

# Almanac

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## PROGRAM FOR THE EIGHTIES

\$255 Million for the University of Pennsylvania

A hexagonal design bearing the legend "One University," is the symbol of the \$255 million Program for the Eighties. The symbol is derived from a chart used widely by Dr. John Hobstetter in academic planning sessions with faculty, Trustees and others over the past two years. Its network of lines denotes the web of collaborative relationships that ties together the arts, the sciences and the professions—all of the fields of learning, theoretical and practical, to be found on Pennsylvania's unified campus. Each junction point represents an area of study. One of the aims of the Program for the Eighties is to strengthen these mutually constructive ties, so that Pennsylvania may serve its students and society as a total institution greater than the sum of its parts.

The goal is set: \$225 million for Penn by 1980.

Advance gifts are in hand which, by fund raisers' rules-of-thumb, mean the goal is reachable: \$45.8 million in gifts and pledges, of which \$32,435,000 from 45 Trustees sets a new national record—the highest per capita giving by any such body to any modern American University. The rest of the \$45.8 million came from those same Trustees' early solicitation of foundations and friends.

Those were the key announcements by Trustees Chairman Donald Regan Friday afternoon, October 3, 1975, the day the University of Pennsylvania unveiled its Program for the Eighties as a "people and programs" campaign with just enough bricks-and-mortar to make an environment for the people and the programs.

The quote of the day came earlier, in Dr. John Knowles' morning talk\* on what Penn's campaign means for higher education in the nation. The president of the Rockefeller Foundation called Penn's Development Commission Report with its One University theme a "magnificent conception" in a day

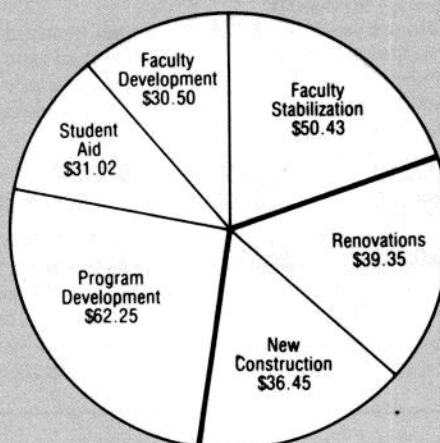
when universities have become lopsided, unbalanced, and vulnerable: "If you can restore the idea of unity of knowledge, it will be of fundamental, prime importance to higher education in this nation."

He also said Penn is the only major fund-raising institution today that has put fiscal responsibility up front, a theme Trustee Robert G. Dunlop gave full meaning to in his own address. Pointing to the University's basic fiscal stability despite the recent deficit years, he stressed the financial facts-of-life that make it hard for universities to meet inflation and recession as government or business might do: unlike governments, they cannot tax, and unlike industry they cannot raise prices to cover true costs.

He praised the forbearance of faculty and staff who went without increases temporarily to ensure a sound budget as the campaign begins, but pointed out that "the sponge is dry" for

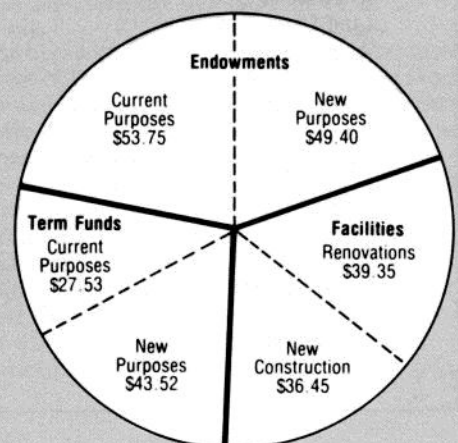
*\*All of the texts of the morning, noon and afternoon sessions will be published in a special Almanac supplement to be mailed within the next two weeks to the University community.*

Chart I  
PURPOSES OF FUNDS SOUGHT  
(IN MILLIONS)



As Chart I shows, some 70% of the \$255 million goal is for people and programs. Chart II shows how the campaign is expected to overcome what Trustees call Penn's underendowment compared to sister institutions of similar age and quality, by seeking permanent endowment and term funds. On page 2 are figures for allocation of the goal to specific schools and programs.

Chart II  
NATURE OF FUNDS SOUGHT  
(IN MILLIONS)



# PROGRAM FOR THE EIGHTIES: Academic Development Goals

As Proposed October 3, 1975 (In Millions of Dollars)

## I. FOR THE SCHOOLS

School	For Faculty	For Programs	Student Aid	Construction	Renovation	Total
Allied Medical Professions	\$ 1.000	\$ .750				\$ 1.750
Annenberg (Communications)	.425	.200	\$ .075			.700
Faculty of Arts and Sciences	24.500	4.000	10.500	\$ 3.500	\$ 2.500	45.000
Education	1.250	.500				1.750
Engineering and Applied Science	4.000	1.000	3.050		2.500	10.550
Fine Arts	1.500	.500	1.500		1.000	4.500
Dental Medicine	3.500			3.250	1.750	8.500
Law	3.000					3.000
Medicine	17.000	13.000		15.000		45.000
Nursing	1.500	1.000				2.500
Public and Urban Policy	2.000	.600	1.000	.400		4.000
Social Work	.500	.750		1.200		2.450
Wharton	6.000	3.000	4.900		6.100	20.000
Veterinary Medicine	2.000	1.500		7.500		11.000
<b>Total for Schools</b>	<b>\$68.175</b>	<b>\$26.800</b>	<b>\$21.025</b>	<b>\$30.850</b>	<b>\$13.850</b>	<b>\$160.700</b>

## II. PROJECTS FOR A LEARNING ENVIRONMENT

	For Faculty	For Programs	Student Aid	Construction	Renovation	Total
Academic Opportunities		\$ 11.000				\$ 11.000
College Houses		2.000			\$10.500	12.500
Library		8.000				8.000
Research Foundation		5.000				5.000
General Student Aid			\$10.000			10.000
Deanships	\$ 6.000					6.000
University Professors	6.000					6.000
Visiting Professors	.750					.750
Museum					2.500	2.500
Gallery				\$ 1.000		1.000
Annenberg Center		3.000				3.000
Athletics and Recreation				3.500		3.500
Arboretum		.750		1.100		1.850
University Press		.500				.500
Houston Hall					1.300	1.300
Educational Technology		1.000				1.000
Landscaping					4.100	4.100
Land Acquisition		4.200				4.200
Rehabilitation					4.930	4.930
Hospital of the University of Pennsylvania					2.170	2.170
<b>Project Totals</b>	<b>\$12.750</b>	<b>\$35.450</b>	<b>\$10.000</b>	<b>\$ 5.600</b>	<b>\$25.500</b>	<b>\$ 89.300</b>
<b>School Totals</b>	<b>68.175</b>	<b>26.800</b>	<b>21.025</b>	<b>30.850</b>	<b>13.850</b>	<b>160.700</b>
<b>Goal Totals</b>	<b>\$80.925</b>	<b>\$62.250</b>	<b>\$31.025</b>	<b>\$36.450</b>	<b>\$39.350</b>	<b>\$250.000</b>
<b>Campaign Costs</b>						<b>5.000</b>
<b>Total Gifts Required</b>						<b>\$255.000</b>

solving financial problems by cost-cutting and it is time for a wholly new financial understructure to be built for Penn via this campaign. Overcoming a history of underendowment is one of the key elements in the "nature of funds sought" shown on page 1's Chart II.

At lunch, Dr. F. Gerard Adams gave an overview of the economy that was cautiously optimistic: a recovery of growth at perhaps 3%, with America facing the fact that higher past growth patterns are not to be resumed.

For the larger gathering Friday afternoon in Zellerbach Theatre, the reconvened Stated Meeting of the Corporation was opened before an audience of some 500. Chairman Donald Regan went straight to the business at hand: the introduction of Bernard G. Segal's resolution. As if the "Sunshine Law" had been created especially to let Penn people see what their Trustees do and how they do it under the awesome circumstances of launching a major campaign, business went forward in a hushed and underplayed fashion: Is there a second to the motion? "Second," came several voices. Then the unanimous vote, and a few seconds' hesitation before the audience began its prolonged applause.

President Martin Meyerson called a role of "people and programs" already created by the advance giving, each again an occasion for applause. Longest ovation of the afternoon was for President Emeritus Gaylord P. Harnwell and his years of leadership that "gave Pennsylvania for the first time a physical plant worthy of it."

Trustee John Eckman outlined a comprehensive campaign plan in which no stone is to be unturned locally nor across the nation, reading out the names of those who will be turning the stones and adding the name of Dr. Knowles, who in his morning talk spontaneously asked if he could join the New York State committee.

As at all stated meetings, Chaplain Stanley Johnson was called upon. "They asked me if I had a \$255 million prayer," he began, "and I had to reply that they don't come in denominations." Then he prayed.

And what Pennsylvania Secretary of Education John C. Pittenger proudly called "this audacious campaign" was on.

## **\$1.1 MILLION TOWARD SALARIES**

Capital gains for 1974-75 will be applied toward increasing salaries and wages "to be given at an appropriate time in the 1975-76 fiscal year," the Trustees voted at Thursday's open session. The \$1.1 million gain was reported last month as held for purposes to be determined by the Trustees. Other Thursday actions:

## **SECRETARY OF THE CORPORATION: DON SHEEHAN**

The Trustees elected Donald T. Sheehan to succeed William G. Owen as Secretary of the Corporation, and formally confirmed Mr. Owen's position as Vice-President for Development and University Relations as endorsed earlier by their Executive Board. They also formalized E. Craig Sweeten's title as Senior Vice-President, Program for the Eighties.

Mr. Sheehan will be both Secretary of the Corporation and Director of Communications (a new title for the post he has held as Director of Public Relations in the past), and will continue his work in setting up and working with boards of overseers and other groups relating to schools and colleges.

## **FAS ASSOCIATE DEAN: RICHARD LAMBERT**

Dr. Richard D. Lambert, professor of sociology, has been named Associate Dean for Development of the Faculty of Arts and Sciences, Dean Vartan Gregorian of FAS has announced. In his new post, Dr. Lambert will help the FAS development advisory board translate the general outlines of the University's development goals into specific proposals for FAS's own development.

## **ISRAEL EXCHANGE: POSITIONS**

Under the terms of the agreement for academic collaboration between the University of Pennsylvania and the seven universities in Israel, a number of visiting faculty positions in Israel are being made available in 1976-77 to members of our faculty.

These positions will carry salaries according to current Israeli scales. Teaching assignments will be negotiable. Applicants who secure these positions will be eligible to compete for financial supplements from the Penn-Israel Fund. Such awards will be made by the Provost in consultation with the program's coordinating committee which has as a primary function the selection of applicants and determination of the amount of the award.

Inquiries and requests for application forms should be made immediately to:

Prof. Arnold Thackray, Chairman  
Israel Exchange Program Coordinating Committee  
108 E.F. Smith Hall, Ext. 8400

## **ON TEACHING AND LEARNING**

There will be an informal meeting of faculty interested in the improvement of teaching and learning on Tuesday, October 14, between 1 and 3 p.m. in the 1st floor conference room of Van Pelt Library. The first part of the meeting will be devoted to a sharing of information. Speakers from several schools will briefly describe interesting instructional projects in which they are involved. The floor will then be opened to a general discussion of ways of encouraging instructional improvement and increasing inter-school cooperation. It has been suggested, for example, that there may be interest in a faculty research seminar on teaching and learning and in the creation of a planning group to develop models for an instructional design center. Undoubtedly, a great many other ideas will be broached in the discussion.

The meeting is being arranged under the auspices of the Project on the Design and Management of Instruction, 415 Logan Hall, Ext. 4981.

—Dr. Seymour J. Mandelbaum,  
Associate Professor of City Planning

## **SENATE**

### **SALARIES THE CHIEF ISSUE**

While the chief item on the Senate's fall meeting agenda October 1 was a preview of the five-year campaign plan made public at the Leadership Assembly October 3, debate was heaviest on questions of salary structure raised by the interim report of the Committee on Economic Status of the Faculty. Other subjects:

- Chairman Ralph Amado's report, which ranged from sharing of a Provost's letter praising the SAC role in settlement of the Rackin case to progress reports on upcoming work of the Senate. He also displayed for information the new "compromise calendar" for the spring term (page 6).
- Dr. Robert Summers' review of problems in protection of faculty positions under the "financial exigency" clause which exists but is not defined in University tenure rules. His report will appear here next week.
- The Senate's only formal action, adoption of a rules change which makes the formerly ad hoc Committee on Publication Policy for Almanac a standing one.

Salary structure debate began after Dr. F. Gerard Adams reported for the Economic Status of Faculty Committee that some increase is expected in January and that his group's "ongoing dialogue with the administration" calls for distribution of the increase mostly on an across-the-board percentage basis. Dean Vartan Gregorian said that 25 of FAS's 31 chairmen would prefer a distribution that held some funds as discretionary, noting too that eight promotions were made in his faculty this year without accompanying increase in salary. Dr. Robert E. Davies charged that the a-t-b% system is unfair to lower-paid faculty and undercuts their standard of living more than that of higher-paid ones. Dr. Jean Crockett described an alternative formula which would award increases that amounted to an a-t-b% figured on *average* salary for each rank.



## *Response to the Recommendations of the Commission on Education for Primary Health Care*

by Thomas W. Langfitt, M.D.

The health schools of the University of Pennsylvania have been noted for their contributions to the biomedical sciences and to the education and training of specialists in the health professions, a tradition shared by many of our sister institutions and applauded for generations by governments and the public. The principal purpose for establishing the Commission on Education for Primary Health Care was to determine whether the University of Pennsylvania should create a program in health education that is different from our traditional programs but compatible with the wishes and aspirations of a large segment of our faculties and student body.

The accomplishments of the specialty era in the diagnosis and treatment of disease are legion, and optimal patient care continues to be the principal goal of education and training in the specialties. Now, however, the health system is seeking a new, and in the view of many, a more appropriate balance between specialty and primary care. The emphasis is on the delivery of basic health services to all people. Among the problems that have received particular attention are geographic and specialty maldistribution, deterioration of the doctor-patient relationship, and spiraling costs; among the solutions that have been suggested are better mechanisms for providing access to the system, group practice of health professionals, funding of health care through pre-paid mechanisms, and most importantly within the present context, the orientation of health schools toward the education and training of new types of health personnel. In anticipation of the establishment of the Commission, an article was published in *Health Affairs* (Winter 1975), entitled "Health Education and Health Delivery: A Major Challenge of Our Times," in which I examined in more detail the health education and health care systems in the United States today and suggested some alternative directions for the University of Pennsylvania in responding to the needs.

The second purpose for establishing the Commission was a broader one of testing the willingness of the health schools and other schools within the University to develop interschool programs, beyond the area of primary care and within the concept of One University. Many of our schools have attained their position of eminence in higher education because they were permitted considerable autonomy in charting their own future. A price that is paid for this independence is less cooperation among schools than is desirable and some duplication of effort. I hoped that the Commission would examine the possibility of an interschool program in primary care that would forge links among the schools which could be used to develop additional cooperative programs in education, training, and services.

Among the reasons for failure of a new program, particularly one that includes many schools and administrative centers, are

failure in communication of the purposes and content of the program and misunderstandings about the desires of faculty and students to participate wholeheartedly in it. The Commission recognized these pitfalls. It undertook to determine whether the University of Pennsylvania, in fact, had the desire as well as the potential resources to mount a program in primary care, and if the answer was positive, to make specific recommendations on the scope and purposes of the program. The Commission also recognized that it must focus inward, on the University, not propose one more series of solutions for the whole nation.

In order to establish effective communications with the University family and the community at large, the Commission invited members from many constituencies to present their thoughts and recommendations before the Commission in public sessions. And in order to maintain its focus and at the same time receive advice from experts on primary care, two symposia were held during which presentations were made by members of the University faculty and administration and by the consultants, followed by open discussions on the options for the University.

The Commission worked very hard and effectively to complete its task in five months. Volume I of the Commission report, containing eight recommendations, was published as a supplement to the September 9 issue of *Almanac*. The present article contains the response of the Vice-President for Health Affairs to the recommendations, a response that has been discussed with many members of the faculty and the administration within the University.

The recommendations of the Commission, briefly summarized, are:

1. Establish new programs in education for primary care, offered by an interschool health faculty teaching as an interdisciplinary team.
2. Provide new settings and practice models for primary care.
3. Create an interschool coordinating mechanism for the programs.
4. Enlarge the scope of medical education to include primary health care and other opportunities.
5. Increase research activities in health services.
6. Establish a mechanism for evaluating the effectiveness and contributions of the program.
7. Explore the feasibility, advantages and disadvantages of merger of the health faculties.
8. Create a Health Policy Institute.

The University proposes to establish a program in primary care based on the recommendations of the Commission. We believe,

however, that consideration of merger of the health faculties is not essential to the program, and establishment of a Health Policy Institute is a longer range goal that may emerge from the program. In the discussion that follows, I will describe a series of steps that we plan to take to develop the program. Some of them can be initiated together, others must follow in sequence in order to insure success.

An advisory group to the Vice-President for Health Affairs and the Provost has been established to begin planning for the program in primary care. The advisory group consists of the deans of the Schools of Medicine, Dental Medicine, Veterinary Medicine, Nursing, and Allied Medical Professions, the Executive Director of the Leonard Davis Institute of Health Economics, the Executive Director of University Hospitals, and the staff of the Office of Vice-President for Health Affairs. This group is also charged with the larger task of recommending other interschool programs in health education and services and may be the forerunner of an Academic Health Council that would have a major responsibility in the development, conduct, and assessment of the new programs.

A new position will be created within the office of the Vice-President for Health Affairs. The person who occupies this position will be director of interschool programs and hold a faculty appointment in the school that contains his or her academic discipline. He will supervise the development of the primary care program and suggest additional programs among the health schools and between the health area and other schools within the University. He will be the focal point for cooperative programs suggested by the faculties of the individual schools. He will share responsibility in the health area for relationships between the University and governments and between the University and private agencies and foundations with the Vice-President for Health Affairs, the advisory group, and the University Development Office. He will help generate and coordinate preparation of applications to governments and foundations for support of the primary care program and other interschool programs in education and services. He will participate in the establishment of groups to evaluate the primary care program and to expand research in health education and health care which can be the foundation of a Health Policy Institute. All of this will require unusually broad talents. The search process will begin immediately and will be nationwide. During the search process we will identify other persons who will proceed with organization of the program in primary care under the auspices of the Vice-President for Health Affairs and the advisory group.

The next step in the process is identification of the component parts of a program in education for primary care. During the first meeting of the advisory group there was agreement that primary care settings must be established and demonstrated to be financially viable before education of students can be entered into the settings. In the beginning a group practice requires the full-time efforts of all the staff to make ends meet; the organization of the group to provide efficient, high quality patient care also requires a period of adjustment to the new setting and to each other. Introduction of students into a practice too early in its development can spell disaster for the effort.

The definitions of a primary care setting are as controversial as the definitions of primary care itself. The Health Manpower Act of 1975 (the Rogers Bill) was passed by the House of Representatives in July. It lists several requirements that must be met by health schools in order to qualify for federal capitation. One requirement is "an approved plan for remote site training" (or an increase in either the first- or third-year enrollment by the greater of 5 percent or ten students). The purpose of remote site training is to take the students away for a period of time from the campus health faculties made up largely of specialists. This does not mean that a primary care setting cannot exist on the campus of an academic health center. It does mean, however, that if this is

the only setting available to the program, it will be unsatisfactory to the federal government (if the Rogers Bill becomes law) and undoubtedly unsatisfactory to many of the faculty and students who will participate in the program. Therefore, other options must be developed by the advisory group and the faculties. The University has a wealth of possibilities for primary care settings, but currently few if any of them are organized to take on the responsibility of educating a large number of undergraduate students.

During the period when members of the primary care settings are being evaluated for their ability and willingness to educate students, a faculty is recruited for the program. Based on faculty responses to the activities of the Commission, there appears to be sufficient interest to mount a program in primary care, but this interest must be tested by the advisory group. If faculty members are recruited from the present faculty pool, their teaching functions must be assumed by their colleagues or additional faculty must be appointed to fill those needs, or new faculty must be recruited from outside the University specifically for the primary care program. In either circumstance the program becomes an "add-on" and must be funded in large part or in whole from new sources of revenue.

A faculty committee then develops a curriculum for the program. The curriculum committee will be faced with a number of difficult questions. Should a course in primary care be required? If it is required, must all health schools participate in order to accomplish the goals of the program? How long should the course be? Should it be a concentrated, full-time experience over a few weeks, or part-time over a semester, an academic year or longer? If the course is required, should electives also be offered? What other courses (e.g. epidemiology, demography, occupational medicine, biostatistics) might be offered in parallel?

The Commission has recommended, and the administration agrees, that educating students in a team approach should be an important part of the program. Health team education is being done in other universities but probably not with the breadth envisioned by the Commission. Both student and faculty teams are required. A team might contain students from each of the health schools, MBA students from the Leonard Davis Institute, and students from the School of Social Work and other academic units with special interests in health education and health care. In one format, a core team of medical, dental, and nursing students is assigned to a group of families. They study the overall health status as well as specific disease processes in the family members, within the context of the family's heritage and its economic and social environment. Students in the allied health professions are assigned to larger groups of families in order to insure an adequate number of patients with rehabilitation needs, for example, and students of health management and economics concentrate on the organization and economic aspects of the primary care setting through which the health services are rendered.

## FUNDING FOR THE PROGRAM

Financial resources to establish the program will be identified. Initially they will come from reallocation of internal funds, then from new funds generated through applications to government agencies and private foundations. The opportunities for external support are considerable. With the increasing emphasis on comprehensive health care and research in health education and health delivery systems, the priorities of many government agencies and foundations have shifted direction. Our goal should be to create a comprehensive program with a core of activities, representing the basic educational effort, supplemented by projects in areas such as program evaluation and research related to health education and health services. Funding agencies are more likely to support a project if it is presented in the context of a long-range program that has been well formulated. This approach



also permits the establishment of parallel, interlocking projects in health education and services on the one hand and in program evaluation and research on the other.

Concern has been expressed by some faculty members that this effort may change the character of the University of Pennsylvania and its health schools, with the clear implication that the change will be for the worse. That is not the intent of this proposal. The purpose of the programs is to broaden the educational experience and provide more career opportunities for our students, and in the process, respond to national needs for more primary care health workers and for more research in health education and health services.

The University of Pennsylvania has been a leader in biomedical research and in the education and training of health specialists. These efforts must be continued vigorously because we do them well, because there are many dread diseases that remain to be conquered, and because the outer limits of quality education in the medical and surgical specialties are still beyond the horizon. But the talents and experiences of our faculties also can be directed toward the education of primary care specialists (and indeed they are specialists because none other can do the job well) and toward research in health education and health care. This is a legitimate challenge and a worthy cause, and the results can be as satisfying as those achieved in biomedical research and in the training of medical and surgical specialists. If the University of Pennsylvania is willing to take on these new tasks its image will change, but not its character. In fact, its traditional character will be enhanced, because the reputation of the University has been built upon a foundation of innovation and of concepts of excellence that must be the principal support of the new programs.

## LETTERS

### THE CALENDAR QUESTION

The current controversy over the University calendar arises out of the irreconcilable objectives of starting the Spring semester late and ending it early while retaining the normal amount of time for the instructional program. The sharply rising cost of heating fuel has focused anew our attention on what has always been a problem in the Fall. If only Labor Day and Christmas were a little further apart, time pressures of the shorter semester could be relieved.

Gimmickry cannot make the problems go away, but a change in one of our sacred cows might significantly relieve them. Suppose instead of operating on a 50-minute class hour (or 75-minute period in classes meeting twice a week) we were to increase the instructional time unit by 10% to 55 minutes (or 82), leaving the interval between classes at 10 minutes. By starting the day at, say, 8:45 a.m. instead of 9:00 a.m. and running a little later in the afternoon, the same number of classes could be accommodated in a day with 10% fewer class-meetings per semester. This works out to about a week and a half "saving" over the course of a semester. The obvious objection to this is that while the "saving" may have almost no cost in classroom instruction—after all, the 50 minute class hour was not ordained from the Mount—a student's work outside of the classroom would have to be compressed in a shorter semester. This is a fair criticism that should be seriously considered.

But if the University heating concerns mandate our starting the Spring semester late and student summer income concerns mandate ending early (i.e., as early as in the past), then the cost in instructional effectiveness of the 55-minute hour format may be one we would be willing to accept. Certainly, it provides an option well worth considering.

—Robert Summers  
Professor of Economics

*Executive Assistant to the Provost James Davis replies: Professor Summers' very interesting suggestion was considered by the Provost's ad hoc committee as a possible solution to the current calendar problem. The committee elected, however, to recommend the "compromise calendar" (shown opposite). Dr. Summers' suggestion will be referred to future calendar-makers for consideration.*

## DEATHS

### EUGENE FELDMAN

*Eugene Feldman*, associate professor of fine arts, died September 26 at the age of 54 in University Hospital. A graphic artist, printer and teacher, he studied at the Philadelphia Museum School of Art (now the Philadelphia College of Art); served as a mapmaker on General Eisenhower's staff in World War II; and then returned to Philadelphia, where he became director of the typographic division at the Museum School and founded the Falcon Press, a distinguished small press specializing in innovative printing processes for art books. The former Guggenheim fellow's works have been exhibited internationally and collected by the Philadelphia Museum of Art, the Museum of Modern Art and the Library of Congress. A member of Penn's faculty since 1962, the artist once remarked that "Teaching is the third part in the trinity of my work. Teaching fosters the critical spirit and makes it possible for me to look at my own work with detachment." He is survived by his wife, Rosina Fischer Feldman; two children and seven sisters.

### JEN HWANG

*Dr. Jen Hwang*, associate professor of poultry pathology in the Veterinary School, died September 26 at the age of 54. A member of Penn's faculty for nine years, he was a specialist in poultry diseases and had developed a hepatitis vaccine for ducks. Dr. Hwang served on the faculties of the Army Veterinary College of China and the National Taiwan University. After emigrating to the U.S. in 1956, he earned graduate degrees from Auburn University and the University of Connecticut, and then joined the staff of Cornell's Duck Research Laboratory.

### THE COMPROMISE CALENDAR ADOPTED

The Compromise Calendar that the Provost's *ad hoc* Energy Calendar Committee unanimously recommended to him on September 29th has been adopted. A modification of the Energy Calendar, the revision begins the spring term at the same time (January 26), but ends the term one week earlier, on May 15. Spring vacation and commencement schedules are not to be altered. The one-week reduction in length of the spring term is accomplished by elimination of the two-day registration period, January 26-27, with classes and registration beginning simultaneously on the 26th; elimination of one day of instruction, Friday, May 7th; and the elimination of two extra reading days which were added in formation of the energy calendar, thus returning the reading period to the traditional three. This compromise energy calendar will permit the University to gain whatever energy savings can be attained during the lengthened recess without adversely affecting students' summer earning capabilities, the Provost said.

Calendar study will continue, he added, with proposals for the 1976-77 calendar already in hand. (see Dr. Summers' letter, left.)

#### PRESENT SCHEDULE 1976 SPRING TERM

January 26-27	Registration
January 28	Classes begin
March 20	Spring Recess begins
March 29	Spring Recess ends
May 11	Classes end
May 12-16	Reading Period
May 17-22	Final Exams
May 28	Commencement

#### REVISION 1976 SPRING TERM

January 26	Classes begin
	Registration (concurrent with classes)
March 20	Spring Recess begins
March 29	Spring Recess ends
May 6	Classes end
May 7-9	Reading Period
May 10-15	Final Exams
May 28	Commencement

## OPENINGS

The following listings are taken from the Personnel Office's weekly bulletin and appear in ALMANAC several days after they are first made available via bulletin boards and interoffice mail. Those interested should contact Personnel Services, Ext. 7285, for an interview appointment. Inquiries by present employees concerning job openings are treated confidentially.

The University of Pennsylvania is an equal opportunity employer. Qualified candidates who have completed at least six months of service in their current positions will be given consideration for promotion to open positions.

Where qualifications for a position are described in terms of formal education or training, significant prior experience in the same field may be substituted.

The two figures in salary listings show minimum starting salary and maximum starting salary (midpoint), in that order.

### ADMINISTRATIVE/PROFESSIONAL (A-1)

**APPLICATIONS PROGRAMMER** for an electronic data processing system; to program, test, debug, develop operating procedures, document programming, assist in analysis and design, and administer maintenance and update programs or systems as assigned. *Qualifications:* Bachelors degree preferred; formal training and experience in programming concepts, techniques, and applications; familiarity with relatively large operating systems such as 370/OS COBOL and PIL Programming language. \$10,675-\$13,275

**APPLICATIONS PROGRAMMER** responsible for successful execution of production computer systems from an operational point of view, and for maintenance of computer libraries; to interact with programming staff in the design, development and implementation of new production systems. *Qualifications:* Formal computer science training or significant experience in the area of production systems; programming knowledge; familiarity with OS JCL, UTILITIES and operating systems. \$10,675-\$13,275.

**ASSISTANT DIRECTOR II—ANNUAL GIVING** responsible to the director of reunion/classes for fund raising from selected alumni constituencies; to identify, cultivate and solicit selected prospects; compile a cross-referenced master list for selected members of class constituency; direct mailing campaign and class research; cultivate designated undergraduate classes; coordinate with special gift staff and alumni relations as needed; handle gift stewardship and class reunion gift funds; develop fund raising and cultivation programs for major reunion years; plan and direct telethons; supervise other programs as assigned. *Qualifications:* Bachelors degree, preferably from Penn; experience or skills in fund raising, marketing, public relations or related field. \$9,275-\$11,450.

**RESEARCH SPECIALIST I** to abstract data from hospital records to be used in research studies for development of injury/illness index and surgical trauma case studies; supervise four part-time assistants. *Qualifications:* B.S. in nursing; registered nurse; experience in emergency department nursing; research or record abstracting experience helpful. \$9,275-\$11,450.

### SUPPORT STAFF (A-3)

**ASSISTANT STOCKKEEPER** (9/23/75).

**CARRIER**, Mail Service (9/23/75).

**COLLECTION ASSISTANT** to work primarily with departmental accounts; receive, deposit and record all payments; respond to inquiries about delinquent accounts; prepare and distribute all necessary notices; maintain up-to-date file on each account; prepare annual listings of open and closed accounts. *Qualifications:* Typing, filing and bookkeeping skills; ability to compose letters and keep accurate files; familiarity with the University's accounting system; must be self-motivated, reliable and flexible, and able to work without constant supervision with student debtors as well as University personnel from other departments. \$6,125-\$7,325.

**COLLECTION ASSISTANT, SENIOR** (2) (9/30/75).

**EDITORIAL ASSISTANT** (9/30/75).

**EKG TECHNICIAN I** (9/2/75).

ALMANAC October 7, 1975

### YOUR NEW BENEFITS INFORMATION

We are pleased to announce the publication of updated information about University personnel benefits. All faculty and staff members who are eligible for benefits will receive this information, except for union-represented employees whose benefits are covered by their contracts.

The information is printed on a number of leaflets which are inserted into a large vinyl wallet-type folder. The leaflets are of different lengths, so that their titles are visible at a glance—for example, retirement plans, group life insurance, health insurance etc. When changes in benefit plans are made in the future, replacement leaflets for the wallets will be made available so that individuals may keep their wallets up to date.

The wallets are being mailed in individually-addressed envelopes to faculty members and staff at their University locations. Assuming that printing, addressing and mailing schedules are met, you should receive your benefits information between October 14 and October 20.

—Gerald L. Robinson,  
Executive Director of Personnel Relations

**INFORMATION SYSTEMS TECHNICIAN** (9/23/75).

**MEDICAL SECRETARY** (4). *Qualifications:* Excellent typing and secretarial skills; medical terminology desired. \$6,550-\$7,925.

**PROJECT BUDGET ASSISTANT** (9/2/75).

**RESEARCH BIBLIOGRAPHER II** to examine literature on a particular subject and compile pertinent information; index and store documents for retrieval; compile bibliographies; assist in proofreading and editing manuscripts; assist staff with literature needs. *Qualifications:* Bachelors degree or equivalent training; previous library experience helpful; reading knowledge of French and German sufficient for title searching and indexing; appropriate training with background in biology and some English; ability to work independently. \$7,050-\$8,600.

**RESEARCH LABORATORY TECHNICIAN I**, tissue culture (9/2/75).

**RESEARCH LABORATORY TECHNICIAN II** (3) (9/30/75).

**RESEARCH LABORATORY TECHNICIAN III**. Eight positions: two call for animal handling, three for tissue culture, one for liver and heart perfusion, one for spectrophotometric and fluorometric assays, and one for maintenance of an electrophysical laboratory. *Qualifications:* Bachelors or masters degree in a laboratory science; experience in appropriate lab procedures. \$7,900-\$9,450.

**RESEARCH MACHINIST I** (9/2/75).

**SECRETARY I** to perform receptionist duties such as answering phones; relaying messages accurately; referring inquiries to proper parties; routine typing of correspondence and memos; ordering supplies; and some filing. *Qualifications:* Accurate and fast typing; one year's university experience, preferably at Penn; ability to remain calm under pressure and present a good first impression of new office. \$5,300-\$6,225.

**SECRETARY II** (18); **III** (4) (9/2/75).

**SECRETARY III, CLINICAL** (9/23/75).

**TYPIST I** (3) (9/2/75).

### HOURLY RATE (A-4)

Hourly rate is negotiable on the basis of qualifications.

**AD LAY-OUT DESIGN ASSISTANT**, 20 hrs./week, Thursday and

### RECYCLING: SAVE 17 TREES

Think of it this way: recycling one ton of discarded drafts saves seventeen trees. If you could rescue a forest with the obsolete memos clogging your files and drawers—why don't you? The Penn Recycling Group, a nonprofit student organization, has collection bins at the entrances to all the highrises, inside the Quad and outside Hill Hall where you can drop off outdated computer printouts and cards, newspapers, magazines and loose sheets (preferably in 8½" x 11" boxes). Once a week PRG bundles and sells them for recycling; they'll also pick up bulk quantities at your office. For more information: Seth Frankel, 912 High Rise East, EV2-5941.



## FOR THE YOUNGSTERS

If there's an aspiring Korbitt, Kellerman, Nureyev or Scaramouche at your house, they can start training now: the recreation department's classes for children begin October 18 and meet for the next six Saturday mornings in University gyms. Registration deadline for the courses below is October 15; fees are \$12 per child per activity, but no University family will be charged more than \$50. To sign up: Ext. 6101.

*Gymnastics:* ages 6-9, 9-9:45 a.m.; ages 10-15, 10-10:45 a.m.

*Swimming:* ages 5-15, 9-9:45 and 10-10:45 a.m.

*Ballet and Modern Dance:* ages 6-12, 10-10:45 a.m.

*Fencing:* ages 8-15, 9-9:45 a.m.

## FLYERS-TO-BE AT PENN '23?

Potential Bobby Clarkes can practice and compete in weekly games at the Class of '23 Ice Rink. The *University City Hockey Club* is starting two teams: one for kids 12 and under; another for youngsters 13-15 years old. Players bring their own equipment; the Club provides experienced coaches and league competition from October 18 through the end of February. There is a fee of \$150. To register: Dr. David Gray, TU4-3500 during business hours; James Samuels, EV2-6981 anytime.

## EXPLORE PENN OCTOBER 14

Over sixty faculty members, admissions officers, advisors and graduate-professional students will be on hand October 14 for Explore Penn, an all-day program in Houston Hall designed to acquaint undergraduates with the variety of graduate and professional options at the University.

Five months in the planning, Explore Penn is a cooperative venture. The program was initiated by the Office of the Vice-Provost for Graduate Studies and Research, but each of the University's graduate-professional schools, its Dean of Academic Advising (FAS), Placement Service and Admissions coordinators for Minority Affairs helped to design the program.

Representatives of each of those groups will be available October 14 to answer undergraduates' questions about admissions procedures, internships, financial aid and career possibilities. Following introductory remarks by Provost Stellar at 10:15 a.m., the graduate-professional school reps will briefly describe their programs. The general assembly disperses and undergraduate academic career advisors take over for individual consultations. Two afternoon discussion groups begin promptly at 2 p.m. and then again at 3:30 p.m.; school representatives will conduct panels on everything from programs in biochemistry to law.

Friday afternoons, to prepare preliminary layouts and finished mechanical art in busy, expanding office. *Qualifications:* Degree from two-year college or professional school preferred; experience as production paste-up layout artist; ability to prepare clean mechanicals.

**MT SC OPERATOR** to type varied material for the production of publications; run out paper tapes on the computer; put computer films through a photo processing developer; prepare proof sheets. *Qualifications:* High school diploma; experience as a keypuncher; willingness to train on AM Vartypewriter equipment; knowledge of keypunching, typesetting, and printing and typesetting terminology useful.

**PSYCHOLOGY TECHNICIAN**, 20 hrs./week (9/23/75).

**RESEARCH BIBLIOGRAPHER I (2)**, 10-25 hrs./week, to research and write reports on alumni and nonalumni who are prospective donors; check microfilm of various newspapers; write up financial histories. *Qualifications:* Imagination and curiosity enough to complete all aspects of required extensive reports; background in development, fund raising, and individual prospect information services desirable.

**SECRETARY I**, 20 hrs./week, to perform routine secretarial duties; type manuscript from dictaphone. *Qualifications:* Excellent typing skills; dictaphone experience.

## THINGS TO DO

### LECTURES

*Children*—when to have them, how to raise them—are discussed during this Wednesday's seminar at the Women's Center. October 8, 7:30 p.m.

*Codes of Conduct for the Multinationals.* Byron DeHaan, director of public affairs for Caterpillar Tractor Company, speaks October 9, 3 p.m. in B-11 Vance Hall. Sponsor: Wharton Multinational Enterprise Unit.

The German author's centennial birthday is celebrated with *Thomas Mann's "Doktor Faustus" and the Cancellation of the Ninth Symphony*, a lecture by Professor Erich Heller of Northwestern. October 9, 8:15 p.m. in 200 College Hall. Sponsored by the Germanic Association and the Max Kade German Center.

Although some participants' roles remain inscrutable, *The Role of the Media in Watergate: Things We Know and Should Know* is taken up by Professors Gladys and Kurt Lang of S.U.N.Y. at Stony Brook. October 13, 4 p.m. in the Annenberg Colloquium Room.

*Defining Corporate Responsibility.* Stephen Stamas, Exxon vice-president for public affairs, speaks in the Wharton Management-Educational Planning Series. October 14, 10:30 a.m. in B-6 Vance Hall.

Roderick Craib, transportation editor of *Business Week*, discusses *Illusion and Reality: the Politics and Economics of Transportation Regulation*. October 16, 4:30 p.m. in B-6 Vance Hall.

### MUSIC

Faculty and staff can listen to or perform in *Music at Noon*, a weekly series of Thursday concerts in Houston Hall that begins October 9 with baritone Roger Walmsley. To perform, contact Assistant Professor of Music Thomas Connolly, series coordinator, Ext. 7544.

Penn Union Council sponsors *A Concert with George Britton* on lute and guitar. October 10, 8 p.m. in Houston Hall. Tickets: \$2 at Houston Hall Ticket Agency.

### EXHIBITS

*Stone sculptures* by Elaine Hyman and *paintings* by Esther Rosen are displayed in Houston Hall Gallery, October 12-31. Sponsor: PUC.

For a glimpse of what some Wharton faculty, staff and graduate students do in their spare time, stop by at Hoover Lounge, Vance Hall where their *oils, watercolors and other artworks* are exhibited. Also showcased: *graphics* by Mary Bulstra and Dorothy Stone in Lippincott Library. Both Wharton and the Fine Arts exhibits run October 13 through November 10.

Wharton has no monopoly on versatility: Assistant Professor of Anesthesiology Richard Bitner has photographed performances of the Pennsylvania Ballet; 91 of his pictures are exhibited in *Harnwell House Gallery*, 38th and Locust, 12-6 p.m. daily through October 17.

### FILMS

Fall '75 *Cinematheque* begins October 9 with a collection of films that will never turn up on the late show. Among them, such classics as Fritz Lang's *Destiny* and Buster Keaton's *Our Hospitality*, plus the less well known *Odd Obsession* by Kon Ichikawa, rated "the finest Japanese film on a contemporary subject" by the New York Herald Tribune. All films are screened twice in the Annenberg Center's Studio Theatre. Programs and tickets at \$2 (\$1 for students) are available from the Annenberg Box Office, Ext. 6791.

Also at the Studio Theatre: the *Documentary Film Series* with an October 8 program that reads like a roll call of the early avant-garde: *Entr'acte* by Rene Clair; *Ballet Mechanique* by Fernand Leger; *Un Chien Andalou* by Salvador Dali and Luis Bunuel; *La Petite Marchande D'Allumettes* by Jean Renoir. Two more recent works—Denys de Launant's *Dream of Wild Horses* and *Puny Petunia, a Canine Venus*, an Annenberg student film—complete the program. Screenings: 4 and 7 p.m.

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