendations bear little relation to any information developed in the body of the report. Rather the recommendations seemed to be concerned with promoting a system of medical care within the University which has only a peripheral relationship to the Student Health Service. It is unfortunate that such motives prevailed and that an excellent opportunity to make realistic recommendations which would have enabled us to improve the quality and quantity of medical care for students was lost.

Separately we will file a lengthy response to the report. Since it is unlikely that any of your readers will ever see the response, they should know at least that the report contains errors of fact, quotations out of context, badly paraphrased interview statements, accusation without substantiation, constant search for and emphasis on negative findings, improper and inadequate sampling and evaluation techniques and absolutely no fair presentation of strengths and accomplishments. Whenever the latter crept into the report it was acknowledged almost reluctantly. Certainly it received no attention in the conclusions and recommendations.

Initially our response was one of angry disbelief. However, it has since become one of disappointment. What could have been a constructive, objective evaluation unfortunately degenerated into a destructive, subjective devaluation. The "Review" has accomplished nothing except to affront a great many people who have done an excellent job with the funds and facilities provided them.

—The Staff of the Student Health Service

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