

UNIVERSITY of PENNSYLVANIA



# Almanac

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## Faculty Forum: Six Professors On "Why I Became A College Teacher"

Why does anyone elect to become a teacher? At a time when the subject of teaching is all too often paired with complaints about Johnny's reading, or the burden of taxes, or financial discontent within the profession itself, it is good to hear Claude M. Fuess, former headmaster of Phillips Academy, say in a recent issue of *The Saturday Review*:

"Teachers find in their profession some of the most durable of human satisfactions. The ability and inspiration of such men and women are not actually for hire. Nobody could pay them what they are really worth. They foster and watch the slow development of personality in their pupils. They hope to transmit their accumulated knowledge and experience of the race, to mould the manners and morals and ideas of a younger generation. They are rather proud to feel that they are helping to build a better world."

## 1956 Alumni Annual Giving Highest in University's History

The *Annual Report* of the Development and Public Relations Division is bulging with good news for the campus citizenry.

For example, the total of giving during the year 1956-57 represents a 49% increase over any previous high in the University's history. The total figure of \$11,066,558 given to the University by alumni, friends, foundations, and corporations does not include the bequest from Gustave Kuemmerle, Wharton—1898, announced in the press as being in excess of \$4,000,000 or the bequest of Frank M. Speakman, Evening—1908, said in the newspapers to be about \$1,500,000—except to the extent of an advance payment of \$300,000 from the Speakman estate. Furthermore, the year's total figure does not include more than \$7,871,000 received during the twelve months from government, industry, and other sources under contracts for research.

(Continued on page three)

No one going into teaching is under any illusion that it is a highway to wealth, but there are rewards nonetheless. "Surely," continues Dr. Fuess, "it is not hypocritical to insist that some teachers are affected by altruistic motives. And if they get what they want most, nobody need pity them because they drive old Chevrolets instead of new Cadillacs. Verily they have their reward!"

*The Almanac* thought it might be interesting to its readership to put the question, "Why I Became a College Teacher," to a number of Faculty members chosen at random. Here are the results:

From DR. SAMUEL NOAH KRAMER,  
*Research Professor of Assyriology, Curator of Tablet Collection, Associate Director of the University Museum*



Of man's three-pronged quest for the good, the beautiful, and the true, it was the truth-seeking aspect which appealed to me most, even early in life. The drive to make a significant contribution to human knowledge somehow filled me with a deep sense of inner satisfaction. By the time I reached my middle twenties, it was clear to me that the university, more than any other man-made institution, offered the brightest promise for intellectual achievement and reflective fulfillment. Impelled by the urge to reinterpret and reevaluate, in terms of modern scholarship and thought, the historical, religious, and philological data acquired in the course of a prolonged Biblical and Talmudic training, I turned rather naturally to the field of Near Eastern studies. Specialization in Sumerian history and culture was due primarily to the Tablet Collection of the University Museum, which provided a largely untapped treasure-house of relevant source material. To help write a new, if relatively limited, chapter on the history of man—that was why I became a College Professor.

(Continued on next page)

From DR. WILLIAM C. McDERMOTT,  
*Professor of Classical Studies*



My answer to this question has more point if I say why I have remained in teaching so many years. I feel that no other occupation gives such vivid encouragement to intellectual activity or preserves so fully the excitement of learning. Solon said that he grew old learning something every day, and Seneca's epigram *dum docent, discunt* ("while they teach, they learn") succinctly summarizes the chief pleasure of teaching. There is no monotony in covering the same topics perennially—each year we are stimulated by new students. In all fields there is interest in the new and the contemporary, but real wisdom comes rather from learning that which has gone before.

From DR. EDWIN C. BOLLES,  
*Assistant Professor of English*



In 1920, with the sudden expansion of the student body, the English Department was in desperate need of instructors. Dr. Weygant liked some work I did for him in English 5 in my senior year. Otherwise, as a Wharton graduate, I would never have had a chance of appointment.

It began, then, with a lucky fluke. What made it become a free choice of permanent occupation it is hard to say clearly, so many things were involved. First of all, there were the men I worked with. I soon realized that I was in company more congenial than I was likely to find elsewhere. For many years now, it has been this liking for my colleagues that more than anything else has attached me to the Department. Secondly, my graduate work gave shape and value to what had been a general reader's real but indiscriminate fondness for books.

I have been fed up at times; who can avoid it in thirty-six years? But as sincerely as any one can, I can say that I have never regretted my decision.

From DR. JULIUS GRODINSKY,  
*Professor of Finance*



My enrollment in the ranks of the college teaching profession I credit directly to the inspiring leadership of the late Professor E. S. Mead. I was under a number of personal obligations to Professor Mead at the time I was graduated and I felt a sense of keen moral responsibility in accepting his offer to add my name to the teaching staff in the Department of Finance. After I joined I became intrigued with the subject of finance and with the opportunities and obligations of the university teaching profession. I think that the freedom to engage in intellectual excursions over many areas in economic, financial, and allied fields and the contact with young and inquiring minds constitute the chief attraction of the college teaching profession.

From DR. GRANT MANSON,  
*Vice-Dean, School of Fine Arts and Assistant Professor of the History of Art*



I became a college teacher for two reasons. The first was pure accident, and presents no mystery. The Great Depression nipped in the bud my debut as an architect—a career which had progressed according to plan until the time came to find my first job. There was none; architects were selling apples. Like so many of my generation, I drifted into other channels, and eventually into tutoring, which paid handsomely (it seemed to me then) and which led me to believe that I might like classroom teaching.

The second reason, which grows out of the statement immediately above, is still far from clear. Originally, my mind was drawn to the idea of college teaching because of three factors: (a) the dignity of the profession; (b) the excitement of imparting my knowledge and my prejudices to others; and (c) the long lazy vacations. The last item I have learned to discount; my vacations are usually less than *nirvana*, curtailed by cessation of salary and the compulsion to make them constructive. Item (a) is a myth; dignity can be achieved in any walk of life, but there is no combination of circumstances that simply bestows it.

There remains item (b). It is not only a valid and enduring factor, but it is variable and inscrutable. There are days when I feel incapable of imparting anything to anybody, and the very thought is distasteful. Then, for no apparent reason, comes a good day, or a brace of days. My students are really listening, there is rapport, I am enjoying myself; I have all the reward I want. This is where the mystery comes in. Perhaps it's something quite simple, but which I am normally reluctant to admit. It may be that I am not a frustrated architect, but a frustrated actor. Denied a stage, what's next-best but a college classroom?

From DR. WILLIAM N. LOUCKS,  
*Professor of Economics*

A psychologist surely would deny one's ability some thirty-five years later to portray accurately the reasons for a choice of occupation. Hence, at best, this is a thoughtful rationalization.

Quite honestly, for me teaching was a second choice. Spending spare time as a youth auditing court trials and reading in the lives of outstanding attorneys nurtured the idea that I should try for the law. Lack of financial resources and a desire to become immediately self-supporting dispelled this thought.

As I see it now, I was searching primarily for an occupation in which one could achieve community prestige, active intellectual interests, interesting associates, somewhat independent hours of duty, and service to society—all with a modicum of *physical* effort. My first experiences confirmed my feeling that college teaching is an excellent path to such ends.

#### ON THE MATTER OF MIND

"A well-trained mind is made up, so to speak, of all the minds of past ages: only a single mind has been educated during all that time."—Bernard de Fontenelle, 1688.

### Annual Giving (Continued from page one)

A breakdown of the total figure shows that the largest share of giving was allocated to endowment (\$4,494,453), followed by funds for current use (\$2,572,194), building funds (\$2,563,486), and equipment funds (\$1,468,180). Foundations contributed 53% of the total funds given, corporations 21%, and alumni and friends of the University 26%.

The total for Annual Giving was \$563,000, a gain of 22% over last year's previous high of \$459,000. The average gift was \$39—three dollars over the average for 1955-56. During the past year the University received contributions from almost 14,000 alumni, more than 500 parents, and some 75 other friends of Pennsylvania. The Benjamin Franklin Associates, the special gifts division of the Annual Giving Organization—there are 216 Associates—made unrestricted individual contributions of \$1,000 or more totalling \$237,134 of the overall Annual Giving figure.

According to the subsidiary *Annual Report* for the Development office, there are three factors currently influencing financial contributions to higher education. They are: first, a growing interest among business concerns in colleges and universities; second, the attention focused on the needs of higher education by the Ford Foundation gifts; and third, the steady growth of the annual giving drives throughout the United States.

Of the capital campaigns, six will continue as major efforts during the coming year. These are: the addition to the Moore School, the Law School Development Program (it added \$450,000 to its total during the past year), the Program for Women's Residences (2238 gifts brought its total close to a quarter of a million dollars, suggesting "a long road ahead" for this campaign), the new wing for the Wharton School (the half million dollars given by the Dietrich Foundation will have to be matched by at least an equal sum of money to meet estimated building costs of a million dollars or more), the Ravdin Institute and Nurses' Home for the Medical Center, now combined into the Medical Center Campaign (still in need of close to \$3,000,000 with better than that amount already in hand), and Squash Courts for the athletic plant. The need for capital funds will not lessen the new emphasis that prevails for annual support.

Five programs aimed at obtaining funds for certain University projects through recurring appeals are now operative. The annual objective for the Pennsylvania Plan to Develop Scientists in Medical Research is \$125,000. The Computer Center is seeking \$150,000 a year from companies interested in automation and data-processing techniques. The Chemistry Department's research needs require several hundred thousand dollars annually. The Professorship of Investment Banking has only gone half way in realizing its \$250,000 goal; this program will naturally be continued. And a plan for Unrestricted Corporate Annual Giving has been formalized, with Mr. William L. Day, a new Trustee, assuming the chairmanship of the committee. Their initial objective is to be \$100,000.

### MEANS AND ENDS

"The things taught in schools and colleges are not an education, but the means of education."—Emerson, 1831.

## New Faculty Publications

The University family has been extraordinarily busy in the past few months in the production of new books. Here are some of the latest arrivals:

*Man and Wife* (Norton), a sourcebook of family attitudes, sexual behavior, and marriage counseling, edited by Dr. Emily Hartshorne Mudd, Professor of Family Study in Psychiatry, and Director, Division of Family Study, Department of Psychiatry. Among the contributors to this valuable volume are Dr. Kenneth E. Appel, Professor and Chairman, Department of Psychiatry; Dr. Leon J. Saul, Professor of Clinical Psychiatry; Dr. Philip Q. Roche, Assistant Professor of Psychiatry; Dr. Frederick H. Allen, Professor of Psychiatry, Emeritus; Dr. James H. S. Bossard, Professor of Sociology and William T. Carter Professor of Child Development; Dr. Martin G. Goldberg, Instructor in Psychiatry; Dr. Edwin E. Aubrey, late Professor of Religious Thought; Dr. William L. Peltz, Assistant Professor of Psychiatry; and Dr. Paul O. Klingensmith, Associate Professor of Obstetrics and Gynecology.



Emily H. Mudd

*The Immense Journey* (Harper), by Dr. Loren Eiseley, Professor and Chairman of Anthropology, a collection of delightful essays about pre-history, man, time, science, nature, life on other planets, etc.

*A History of the English Language* (Appleton), by Dr. Albert C. Baugh, Professor of English, a newly revised and enlarged edition of his standard work on the subject.

*Guide to Pennsylvania Politics* (Holt), by Dr. G. Edward Janosik, Assistant Professor of Political Science (and Dr. Edward Cooke, Professor of Political Science at the University of Pittsburgh).

*Cradle of Culture* (University of Pennsylvania Press), by Dr. Reese D. James, Professor of English and Director of the Courses in Journalism, an account of the stage in Philadelphia in its important formative years at the beginning of the 19th century.

*The Yearbook of School Law, 1956* (published by L. O. Garber, 3812 Walnut Street), by Dr. Lee O. Garber, Professor of Education, an annual summary of court decisions affecting education.

*Seventeenth Century English Prose* (Harper), edited by Dr. Matthias A. Shaaber, Professor and Chairman of English, an anthology, latest in the Harper English Literature Series.

*The Good Education of Youth* (University of Pennsylvania Press), edited by Dr. Frederick C. Gruber, Associate Professor of Education, a sampling of the discussions held on the campus during Schoolmen's Week, 1956.

*The Age of Dante* (Syracuse University Press), by Dr. Domenico Vittorini, Associate Professor of Romance Languages, a concise history of Italian culture during the early Renaissance. Also by Dr. Vittorini: *Attraverso I Secoli* (Holt), an admirably designed textbook for students of Italian, lavishly illustrated, and sponsored by the Curtis Institute of Music; and *The Drama of Luigi Pirandello* (Dover), a revision with new essays written since 1935.

## Among Other Things

**Manpower Manhunt:** According to Robert L. MacDonald, Director of the University's Placement Department, the "manpower manhunt" conducted on the campus last year by business firms, government agencies, and educational institutions will be intensified in the decade ahead. In his *Annual Report, 1956-57*, Mr. MacDonald notes that the graduating class participated in more than 8,000 personal interviews, with upwards of 600 recruiting representatives (an increase of 50% over 1954-55) visiting the campus. Starting salaries in industry are 5 to 12% higher than last year—more than double what they were in 1946. Thus far in 1957, Mr. MacDonald observes, "vacancies for teaching personnel in colleges and universities have increased 24% over a year ago." But in elementary grade teaching vacancies are up 60% over last year, and in junior high school the increase is a dizzying 120% . . .

**Book Note:** "Borrowers of books—those mutilators of collections, spoilers of the symmetry of shelves, and creators of odd volumes."—Charles Lamb. . . .

**Here and There:** In his Foreword to the *University of Pennsylvania Bibliography of Faculty Publications for the Year 1956*, Provost Jonathan E. Rhoads points out that it contains about 1650 separate items as compared with about 1300 in 1955. More than 800 faculty members (about a 20% increase over the previous year) contributed publishable entries, with an increase in books and monographs just over 50% (from 64 in 1955 to 97 in 1956). . . . In case you didn't know: a subcommittee of the Educational Council is studying the "feasibility and role" of closed circuit television for instructional purposes on the campus. . . . Those recent grants from the Ford Foundation break down as follows: \$334,000 to the Law School, which will use the money over a ten-year period to enlarge its teaching and research programs in international law; \$219,450 to The Institute of Neurological Sciences of the University's School of Medicine, which will use its grant "to broaden its studies of the nervous system, particularly as those studies are related to mental health"; and a share of \$445,900 (in association with 25 other institutions), which will increase the number of fellowships available to faculty members and graduate students in the fields of economics and business administration. . . . A recent issue of the *American Alumni Council News* shows that Pennsylvania was fifth in the country in total alumni giving for 1956, preceded only by Yale, Harvard, Chicago, and M.I.T.

**Observation:** "No furniture is so charming as books, even if you never open them or read a single word."—Sydney Smith. . . .

**Names:** Dr. Loren Eiseley, Professor and Chairman of Anthropology, has completed a new book for spring publication, *Darwin's Century: Evolution and the Men Who Discovered It* (Doubleday). . . . Dr. Isaac Starr, Research Professor of Therapeutics, was recently named winner of the 1957 Albert Lasker Award of the American Heart Association "for distinguished achievement in the field of cardiovascular research." Among the four previous winners of this prized honor (which carries, besides, a stipend of \$2500) is Dr. Paul Dudley White, consulting

physician to President Eisenhower. . . . James T. Farrell's literary papers, recently turned over to the University's Library, fill 110 linear feet of manuscript boxes in the Rare Book Collection. The collection includes manuscripts of the author's published works, notebooks, diaries, correspondence, clippings, and other items. . . . Dr. Irwin Friend, Research Professor of Finance, was honored last month by election as a Fellow of The American Statistical Association at the 117th annual meeting of the group in Atlantic City. Among other Pennsylvania participants at the meeting were Dr. Murray Brown, Assistant Professor of Economics, Dr. Orin E. Burley, Professor of Marketing, Dr. Jean A. Crockett, Assistant Professor of Finance, Dr. Morris Hamburg, Associate Professor of Statistics, Dr. Chester Rapkin, Research Associate Professor of City Planning, Mr. Herman G. Roseman, Instructor in Economics, and Dr. Benjamin K. J. Tepping, Visiting Associate Professor of Economic Statistics—all of whom delivered papers. . . . Dr. Horace G. Richards, Lecturer in Geology and Paleontology, was recently appointed Chairman of the Sub-Commission for the Study of Pleistocene Shore Lines of the Americas at the 5th Congress of the International Association for Quaternary Research in Madrid, Spain. Dr. Richards delivered a paper at the Congress entitled "A Comparison of the Marine Pleistocene Mollusks of North America with Those of Europe." . . .

**Film Note:** The Museum is featuring a varied program of adult entertainment through the remainder of the year on Sundays at 3 p.m. in the Museum's auditorium. Admission is free.

On November 17, the offering will be "Ancient Greece," a color film on the monuments and history of the country. November 24: "Images Medievales and Everyman," a film study of illuminated manuscripts and the famous "morality" play. December 8: "African and Asiatic Musical Instruments," a demonstration by Dr. Joseph Barone and others. December 15: a special Christmas program featuring a color slide lecture on Roman life and personages connected with the Biblical story of Christ's birth.

**Worth Another Thought:** "Humanism implies an assumption about man. It implies that every human being by the mere fact of his existence has dignity, that this dignity begins at birth, that the possession of this dignity, even if dimly realized by the possessor, is, or ought to be, the continuum of his life, and that to strip him of this dignity is to degrade him in so outrageous a way that we call the degradation inhumane."—Howard Mumford Jones in "American Humanism: Its Meaning for World Survival" (Harper), latest volume in Harper's World Perspectives Series edited by Ruth Nanda Anshen. . . .

### THE ALMANAC

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