

# Almanac

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UNIVERSITY OF PENNSYLVANIA

OCTOBER 22, 1970

## University, College Financial Problems Begin To Command Public Attention

The long-predicted financial crisis for the country's colleges and universities, now a reality, is finally beginning to command public attention almost equal to the academic and student concerns which have dominated public thinking in recent years, according to Harold E. Manley, vice-president for business and financial affairs at the University.

In his introductory remarks to the University's financial report for the academic year 1969-70, Manley points out: "Since 1966 college and university financial officers have been predicting a funding crisis for institutions of higher education. Their earlier warnings, however, were issued in a general atmosphere of apparent affluence, large endowments, rapidly expanding programs, and successful fund-raising campaigns. The public at large and the communications media understandably found it hard to believe that these institutions could suddenly have difficulty meeting payrolls and paying bills.

"Today the predicted troubles are a reality, and they are becoming more

widely recognized. Statements by college and university presidents relating to their financial problems are receiving attention almost equal to their reactions to academic and student concerns."

Noting an uncovered deficit of approximately \$700,000 on June 30, 1970, Manley includes the University of Pennsylvania among the country's institutions of higher education "in financial difficulty." The pressures of inflation, rapid growth of student financial aid, and the inability of traditional income sources to keep pace with increasing costs are cited as the major factors in creating the University's first uncovered deficit since 1953-54, when it was in excess of \$600,000.

After 1953-54, the University was able to make up its deficit and, in fact, entered fiscal 1969-70 with an accumulated balance in its operating reserve fund of over \$1,600,000.

Manley said the University must solve its financial problem through "adequate and timely long-range planning, hard decisions on priorities, and the

allocation of our human and financial resources to those areas and programs which will enable this university to fulfill the role it has chosen for itself."

He said current University interim policies—freezing of vacant positions, reduction of maintenance, curtailment of expense and equipment allotments—were, "at best, short-term holding actions."

The financial report shows that in 1969-70 total current fund expenditures were \$177,006,697, an increase of almost 17% over the previous year, while current fund income increased 15% to \$171,905,438, resulting in a deficit of \$5,101,259. This deficit was partially covered by the application of unrestricted income and gifts and the accumulated balance in the University Operating Fund, leaving an uncovered deficit of \$715,639 for the year.

William L. Day, chairman of the Trustees of the University, said, "It is ironic that we face a financial problem following a year in which an all-time high of \$2,632,987 was contributed through Annual Giving."

Day noted that gifts and pledges from all sources and for all purposes in 1969-70 totaled \$20,476,175 and that 1969-70 was the fifth year in a row in which more than \$20,000,000 was received in gifts and pledges. He emphasized that most of the gifts were restricted by the donors as to use, and could not be applied to basic operating expenses.

Day said, "The University is continuing to receive strong support from alumni, foundations, corporations, and other friends, but costs have increased faster than income. Our planning for the future must be rigorous and definitive, and it must be done promptly."

He added that the uncertainties of State appropriations add to the University's problems. Noting that the State's so-called "stop-gap" approach to appropriations for the current fiscal year means that the University is assured of only half the amount received from the State in the previous year. Day said if the remainder is not forthcoming "our fiscal crisis will approach unmanageable proportions."

### A Decade in Review

years ended June 30

Expressed in thousands of dollars

SOURCES OF INCOME	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Student fees	\$14,016	\$16,852	\$17,653	\$18,612	\$20,382	\$22,750	\$26,251	\$26,936	\$30,084	\$32,856
Endowment and other invested funds	3,449	3,757	3,972	4,357	4,472	4,542	4,724	5,910	6,485	8,149
Commonwealth of Pennsylvania	6,170	6,390	6,530	7,399	7,362	8,457	9,712	11,982	12,083	12,238
United States Government	11,449	14,045	17,752	22,206	25,512	29,311	33,348	36,237	37,594	41,889
Gifts and grants	3,765	4,409	4,475	5,239	6,591	7,881	8,290	9,066	10,340	9,705
Sales and services (including hospitals)	16,639	18,807	20,883	22,857	25,053	28,672	35,663	43,868	53,312	67,069
	55,488	64,260	71,265	80,670	89,372	101,613	117,988	133,999	149,898	171,906
OPERATING EXPENDITURES (by function)										
General administration	1,345	1,512	1,681	1,851	2,058	2,194	2,769	2,631	3,065	3,522
General expense	4,271	4,579	4,628	5,384	6,121	7,462	8,577	8,611	9,754	10,358
Instruction and departmental research	15,321	17,299	19,338	21,514	23,704	26,210	29,827	34,727	38,532	46,521
Organized activities related to instructional departments	13,335	15,442	17,255	19,285	20,592	23,373	27,983	34,591	41,675	52,336
Organized research	12,498	15,058	18,046	22,161	25,373	29,232	32,614	34,590	36,095	37,940
Libraries	1,140	1,268	1,409	1,569	1,611	1,737	2,051	2,313	2,449	2,931
Operation and maintenance of physical plant	2,987	3,012	3,345	3,514	3,740	3,564	4,090	4,502	5,294	6,258
Auxiliary enterprises and activities	3,727	4,055	4,352	4,575	5,248	5,932	6,770	7,441	8,019	9,134
Student aid	3,648	4,360	4,616	4,835	5,850	6,920	9,236	10,810	11,350	12,516
	58,272	66,585	74,670	84,688	94,297	106,624	123,917	140,216	156,233	181,516
Less: Interdepartmental charges	1,985	2,367	2,683	3,304	3,740	4,138	4,244	4,661	4,586	4,509
	56,287	64,218	71,987	81,384	90,557	102,486	119,673	135,555	151,647	177,007
Operating surplus/(deficit)	(799)	42	(722)	(714)	(1,185)	(873)	(1,685)	(1,556)	(1,749)	(5,101)
OPERATING EXPENDITURES (by object)										
Salaries and wages	31,313	36,743	41,014	46,509	51,513	57,075	65,508	74,696	83,628	96,211
Current expense	21,203	23,812	26,705	30,576	34,101	39,404	47,912	53,671	60,668	75,119
Equipment	3,771	3,663	4,268	4,299	4,943	6,007	6,253	7,188	7,351	5,677
	56,287	64,218	71,987	81,384	90,557	102,486	119,673	135,555	151,647	177,007
INVESTMENTS (quoted market value)	126,193	119,765	140,448	150,910	164,570	165,938	183,858	200,477	199,484	158,847
PLANT	92,786	102,952	111,029	119,996	125,480	134,049	141,643	156,328	174,874	177,603
BALANCE OF FUNDS	166,065	173,348	189,710	205,422	215,063	239,996	270,173	303,267	337,809	341,568
GIFTS, GRANTS AND BEQUESTS	7,865	8,611	15,256	10,244	17,667	23,494	21,014	23,889	22,863	20,476
FULL TIME ENROLLMENT (fall semester)										
Undergraduate	5,904	5,739	5,905	5,932	6,225	6,613	6,981	7,097	7,150	7,504
Graduate	1,567	2,282	2,544	2,785	3,320	3,763	4,473	4,671	4,598	5,043
Professional	1,913	1,908	1,905	1,923	1,981	2,029	2,012	2,033	1,894	2,029
DEGREES AWARDED										
Baccalaureate	1,292	1,319	1,473	1,528	1,438	1,466	1,706	1,713	1,785	1,988
Post-baccalaureate	1,483	1,561	1,692	1,826	2,083	2,152	2,189	2,346	2,331	2,563
TUITION AND GENERAL FEE PER FULL TIME UNDERGRADUATE STUDENT	\$1,400	\$1,600	\$1,630	\$1,630	\$1,750	\$1,750	\$1,950	\$1,950	\$2,150	\$2,350



# 1969-70 Annual Reports

An accounting of the academic year 1969-70 is contained in the some 65 individual division, school, and office reports collated and distributed by the Office of the Secretary in early October. Complete sets of copies are deposited in all University libraries for reference purposes and copies are available for examination in the Secretary's office, Room 112, College Hall.

Highlights of the 1969-70 collection are the final reports of President Harnwell and Provost Goddard. Excerpts from each of these reports follow.

## From Dr. Harnwell's Report

Looking back with the perspective of 32 years of intimate association with this University, both as a faculty member and as an administrator, I am impressed with the institution's adaptive proclivities and its talent for survival. I saw World War II come and go and Pennsylvania was not found wanting in providing the research capabilities, the manpower and expertise to the armed forces and in later opening its doors to veterans seeking opportunities for higher education. During the Cold War years, when academic freedom was often in jeopardy elsewhere, this University withstood all assaults on the integrity of its faculty.

Coincident with my advent on the presidential scene came the first lapping of the tidal waves of students who were to seek admission in the greatest college enrollment surge this country has ever known. The challenge then was to meet quantitative demands without sacrificing the quality which has been our hallmark. The record shows we responded to society's demands and at the same time not only maintained but raised our standards of excellence in educational performance in the quality of the student body and faculty, in scholarly research, and in teaching.

Concurrently we were confronted with, endured, and overcame a period of financial stringency not unlike the present and then generated the momentum that was to carry us to new records in gift support, capital and annual current operations, and Federal and State support.

At the same time, we inaugurated and completed a five-year Educational Survey that cut away the institutional underbrush and gave us a clearer vision of what a modern university in a major city should be.

We recognized early that it is only the purpose of a university that is sacred; the structure can be adapted to meet the stresses and strains of the changing environment. Beginning with the establishment of the faculty Senate in 1952, there has been a gradual extension of the consultative and participatory processes in the governance of the University. Some ten years later the University Council was established to simplify the structure of University committees and Councils in which faculty participated. This past year saw the admission of undergraduate and graduate students to the Council. Now underway are plans for the organization of an Administrative Assembly, representative of the administrative personnel of the University.

The findings and recommendations of the Task Force on University Governance, which was established by the Trustees in the fall of 1968, are due in September. The Task Force has had four sub-committees dealing with the legislative function, the administrative function, the Trustees, and decentralization. Campus-wide meetings have been held this past winter and spring to provide for the broadest possible understanding and participation in the study.

The University's policies concerning open expression and demonstrations which have stood us in good stead in times of stress, were jointly evolved by students and faculty members of the Mundheim Commission established on the recommendation of the Steering Committee of the University Council following an anti-war motivated demonstration against Dow Chemical Company recruiting in November 1967.

The Mundheim Commission did its work well. Its report, produced in the late spring of 1968, was accepted by students, faculty, and administration, and has attracted the attention of other universities as well as government agencies and other parties with a concern for governance of colleges and universities.

The commission recommended a set of guidelines to govern the conduct of demonstrations and also called for the creation of a committee on open expres-

sion to observe demonstrations, review appeals of on-the-spot decisions made by the administrators responsible for application of the guidelines, and review disciplinary cases in which freedom of expression was an issue. The effectiveness of the guidelines and of the committee on open expression was to be tested and proved even before they had received formal approval by all constituencies of the campus at the time of the February 1969 College Hall sit-in.

Creating a mechanism to deal with demonstrations when they occur is one thing, and obviating students' felt need to participate in confrontations is another, quite different, and perhaps more difficult, thing. The objective, as we saw it, was to provide student channels of communication which would be so obviously superior to demonstrating that students would choose to make use of the more constructive, alternate, means of expressing their opinions. While no one believes we are coming dangerously close to perfection, we have taken some substantive steps.

Each of the three so-called "crisis" situations in which we have been involved over the past three years has resulted in constructive outcomes.

The University's classified research policy was evaluated and clarified by the University Council and the Trustees in the fall of 1967. The preceding academic year had been marked with controversy over chemical-biological warfare evaluation studies, "Project Summit" and "Project Spice Rack" and reached a climax in the spring with an April sit-in and the May action of the Trustees calling for a transfer of the two research projects from University sponsorship. In this regard, the University's example prompted a number of other leading universities to adopt similar policies on classified research.

The Dow demonstration, as previously noted, taught us that we needed to do at least three things: First, to revise our disciplinary system in order that we might be able to deal more expeditiously and consistently with both graduate and undergraduate students who violated University regulations; second, to determine and promulgate on campus a code of conduct which would allow maximum freedom of expression, including expression of dissent, and at the same time protect the rights of those who did not wish to lend their support to the cause celebre of the moment; and, third, to develop new mechanisms whereby emotionally charged issues might be dealt with in a manner appropriate to a center of higher education. In regard to the third point, it seemed to us most peculiar and undesirable that in an institution noted for its intellectual preeminence that subjects as complex as international relations, national defense postures, and proper relation of corporations to federal government divisions should be approached emotionally rather than through rational discussion and debate.

The 1969 College Hall sit-in reaffirmed the University's corporate responsibility for its concern for the betterment of the community adjacent to the campus and established a pattern for Trustees, faculty, administration, and student participation in matters of mutual interest.

In an age of campus unrest, there is nothing unique about having a sit-in or a demonstration, but what has been unique on our campus has been the lack of any incidents of violence, disruption of University function, or property damage.

In summary, we have taken and are taking every opportunity which we see to open channels of communication; to encourage intellectual confrontation and thus make physical confrontation known as an inefficient and inappropriate means of achieving an objective within the academic community.

What we have been witnessing has been a shift in the power balance in

University administration based on mutual trust and shared responsibility for the institutional good. Relationships today are collegial as contrasted with the hierarchical and authoritarian patterns which have characterized the administration of most American colleges and universities since the 18th century.

Whatever success we have enjoyed to date in this regard has been due to the conscientious effort we are making to give all members of the University community—students, faculty, administrators and support staff—the opportunity to influence those important decisions that directly affect them in their relationships with the University. We haven't as yet developed optimum communication patterns or formulated organizational structures, but we are moving in a number of directions toward this end. Some of these efforts have been of an "ad hoc" nature, such as the recent opinion poll of students, faculty and administrators on the revision of the University calendar for the academic year 1970-71. Others, now nearing completion, have been more formal and long-range, such as the Task Force on Governance, which has been studying the structure of the University, and the study of the University's communication patterns under the direction of Professor Robert Lewis Shayon of the Annenberg School of Communications.

The very future and survival of the University is based on mutual trust and sharing of authority and responsibility, and the avoidance of dominance by any one group, within or without the institution. Its dedication to individual freedom for its members and institutional independence for itself requires that it must constantly defend itself against domination by an external or internal group.

### "Postscript"

On the occasion of my tenth anniversary as President in 1963, I observed that the credit and honors then being so generously bestowed upon me should be shared by the many members of the University family whose support made possible the progress we had enjoyed in the decade. I pointed out that I just happened to have come on the University presidential scene at the right place and at the right time.

Once more the circumstances are fortuitous. Martin Meyerson comes to us

## From Dr. Goddard's Report

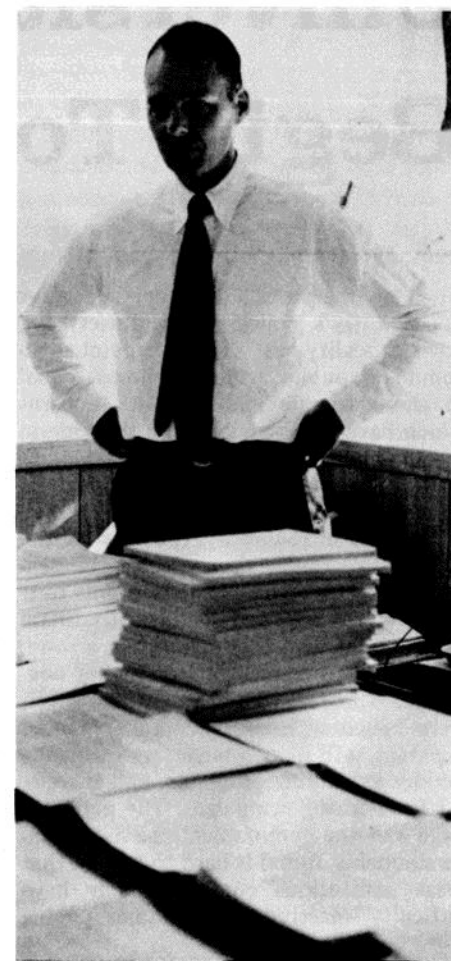
When I entered the University of California at Berkeley in 1925, the major outlines of American higher education in the more prominent universities had already been established. The faculty were largely persons with earned doctoral degrees; graduate and graduate professional education was firmly established; and research, though quietly conducted and largely as an individual exercise, was widespread and a requirement for promotion to tenure rank.

Athletics was king, and the fraternity and sorority system not only dominated student life but completely controlled student government and student activities. Many academic administrators and faculty members were fraternity alumni and were strong supporters of the fraternity snobbishness and formalized intolerance. Though most major universities north of the Mason-Dixon line accepted Negro and Oriental students, such students were few in number and were predominantly middle class. The obvious discrimination was against Jewish students and faculty.

It is to the glory of the public universities that religious segregation in admissions disappeared (even though preserved in fraternity membership), and universities such as California acquired distinguished faculties, in part because they were free of the intolerance of the Ivy League.

Universities in the decade of the 1920's were outwardly less free places. As

Five months later, Associate Secretary Robert G. Lorndale surveys responses to the April request to officers, deans, and directors for annual reports on significant developments in 1969-70.



not as a stranger but rather as a returning member of the family who knows both our strengths and our problems by virtue of his prior service here and his subsequent broad experience on the national educational scene in a time of accelerated change.

His particular expertise in urban affairs and higher education could not be more responsive to the needs of a great urban university in America today, and Pennsylvania can look forward to an era of rapid progress on all fronts under his leadership.

In conclusion, allow me to add one further grateful word to all members of the Pennsylvania family from our family and myself for the opportunities you afforded me for the rewarding years now coming to a close, and for the full measure of support you provided for my administration of our University.

I knew such universities, drugs were a very rare problem; however buying bootleg liquor was common and though officially the universities were prudish about sex, in fact sexual freedom was real, but both faculty and students were discreet and university administrators acted as if they were blind and deaf.

Socialists and other radical speakers were forbidden by university administrators or trustees, or frequently—in public institutions—by political authorities, to speak on campus. Although there was a change in this attitude in the 1930's particularly after the election of Franklin Delano Roosevelt, such restrictions existed in many universities well up into the 1950's.

Faculty participation in governance was minimal, and probably at no university was this more true than at Pennsylvania. Until the Senate was formed in 1952, the administration allowed considerable freedom at the department and school level, but at the university level control was tightly held by a group of administrators and a clique of the trustees. This group, known as the Executive Committee of the Executive Board, meeting weekly, dominated the University and passed on every salary increase and promotion. As in most universities, student government was a farce, and student participation in real governance nonexistent.

The university of the 1970's is a



lineal descendant of the university I knew as a student. The basic concept of academic freedom in inquiry and teaching has been established, a faculty of scholar-teachers is a goal (if not always achieved) and the university itself is acknowledged to be a center for the preservation and transmission of knowledge. In spite of the dual cancers—fraternities and intercollegiate athletics—on the body of the university, and in spite of religious and racial discrimination, the modern American university—and especially the University of Pennsylvania—has a proud heritage.

As I look back over the years I have been associated with Pennsylvania, there is no doubt that the quality of its faculty (which has always had people of distinction) is as a whole much better than it was in previous years. I find it easier to hold our faculty members when other schools compete for them and I find it easier to attract faculty here. Our faculty are much less inbred, more diverse and though it is difficult to prove, much more liberal. One might also note that over half of our faculty have come to the University within the last six years.

The students at Pennsylvania have improved in quality as well. And each year they are superbly better. I was particularly struck by a report given to me this year by the Dean of the Law School: the qualitative floor for acceptance for the 1970 entering class was equivalent to the median for the 1969 class.

Students come to the University from all 50 states and from 90 foreign countries; more and more of them are also coming with a public school background and fewer from private schools in the Northeast. As a result, they are a diverse lot. This year, for example, students accepted included a young man from a rural area in Pennsylvania who had succeeded in establishing and running a mutual fund which had increased its net asset value by 30 percent in a period of six months; a young Midwestern girl who had been accepted for a position in the Pennsylvania Ballet Company; a young male graduate of a technical high school who had won prizes for his work in the industrial arts; a young New Jersey man who as a talented pianist had given two concerts in Carnegie Hall; and a young New England girl who had supported herself completely through high school.

Today both faculty and students actively participate in the governance of the University. In addition, both have evidenced concern for the problems of the community around them. Probably no two other facts have had a greater impact on the University in recent time.

We are one of the oldest universities in the country and the only one of national and international distinction in the State of Pennsylvania. I believe it is essential that Pennsylvania have an institution of national standing, one which educates good students and sets intellectual and professional standards for the community. I believe the University must strive to offer to both graduates and undergraduates the best education possible in those fields in which it chooses to be active.

In 1961 a Committee on Integrated Educational Planning drew up a statement of the University's needs and goals for the future . . . . . I think the University of Pennsylvania has largely succeeded in these goals. Academic excellence and academic innovation have been the hallmark of the University under President Harnwell. As noted by the Presidential Search Committee last summer, these two goals must continue to be emphasized in the next decade. If private institutions such as the University of Pennsylvania do not set the highest possible academic standards, there seems little reason for their existence under the present educational system which is more and more dominated by institutions supported by tax money.

Unfortunately, there is a real question facing the University as to whether it can find the resources and independence to maintain its international standing or whether it must instead discard its high standards and radically change its approach to education. Today the University of Pennsylvania faces three serious threats to its academic integrity: a shortage of financial resources; a concern for relevance which, among other things, would have the University admit students who are not qualified; and an intolerance for the academic freedom of all those within the University.

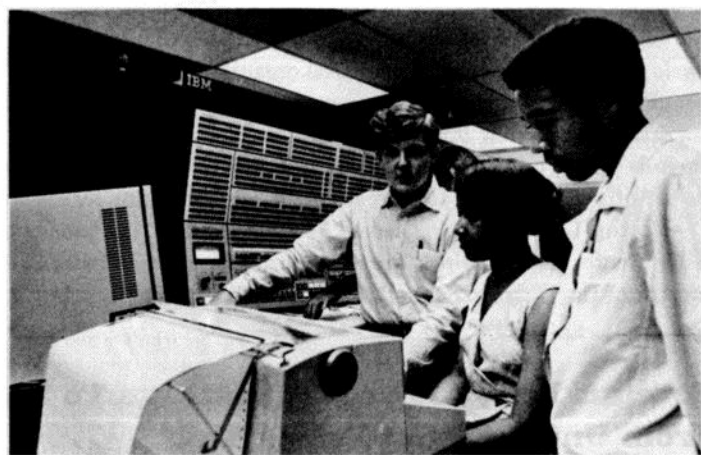
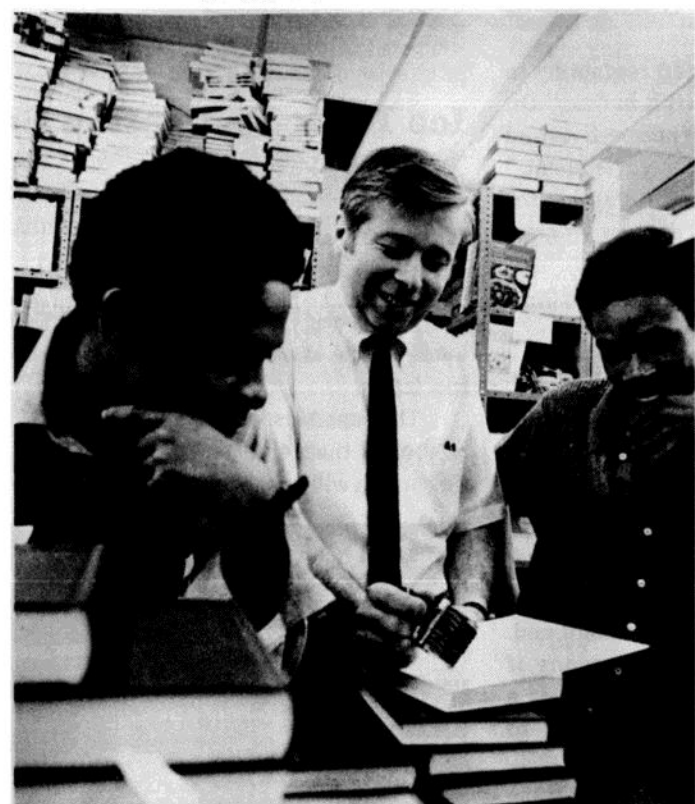
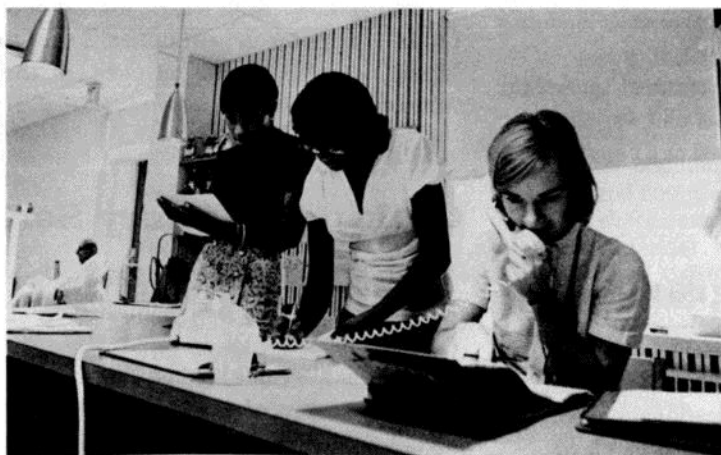
# Things We Did Last Summer



Neighborhood young people came to the University this summer to study, work and play in a series of programs channeled through the External Affairs Office, Community Recreation Department, and others.

Illustrated are some of the 800 youngsters in four of the concurrent projects: An MBA-student led tutorial semester to help 150 West Philadelphia High School students make up senior failures and win their diplomas; a "Computer Careers" offering with paid apprenticeships plus training for WPHS and Community Free School students at the Computer Center; Neighborhood Youth Corps employment for 90 in campus jobs such as HUP, the University Mail Service under Bill Leek, and the Bookstore under George Kidd; and the massive HEW-NCAA program for 500 children using Franklin Field and the various gyms and pools usually short of takers in the summer months.

For others in community-related projects, summer was "homework" time: A special three-week training session for teachers in Charlotte Levens' Lea School Learning Lab . . . a two-week one for teachers in the Community Free School . . . six weeks' live-in training in Powelton for Richard Gibboney's pupils before doing the campus portion of their experimental program in urban education . . . and in scattered labs and classrooms through projects such as the American Chemical Society's "Catalyst", individual teachers like Dr. Edward Thornton and Dr. W.T.M. Johnson taught to motivate tomorrow's college applicants.





# News in Brief

## Dr. Goddard Named University Professor

Dr. David R. Goddard, who retires December 31 as Provost of the University of Pennsylvania, has been elected University Professor of Science and Public Policy by the Trustees of the University.

He will assume the Professorship on January 1, 1971, at the Fels Center of Government on the campus.

A prominent plant physiologist, Dr. Goddard was Director of the Division of Biology at Pennsylvania when he was chosen in 1961 to serve as Provost, the highest academic officer under the President of the University.

President Martin Meyerson said his appointment to the new University Professorship was in recognition of Dr. Goddard's work as "a great scientist and scholar both nationally and internationally." University Professorships are reserved for distinguished faculty members who have made major contributions to the life of the University.

In their preamble to the resolution naming him to a public policy chair, the Trustees recognized Dr. Goddard's "growing interest in government and its policies toward science and research." As Provost, the Trustees also noted, "David Goddard has worked to develop a distinguished faculty, high standards of excellence, and an abiding concern for intellectual freedom."

Dr. Goddard's nine years as Provost have covered the period of the creation of the University of Pennsylvania's comprehensive policies on sponsored research, including the formation of a faculty committee to implement classified research policy.

As a consultant, Dr. Goddard has worked actively with such government agencies as the National Science Foundation and the U.S. Public Health Service and was chairman of a White House ad hoc panel on drug abuse. In addition, he served as a consultant to President Kennedy's Special Assistant for Science and Technology.

## Fels Shortens Name, Expands Program

The Fels Institute of State and Local Government has shortened its name and expanded its educational program.

The Fels Center of Government (new name) will focus its educational program for graduate students on a new doctoral program in Public Policy Analysis.

Julius Margolis, director of the Fels Center and professor of public policy analysis and economics in the Wharton School, foresees for Fels students a "creative role" in developing new forms of governmental organizations.

"Policies and programs of government are constantly adapting and readapting to new situations or new understanding. The structure of government itself is in flux," Dr. Margolis points out. "Fels Center of Government has the institutional perspectives and the set of research tools to give advanced education for future leaders in government."

Morton Lustig, who has served Fels for 25 years, has been appointed Administrator of the Center. He will direct the research studies of the Center and will serve as program director of the Wharton School's new master's program in public administration.

## Foreign Policy Research Institute To Separate From University at Year's End

The University and the Foreign Policy Research Institute will separate at the end of 1970 after their 15 years of association, Provost David R. Goddard stated in a letter to the University's Advisory Committee on the Institute.

Founded in 1955 by Dr. Robert Strausz-Hupe, the Institute "has established itself as a leading center of research on foreign affairs" and "made a major contribution to the quality of graduate and undergraduate education at the University," Dr. Goddard said.

Dr. Goddard indicated that separation will give the Institute "a greater measure of flexibility in the conduct of its research program" and "strengthen its position as a group of scholars attempting to relate theoretically-oriented academic research to public policy in the foreign affairs field."

Dr. William R. Kintner became director of the Institute in 1969. Dr. Strausz-Hupe was subsequently appointed U.S. Ambassador to Ceylon.

## Morgan State Project Leaders Named

New leadership has been named this fall for the Pennsylvania half of the Morgan State College Cooperative Project, a student-faculty exchange program.

Dr. Paul L. Niebanck, associate professor of city planning, succeeds Dr. Samuel S. Klausner as the University's co-chairman of the joint faculty advisory committee.

Mrs. Yvonne S. Perry, research associate in human resources, replaces Dr. Eric Kafka as Pennsylvania's staff coordinator.

## An IRS Ruling of Interest

The Internal Revenue Service, in a ruling (Rev. Rul. 70-449) dated August 31, said that a university exempt from Federal income tax under I.R.S. Section 501(c) (3) will not be considered as engaged in prohibitive legislative activity if, at the request of a congressional committee, a representative of the institution testifies as an expert witness on pending legislation affecting the organization.

The ruling noted, in part, "The attempts to influence legislation as described in the regulations imply an affirmative act and require something more than a mere passive response to a Committee invitation . . . . It is unlikely that Congress . . . . intended to deny itself access to the best technical expertise available on any matter with which it concerns itself."

(The above item was abstracted by permission from The Washington Report, Volume 2, Number 9, September 30, 1970.)

## Faculty Honors

Dr. Adolf Klarmann has been awarded the Austrian Republic's Cross of Honour for Letters and Arts, First Class . . . . Dr. Alan G. MacDiarmid has been named recipient of the Frederic Stanley Kipping Award in Organosilicon Chemistry by the American Chemical Society . . . . Dr. Eugene P. Pendergrass will receive in November the Distinguished Service Award of the Pennsylvania Medical Society . . . . Dr. David Solomons received an award for his book, Divisional Performance: Measurement and Control, from the American Institute of Certified Public Accountants . . . . Dr. David F. Wilson has been named recipient of the 1971 Award in Biological Chemistry by the American Chemical Society.

## Gutkind's History Series Continues

The fifth volume of the late Dr. Erwin A. Gutkind's "International History of City Development" has been published by The Free Press, a division of The Macmillan Company.

Just published is "Urban Development in Western Europe: France and Belgium."

Three more of the projected ten volumes in the History were written by Dr. Gutkind prior to his death in 1968 and are to be completed under the supervision of his daughter, Miss Gabriele Gutkind, research associate in the Institute for Environmental Studies.

## Ice Rink Dedication Set

The Class of 1923 Ice Skating Rink will be dedicated Saturday, October 24, at 10:30 a.m. It is expected that the rink, pictured below, will be ready for use by dedication day.

The rink will provide recreational skating, figure skating, ice dances, skating instruction and pick-up hockey games, as well as an outstanding arena for intercollegiate hockey. The skating surface measures 200 by 85 feet, and there are seats for 2,800 spectators.

The members of the Class of 1923, led by their president, Howard Butcher III, celebrated their 45th reunion in 1968 by contributing the larger part of the cost of the rink which will bear their name.



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