

## CGS: Enhancing the Image of the University

It created the University's television history course and initiated a master's degree in social gerontology. It is busing 100 Philadelphians to New York for the King Tut exhibit and bringing high school teachers to campus to learn about women's studies. It is sending University faculty members to teach courses in senior citizen centers and preparing college graduates in the humanities and social sciences for medical school.

It is the College of General Studies (CGS) of the Faculty of Arts and Sciences—transformed rather dramatically from the “evening school” of decades past. Yet it still retains its commitment to students of all ages and varied educational experiences, some of whom may only want to study part-time. CGS administers the FAS evening courses, which are taught by FAS faculty members and cover the same material as day courses. Students admitted through CGS receive the FAS degree.

“Traditionally the University has been looked to for its long-range benefit,” explains Dr. Ronald J. Caridi, Associate Dean of the Faculty of Arts and Sciences and Director of the College of General Studies. “If you offer the best education you can to young would-be physicians, attorneys, business executives, artists and school teachers, society as a whole will benefit from that particular educational process. And that's true. We do that. It's probably the main thing we do.”

“But to have developed a resource as enormous as Penn represents and only wait for the long-range benefit to accrue, and not to play a more active role, seems to me to define too narrowly what an institution of this kind should do. It must engage in research, and it must provide traditional instruction, but it should also be involved in as many of the social and cultural issues that surround it as it can.”

One such issue is the growing number of people over 65. The College of General Studies is bringing the University's educational resources to bear on this national concern with two new programs: courses in senior citizen centers on the aging experience and a master's program in social gerontology.

Under the grant-funded Humanistic Analysis of the Aging Experience program, University faculty members are presenting a series of five classes on a facet of aging at seven area senior citizen centers.

“It seemed to me when I designed the program that these people were undergoing a profound psychological experience, and they probably wanted to talk about

that experience,” explains Dr. Caridi. (The program is described in more detail on page 5.)

Dealing with this issue from another angle, CGS has developed its social gerontology program to offer an M.A. to those people who want to work with older people. This multidisciplinary major includes faculty from such FAS departments as folklore, English and sociology as well as those in the School of Medicine and Wharton's Leonard Davis Institute. Its courses range from *Health and Medical Care Problems of the Aged* to *Folklore, Culture and Aging*. “It's a rigorous academic program that keeps in mind that people have to get jobs when they finish,” asserts Dr. Caridi.

The social gerontology program also addresses the complex issue of entering—or changing—a career at a non-traditional time. Dr. Caridi became especially aware of this issue as a former staff member for the House of Representatives Education and Labor Committee in Washington.

“The one sentence of testimony that perhaps stands out most clearly in my mind because I was so stunned by it,” he says, “was the projection that most people entering the work force now will have three separate, discreet careers before they retire.”

One program for people seeking careers at other than the traditional time is the Post-Baccalaureate Pre-Health Program, which is described on page 4. The 20 highly qualified students in this program, who decided to become doctors, dentists or nurse practitioners after completing college, come to CGS for intensive course work in the sciences and an extremely comprehensive advising program.

“Women are another important constituency,” Dr. Caridi explains. “We have been sensitized over the past 15 years to the concerns of women regarding education and employment, and we must respond to these concerns.”

Thus the University continues to offer women with time-consuming family responsibilities or full-time jobs the chance to come to Penn through the College of General Studies. Their experience is considered along with their academic record in the admissions process. They can take courses part-time and in the evening. And CGS staff is available for the kind of intensive counseling that is sometimes necessary.

In addition, the College of General Studies has developed the Institute in Women's Studies, a summer program that brings secondary school teachers to the

University for women's studies. Funded by a grant from the National Endowment for the Humanities, the Institute aids these teachers in developing women's studies courses for their schools and integrating women's studies materials into their existing courses.

The College of General Studies, collaborating with the Women's Studies Program and the Women's Center, is hoping to reach an even broader audience next fall with *Women and Power*, a program on such topics as women in economics and powerlessness among women.

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While CGS addresses these specific social issues, it is equally interested in that vast group of Philadelphians who, for one reason or another, want to continue their education. About 1,800 of these people enroll each semester in the University's credit courses, while another 800 become involved in one of their special, sometimes experimental, non-credit programs.

The College of General Studies, which opened in 1894 for teachers who could not attend the University's day courses, has traditionally offered older people access to University courses. It attracts a wide variety of students, some of whom take a course now and then and others who are determined to earn an FAS degree through the College of General Studies—even if it takes them 15 years!

Over 60 percent of the students in CGS have bachelor's degrees; about two-thirds of them are women; and the great majority are between 20 and 30 years old. Their occupations run the gamut from physicians to house painters. The average grades of these CGS students are consistently as high as students who come to FAS through the regular admissions process. Indeed, in half of the FAS departments, students admitted through CGS who take day FAS courses outperform the regularly admitted students.

But the statistics hide the people. For example, a medical assistant at Jefferson Medical College, Mary Ellen Balchunis, wanted to learn Spanish so she could help her Spanish-speaking cardiology patients communicate with their doctors. Three-and-a-half years after her initial evening course in medical Spanish, Ms. Balchunis is in her last semester for her B.A. in sociology and is applying to law school. Last summer she worked as an EKG technician, a nurse's aide and a waitress at Doc Watson's downtown to come to Penn full-time to finish her degree.

"I love Penn.... It's so far out of my realm of a few years ago," says this 24-year-old native of Darby Township and graduate of Cardinal O'Hara High School in Delaware County.

Of the College of General Studies, she says, "The people there are really interested in the students. When I talked to Dr. Fiechter about law school, she was really excited about it."

Nor do the figures show Goldie K. Levin, who still takes courses through CGS after completing her B.A. degree in anthropology in the early 70's.

"I always wanted to go to college," explains Ms. Levin, who began at CGS in 1962 shortly after she came to Penn as a secretary for a Wharton School research project. "It was something I never had the opportunity to do after high school because I had to work. My mother was depending on that."

After she recovered from the shock of her first six-page

final exam, Goldie Levin kept up a pace of two courses a semester for years, along with a full-time job and the activities of her three children, the youngest of whom was five when she started. She remembers memorizing the kings of England and the dates of their reigns over the ironing board and doing a lot of studying in the bathtub, where she was out of the children's reach.

"I've had so many good professors, and so much of what I have learned has been of practical value to me at particular times," comments this Pennsylvania graduate.

Now a University accountant, Ms. Levin is continuing her studies this semester with Dr. Barbara Kirshenblatt-Gimblett's course on *Folklore, Culture and Aging* and Dr. Steve Brody's course on *Social Gerontology*.

While the College of General Studies is the place that admits people who are not of the usual college age or who lack traditional credentials, it is not an open door to the University. A high school or college age student with a poor academic record is not admitted, nor is the person who does not demonstrate the motivation and intelligence necessary to succeed in Pennsylvania courses.

Summarizing the CGS admissions philosophy, Dr. Caridi says, "We're here to give bright, motivated adults the opportunity to resume their education. If you can certify to us that you're intelligent and committed and mature, we will take a chance on you."

To make sure that its students get the support and advice they need, CGS has made counseling a real priority. Four counselors see students every day and two nights a week.

Says Dr. Caridi of this facet of the program, "Nothing that we are trying to do would make much sense unless we helped the person coming back to school to have a successful experience."

For those who want to continue their education without papers, exams and semester courses, the College of General Studies is experimenting with a range of non-credit programs.

One successful program is the Philadelphia Affairs Seminar, which draws hundreds of people each semester for four- and six-session offerings on the life and culture of Philadelphia. Over 70 people came to hear such figures as city managing director Hillel Levinson and Democratic committee chairman Martin Weinberg lecture on *Money, Power and Politics in Philadelphia*. This semester Baruch Blumberg, Samuel Klausner and Myron Yanoff will outline their work and its implications in a course called *Philadelphia Researchers*.

Speaking of these seminars, Goldie Levin notes, "That was one way to get my husband involved in something that I was interested in. Last year we both signed up for the seminar on *Crime and Punishment in Philadelphia* given by Marvin Wolfgang."

For Ms. Levin this led to University courses in criminology and correctional administration and to satisfying volunteer work counseling prisoners in the Bucks County Prison System. Both of the Levins have registered for the three-session *Treasures of Tutankhamun* program which includes a trip to the exhibit at New York's Metropolitan Museum this spring.

By far the most consistently popular CGS non-credit programs are art-related, according to Dr. Caridi. They include topics ranging from medieval art to photography in America. Both the King Tut course and Maya art and archaeology course closed quickly with 100 students and

could easily have been doubled in size.

CGS is also planning a series of programs next fall to help people update their professional knowledge. One example is a course in current research on the brain. Dr. Caridi expects it to attract physicians, social workers, teachers and many others who need to know about recent studies in neurology and are no longer in touch with the newest developments in the field.

Experimenting with new formats, the College of General Studies developed a course called *The World Around the Revolution* in 1976 in cooperation with KYW-TV. These 45

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half-hour television programs describing the 18th century culture from which the American Revolution emerged, have been offered for credit for several semesters on Channel 3 and broadcast in U.S. cities from San Francisco to Boston. This, it is hoped, is only a beginning. Proposals have been submitted to fund more experiments with television, particularly with television documentaries.

"More people look at television than read books," remarks Dr. Caridi. "And there should be a way to use that phenomenon for educational purposes which are intellectually stimulating."

To develop courses CGS staff discuss new ideas at their regular Thursday meetings and bounce possibilities off Philadelphians who seem to have a feel for successful programs.

To make program planning a little more scientific, they have commissioned a market survey from Professor Charles Goodman of the marketing department of the Wharton School. They plan to look at more than 2,000 people who are currently enrolled in credit and non-credit courses to find out who they are and why they come in hopes of finding out who else might come and for what types of programs.

"We know less than I would like about marketing," comments Dr. Caridi. "We know less than we should about the effectiveness of particular marketing vehicles; and we know less than we should about how the University's offerings should be presented."

The mainstay of their marketing efforts is their 80,000-name mailing list, which includes CGS students and former students, University alumni who live close to Philadelphia, people who call to ask for information and others whose names have been garnered from cooperative Philadelphia institutions. They have also used radio and newspaper advertisements.

CGS programs make money for the Faculty of Arts and Sciences. In addition to the tuition dollars it brings in, CGS has attracted \$150,000 in grant funding in the past two years. But Dr. Caridi notes that there are limits to this way of viewing CGS.

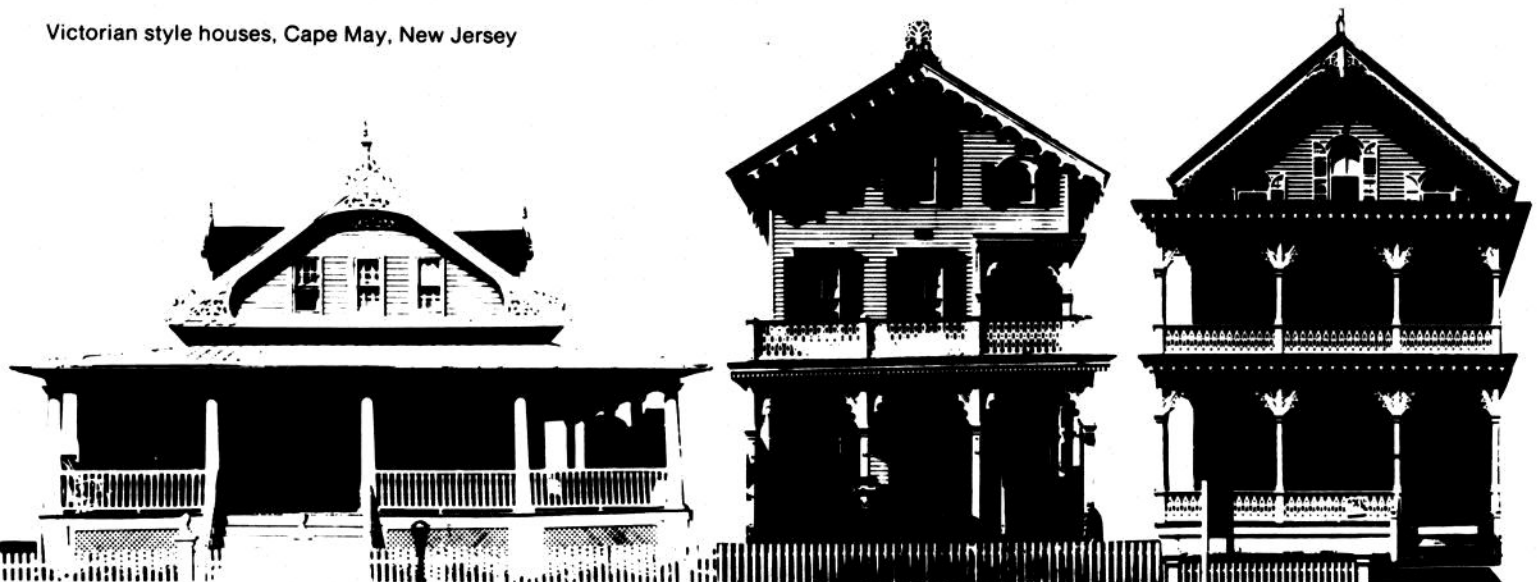
"The insupportable cliché in higher education is that the non-traditional adult student is going to be the salvation of many institutions of higher education," he asserts. "I'm not sure that that's so. People directing such programs have not appreciated the fact that only a subset of those adults returning to school are interested in traditional undergraduate credit work."

"Institutions which think they're going to fill their classrooms with 50-year-olds now that there are fewer 18-year-olds may be disappointed, because they fail to recognize the special needs of the non-traditional group. Many do look for the same sort of educational experience which we have offered the 18- to 22-year-old, but many require specially designed programs."

CGS plans to continue its experiments, testing new programs and reaching new groups.

Concludes Dr. Caridi, "It serves the University—in the same way that provision for part-time and evening students does—by enhancing the image of the University as an unlocked place."

Victorian style houses, Cape May, New Jersey





## A Door to Medical School

"If I were running a med school, I would give priority to my older students, and the undergraduates would have to pound down the doors to get in," asserts Katherine W. Pollak, coordinator of the Post-Baccalaureate Pre-Health Program (PBPH).

Through this College of General Studies program, a musician, three Ph.D.'s in psychology, a former drama student, a lawyer, a former mailman and 13 other students between the ages of 22 and 38 are taking Penn's pre-med

intense competition for medical school admission, age is no asset, and admission becomes extremely difficult for those over 30.

Students accepted into the highly selective PBPH program have college credentials good enough to get them into medical school or compensating experience that Ms. Pollak feels will convince the medical schools to take them. She is committed to accepting students over 30, even though she immediately advises them that they run a higher risk of not being accepted.

In addition to credentials, a personal interview is very important—and very difficult. Ms. Pollak asks about ethical and emotional issues that a physician will face. For example, she might ask an applicant to comment on her medical student friend who became thoroughly depressed when one of her patients died and she realized she didn't care.

Those who can muster satisfactory responses to such impossible questions embark on a full- or part-time program in biology, chemistry, physics and math and work at the Hospital of the University of Pennsylvania (HUP).

Louis Scavo took most of these courses during a year's leave of absence from his graduate work in psychology at Temple. During his first year in the program, he did volunteer work in the HUP emergency room and had a part-time job taking blood samples at HUP.

"The courses went well. So I decided I would have a good chance at medical school," he says. "I think my ideas were really crystallized in the clinical setting."

Vicki March returned to Philadelphia to work toward becoming a doctor. After graduating from FAS she set off to New York for an acting career, but four months of auditions and visits to agencies convinced her that professional theater was not for her. Rather quickly she decided she wanted to become a physician and returned here to test this idea by working in a hospital. She took a job as a secretary at HUP and enrolled in pre-med courses. Once she confirmed her desire to become a doctor, she was admitted to the PBPH program.

"It's very high pressure," she explains. "I haven't regretted it at all. I'm really looking forward to a future as a doctor."

Commenting on the advising, Ms. March says, "Besides being incredibly supportive and encouraging, Kathy Pollak has very high standards for people in her program. She's very demanding. And I like that."

Support is coupled with professional advice. "The information is invaluable—just how to go about the whole admissions process. The advising has been excellent," Mr. Scavo comments. "It's very important to have someone to go to to give you some perspective on the whole ordeal," he adds.

Ms. Pollak also insists on counseling students throughout the program on options to medical school.

"Picture a student who has been very successful as an engineer. He comes to the program at great expense; he puts his psyche on the line; he puts his energy on the line; and he is not accepted. It's terribly depressing," she says. Thus she makes sure each student has a back-up plan.

Fortunately, the plan is usually unnecessary. Last month, for example, Mr. Scavo completed the last of 13 interviews with such top schools as Harvard, Vanderbilt and Stanford. And in the three years the Post-Baccalaureate Pre-Health program has been operating, its students have been accepted at such schools as Penn, Temple and Jefferson.

courses in hopes of attending medical school. The program also provides practical experience in a hospital and intensive counseling.

Ms. Pollak and the CGS staff believe that the 20 PBPH students will make great health professionals because of their maturity, their sensitivity, their intelligence and their commitment to their future careers. Unfortunately, however, in the



## Taking Courses to the Elderly

Sociologists, historians and other University faculty members have taught courses on the aging experience to people over 65 at seven senior citizen centers around Philadelphia.

This experimental CGS program, called the *Humanistic Analysis of the Aging Experience*, dealt with such issues as biomedical ethics and aging as portrayed in literature. It was co-sponsored by the World Affairs Council and funded by a grant from the Public Committee for the Humanities in Pennsylvania.

"We had unbelievably positive reactions," says Elizabeth A. Bannett, director of community services at the World Affairs Council. "The older people enjoyed learning. They enjoyed stretching their minds. They were looking for this kind of process all along. They were tired of macrame."

The 300 older Philadelphians who enrolled in the programs came from very different backgrounds. Participants at one suburban center were very well-informed and well-educated people from advantaged backgrounds. Senior citizens at a program in Center City were well-informed liberals whose former occupations had ranged from garment workers to businessmen.

Yet another primarily Roman Catholic senior citizen center was described by Emeritus Professor of Sociology Otto Pollak: "It was where poverty and faith found daytime shelter."

People at one center heard four historians from Penn discuss *Age and Influence*, a course focusing on such figures as DeGaulle, Churchill and Pope John XXIII, who held considerable power after they were 65. Two centers heard Dr. Pollak's program of speakers on Aging and the Family, which addressed such topics as *Dynamics and Family Life*, *In-Laws and Grandparenting*, and *Sex and Other Gratifications*. Treated at other centers were *Biomedical Ethics*, *Adult Development and Age in Literature*.

The program's interim evaluation shows that the participants understood the academic content of the courses and were able to relate the material to the problems and processes of aging. They were also able to explore their own feelings and experiences and could do so objectively as well as emotionally.

Dr. Pollak applies a fairly simple criterion to the program's appeal: "If they come again, they like it," he says. At each center between 30 and 50 people continued to come, and Ms. Bannett of the World Affairs Council says that in some cases people were turned away to keep class size workable.

Assistant Professor of Philosophy Richard Warner, who taught the course on biomedical ethics, contrasted his experience in the program to teaching at Penn: "The main difference, I think, is that when these people (the elderly) come to a lecture, they're not there because they need a unit to graduate or because they think it will help them get into medical school or because they think they ought to be educated about this. They are there out of general interest."

For many of the faculty, teaching the elderly was a gratifying experience. Says Dr. Charlotte Fiechter, CGS Vice-Dean for Continuing Education, who gave the lecture on Churchill, "They were a marvelous group. It was a very exciting experience."

It is easier to teach history to people who have some personal history themselves," she continues. "And remember, this group had lived through Churchill's years."



Dr. Warner, author of *Morality in Medicine*, which will be published in the fall, describes his experience discussing topics like euthanasia: "In that way it's much easier to talk to them than a group of undergraduates between the ages of 18 and 22. Undergraduates have an intellectual grasp of the problem, but it doesn't grip them in the same way it does these older people," he explains. "I enjoy talking to people where the philosophical problem is a real part of their lives."

One problem that was not a real issue, he discovered, was informed consent. Realizing that they just weren't reacting to his comments the way younger people do, he stopped and asked them to talk about their feelings. He learned that most felt they received good medical care and trusted their doctors; thus informed consent just wasn't a concern.

Drawing on his own theories on aging, Dr. Pollak feels that the program would be more valuable if it dealt with less accessible subjects.

"As long as you give the elderly only courses they are interested in, you do not help them with the transcendence of the self that must come with age," he asserts. "The body deteriorates, work stops...and ultimately you know that you will not be here. Unless people transcend the aging misery, they will spend their old age in a permanent process of mourning."

He feels that the program is important as a service and would certainly like to do it again. It also interests him as a teacher: "I enjoy doing my work outside the University to test its validity beyond the campus."



## And Still More Programs...

*Learning should be a process that never ends. Nowhere is this more evident than in the College of General Studies which has during the past five years developed an endless array of programs designed to enhance the education it offers while responding to the needs of such non-traditional students as the over-21 year old adult, alumni and practicing professionals, business leaders and public officials. What follows is a brief description of these programs.*

The **Young Scholars** program encourages highly qualified high school seniors and second semester juniors to take one or two undergraduate courses at Pennsylvania, giving these students an early opportunity to discover what college will be like. The students take courses in all disciplines, ranging from Soviet history to advanced calculus. Approximately ten students participated in the program this year and numbers are expected to increase as the new scholarship program that gives substantial support to each participating student gets underway.

The **Guest Student** program enables an undergraduate from another institution to attend the University full-time for one or two semesters; the courses taken here are applied toward degrees at their home institution. Typically, students from small schools such as Mt. Holyoke or Trinity apply for this program. Penn's large variety of courses, diversity of student body and urban setting attract many Guest Students each year.

Under the **Reciprocal Program** students from Pennsylvania,

Bryn Mawr, Haverford and Swarthmore may take courses not offered at their home school at one of the other institutions. Such courses as advanced Oriental studies, Slavic languages, Celtic literature, and other "specialty courses" are the most popular choices of those students coming to Pennsylvania.

**WING (Workshop for Individuals with New Goals)** was established to aid individuals who have been outside an academic setting for some time. These "new" students receive counseling on goal clarification, review their study habits and work to improve time management for those trying to coordinate job, school and family commitments.

**Summer Study Abroad** gives undergraduates the opportunity to take summer courses for credit while living on the French Riviera, at the foot of the Acropolis, or with a Chinese family in Taiwan. Nine different programs, based in eight different countries, are offered; courses on intensive language training, civilization and culture are taught in Florence (Italy), Cadiz (Spain), Freiburg (Germany), and La Napoule (France). One can study British theatre in London or classical drama in Greece, attend the Cannes Film Festival in southern France, or take part in an archaeological excavation at Tel Michal, Israel.

The **Social Gerontology** program is a multi-disciplinary group of courses designed to present knowledge about aging in American society. The program draws on a range of Liberal Arts disciplines such as economics, sociology, folklore, literature and psychology as well as on field work experiences at agencies serving a geriatric population in the Philadelphia area. The purpose of the program is to broaden





the knowledge base regarding the processes of aging and society's response to it, of those who are already working in the field and of others who bring a combination of a wide range of life experience and a commitment to work with an elderly population. The program has been structured in such a way as to allow the individual with work or family commitments to attend classes. The current class of 20 students has an age range from 23 to 72 years, carrying through CGS's commitment to lifelong education.

**The World Around the Revolution** is a history course in the form of 45 half-hour televised lectures which explore the political, social, artistic and intellectual climate of the Revolutionary era while examining the meaning of the Revolution in American History. Broadcast on KYW-TV, in Philadelphia, it has been shown on the Group W Stations in Boston, Baltimore, San Francisco and Pittsburgh. By televising this course resources from the entire University community are brought into the home which would not be possible in the classroom and students may benefit from the expertise of fifteen faculty members and not just one. This course is offered for credit.

The **Philadelphia Affairs Seminar**, now in its second year, discusses the resources—and problems—of the City of Philadelphia. This spring the Seminar program will offer courses on Philadelphia's performing arts, communicators and archaeologists.

**Continuum** is a cooperative venture of the Philadelphia Alumni Clubs of fifteen colleges and universities developed in response to growing interest in life-long learning programs. CGS provides administrative support for the program whose courses have included *The Nature and Meaning of Cuisine*, conducted by Elizabeth Rozin; *Aging in American Society*, conducted by Ann Beuf; *The Quest for Peace in the Middle East* led by Thomas Naff; and *Leadership and Authority* taught by Digby Baltzell. The Alumni Clubs include those of Yale, Vassar, Brown, Cornell, Harvard, Barnard, Princeton, Haverford, Wellesley, Bryn Mawr, Columbia, Dartmouth, Pennsylvania, Swarthmore and Mount Holyoke.

**Summer Institutes** were a new addition to the Summer Sessions program at Pennsylvania. The program is geared to include individuals who are not typical students, such as teachers themselves, administrators and professionals. Last summer 32 musicians and choir directors from all over the country gathered at Penn for the *Medieval Music Institute* hosted by Conrad Ruhland of Munich. A second institute, the

*Women's Studies Institute*, funded by a grant from the National Endowment for the Humanities, will be offered again this summer. In this program more than thirty high school teachers from the Delaware Valley took graduate courses for credit which focused on the role of women in a number of disciplines. Studies were made of women in history, in the arts, English women poets and comparative studies were made of women's changing status in society. As part of this Institute, the teachers developed a curriculum to apply to their fall classes and recent follow-up visits have revealed just how successful the program was. Two additional institutes are planned for this summer: the *University of Pennsylvania Editing and Publishing Institute* directed by Paul Korshin and the *Science and Math Institute* under Frederic Hazel's direction. The Editing Institute, designed for college seniors or recent graduates planning to pursue a career in publishing, will train students in all aspects of editorial technique. The Institute for Teachers of Science and Math aims, with National Science Foundation funding, to help familiarize high school teachers in the natural, physical and mathematical sciences with current research in their fields as well as to develop closer ties with University faculty.

The University of Pennsylvania, Bryn Mawr College, the Philadelphia Art Museum, and the Metropolitan Museum of Art have pooled their resources to develop an exceptional series called **The Art Tour Program**. Last fall two non-credit

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courses, *The Second Empire: Art in France Under Napoleon III* (in collaboration with the National Museums of France), and *The Treasures of Tutankhamun* (with the Metropolitan and the Egyptian Organization of Antiquities) were presented to an enthusiastic public of 200 people. The response insured the continuation of the program and this spring, two new courses are being offered. *Victorian Cape May* includes a lecture series on Victorian lifestyle, architecture and preservation, as well as a visit to this important restoration site. The second, *Treasures of Medieval Art*, is a series of four lectures, one per week, on society and culture in the Middle Ages, including a visit to the Cloisters.

**Saturday at the University** is a proposed public lecture series to be offered at a time which is convenient to most working people. The first series of lectures are being developed with the cooperation of the History and Sociology of Science Department and will examine developments in science, technology and medicine and their relationship to contemporary social values. The program will be offered one Saturday a month and will include nine day-long lectures and seminars, with a major figure in the field keynoted at each session. The lectures are to be followed by seminars led by "affiliated participants" including Penn faculty and physicians, engineers, scientists, lawyers, and businessmen.

The **Leading Edge** is a program designed for interested scientists, medical people and educators who wish to keep abreast of on-going research in their field. Key figures in the different scientific disciplines will be invited to speak. The first program in the series will be on *The Brain*.

A seven-week course on *Maya Art and Archaeology*, given at the University Museum last fall, was the first in a series of

special **Art-Related Courses** which have been developed by CGS. This spring a course on the aesthetics of *Photography* was offered which highlights the art of picture-taking rather than dark room technique.

The **Smithsonian Institute** and CGS this spring are hosting a lecture series on Soviet science and culture inspired by the Smithsonian's own Woodrow Wilson Center and Kenan Institute. Frederic Starr from the Kenan Institute, and FAS faculty members Al Rieber and Mark Adams will each give a lecture on topics ranging from Russian architecture to scientific advances in the Soviet Union. The lecture series scheduled for April will be at the University Museum.

**Return** was created because of the recent state decision to do away with the terminal R.N. degree by 1983. All registered nurses must now hold bachelor of science degrees in nursing and meet the full 32-course requirement of any undergraduate. R.N.'s may apply for admission to CGS to complete the prerequisite courses necessary for admission to the University's School of Nursing.

A new lecture series on **Power**, scheduled for this fall, tentatively includes two different programs, of six lectures each. The first, "Personality and Power" will examine international relations and political leadership in terms of ambition, drive and ego. Such questions as how Mao rose to the heights of power he did, or how Hitler drew his tremendous following will be discussed. The second program will concentrate on "Women in Power" from around the world, comparing cross-cultural attitudes and positions. The family structure, women in politics and economics, assertiveness and powerlessness are all potential seminar topics for this series.

**Seminars for Executives** are being planned for late 1979-80 consisting of intensive two-day programs over the course of the year on such topics as political risk analysis, nuclear energy, and the impact of foreign investment. As its title suggests, this series is designed for those already advanced in the corporate and financial communities who could benefit from discovering how, for example, demographic changes are effecting the Far East.

**Feature Lectures and Visits** will utilize the expertise of Pennsylvania's faculty and guest speakers. Although this program is still being developed, several topics of special interest with accompanying trips are being considered for this fall:

- Great American Houses, from Boston to Atlanta
- The Metropolitan Opera, with a visit backstage and seeing a performance in New York
- U.S. Embassies, with visits to various embassies as well as the State Department in Washington, D.C.
- Newport, Rhode Island
- Architectural restoration.

A **Sports Lecture Series** is planned for this summer to attract yet another interest group. Top professional athletes, trainers and managers will be invited to speak on such topics as women in sports, coaching and strategy.

#### FAS Reports: A Supplement to Almanac

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