

# THE DELAYED \$6 MILLION

A resolution approved by the Pennsylvania House of Representatives on March 30 states the intention of the General Assembly "to appropriate in the 1971-72 fiscal year the balance of the 1970-71 non-preferred appropriations for which funds are not available."

One-half of the University's expected \$12 million appropriation is involved, as are half the amounts expected by the three State-Related Universities—The Pennsylvania State University, Temple University, and the University of Pittsburgh—and a number of other institutions receiving State support.

The practical effect of the resolution, if approved by the Senate, would be to confirm earlier advice from the Governor's Budget Office that the institutions cannot expect authorization for the balance of the appropriations from revenues anticipated in fiscal 1970-71. At the same time, it places on the record the Legislature's moral commitment to make the funds available as soon as possible.

In recent years the University has normally borrowed during the last quarter of its fiscal year while awaiting State funds. The new delay extends the debt period at least into another quarter, Vice President Harold E. Manley said, but the Legislature's statement of intent should help preserve the University's ability to secure credit.

The delay reflects the General Assembly's belated action in approving tax measures to cover planned appropriations for the current fiscal year. Revenues from new taxes during the first six months of this calendar year will not be sufficient to cover the balance of the non-preferred appropriations.

Text of the resolution as approved by the House follows:

## HOUSE RESOLUTION NO. 33

The General Assembly of the Commonwealth of Pennsylvania, in recognition of the service provided to the citizens of the Commonwealth by certain institutions, has annually appropriated to them certain sums of money to assist them in meeting the growing cost of providing such services.

The current fiscal situation is such that the full appropriations needed by those institutions cannot be made for the 1970-71 fiscal year. The General Assembly of the Commonwealth wishes to show its intent to make the needed appropriations as soon as possible, therefore, be it

RESOLVED, (the Senate concurring) That it is the intention of the General Assembly of the Commonwealth of Pennsylvania to appropriate in the 1971-72 fiscal year the balance of the 1970-71 non-preferred appropriations for which funds are not available. The institutions and amount for each are as follows:

Temple University	\$20,696,000
University of Pittsburgh	18,950,000
Pennsylvania State University	32,281,000
Pennsylvania State University—State Share of Retirement	2,300,000
Philadelphia College of Textiles and Science	105,000
Drexel Institute of Technology—Maintenance	1,139,000
Drexel Institute of Technology—Library School	75,000
Johnson School of Technology	28,000
Thomas Jefferson University	1,244,000
Philadelphia College of Osteopathic Medicine	672,000
Downingtown Industrial and Agricultural School	121,000
Williamson Free School of Mechanical Trades	20,000
Franklin Institute	88,000
Philadelphia Civic Center Museum	75,000
Philadelphia Museum of Art	38,000
University of Pennsylvania	6,000,000

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# Almanac

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From the Search Committee:

## Open Letter to the Community

Advice of faculty, staff and students has been invited in the search for a replacement for Dean George A. Schlekot, who leaves the Admissions and Financial Aid post at the end of the academic year.

Assistant Professor Alan C. Kors, chairman of the newly-appointed search committee, issued the following open letter:

The Ad Hoc Consultative Committee on the Search for a New Head of Admissions requests of all interested members of the University Community their advice and their recommendations.

Letters should be sent to the Committee in care of any individual member, or in care of the Office of the Secretary, 112 College Hall.

The eight faculty members and three students who were named to the Committee along with Professor Kors last week by President Martin Meyerson are:

Bernard E. Anderson, Assistant Professor of Industry;  
Raymond S. Berkowitz, Associate Professor of Electrical Engineering;  
John E. Caruso (C '72), Community of Students;  
Richard S. Dunn, Professor of History;  
Michael H. Jameson, Professor of Classical Studies and Chairman of the Graduate Group in Ancient History;  
Madeleine M. Joulie, Associate Professor of Chemistry;  
Dan M. McGill, Chairman and Professor of Insurance;  
Jacob Nachmias, Professor of Psychology;  
Irvin A. Rosenthal (W '72), Community of Students;  
John F. Wilson (GSAS-Economics), Graduate Students Association; and

Thomas H. Wood, Professor of Physics.

The Committee will operate under Council By-laws which provide for such committees to review a position, propose new qualifications and recommend candidates, but limits them to an advisory role with final authority for appointment resting with the President and the Trustees.

The Committee also will operate under the March 10 confidentiality resolution of the Council, Professor Kors said. It states in part: "Acceptance of appointment to a committee is understood to signify full acceptance of confidentiality in general and in such particulars as shall be proposed by the chairman and approved by the majority of the full committee at the first meeting and as the need arises."

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# THE SENATE

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## CALL TO MEETING

The regular Spring Meeting of the Senate will be held from 3 to 5 p.m. on Tuesday, April 27, in Room B-6 of Stiteler Hall.

Elections will be held for officers and members of the Senate Advisory Committee and for members of the Senate Committee on Academic Freedom and Responsibility; a proposed rules change establishing a Standing Committee on the Economic Status of the Faculty will be considered; and rules changes on election procedures will be acted upon.

*From the Senate Chairman*

## THE ADMISSIONS ISSUE

As I announced in the first issue of the new Almanac, I shall use this Senate Section for occasional informal interpretive comments on current University topics.

Certainly the noisiest recent issue involving the Senate leadership has been the matter of Admissions procedures, the resignation of the present Dean, and the appointment of a Consultative Committee to nominate his successor. The frenzied charges in the campus press are personally insulting, as well as false and irresponsible.

Admissions procedures are implemented by the staff of the Office of Admissions, under the direction of the Dean of Admissions and Financial Aid who, in turn, reports to the Vice Provost for Student Affairs. The University Council has a standing Committee on Undergraduate Admissions and Financial Aid, under the chairmanship of Professor Thomas Wood. The Committee is available to advise the Dean of Admissions, is empowered to propose changes in admissions policy for consideration by Council, and is directed to carry out "research" to assess the success or failure of admissions policy.

The policy which ostensibly dictates procedures was formulated in the McGill Report of 1967. A major deviation from the McGill procedures occurred last year when only 14% of the College class was enrolled under the "academic excellence" category, as contrasted to the 25% specified in the McGill Report. That deviation has been attributed to a technical error in admissions procedures. This year Dean Schlekut informed the Provost that his staff would be unable to cope with the admissions load if the McGill procedures were to be used again. The Provost then specified a simplified procedure which roughly approximates the McGill recipe. Neither the Senate, the Council, nor the Council committee precipitated or directed these deviations from established procedures.

The Council Committee has criticized specific procedures which it has judged to be inappropriate under the McGill formula. I have also been informally critical of particular procedures, such as the opening of confidential admissions files to student readers. This practice was explicitly disbarred in previous years and I believe it to be improper now.

In its research function the Council Committee has been hampered by non-availability of essential information. The Admissions Staff states that applicants from a small number of particular schools are given preferential "points," but this list of schools has not been made available to the Committee. The Committee has requested information on students admitted under the "special admissions category" (athletes, socio-economically deprived, and faculty-staff children) to

permit follow-up studies of performance. That information has not been supplied.

But two issues have been raised in the campus press. One is the incredible charge that scientists influence the Admissions process and that they are attempting to force students into the science departments to ensure their own survival! No preference whatever is given under current admissions procedures to scientists or to any other specialty, to my knowledge. The McGill Report does specify a certain number of points for "institutional considerations," but I believe that these are given primarily to students who evince a preference for Penn over other schools. The Committee on Undergraduate Admissions has suggested that some preferential points be given to candidates intending to major in those departments that can accommodate additional majors; according to the departments themselves these would include English, Linguistics, Mathematics, Romance Languages, South Asia Regional Studies, the Natural Sciences, Architecture, and perhaps others. This appears to me to be a sound "institutional consideration." But although we give points to an applicant from a small town, because of his "diversity," we do not now give points to a student interested in studying linguistics! With so many students stampeding to a few currently favored departments, I would think the prospective linguistics major might contribute as much to "diversity" as does the small town resident.

The second charge is that objective criteria are suddenly being stressed over subjective criteria. First, let me say that all the criteria in the McGill Report are at least nominally objective. What are referred to as subjective criteria are merely non-academic. The academic criteria are a weighted average of scholastic aptitude test scores, achievement test scores, and rank in class (unweighted for the quality of the school!) The non-academic criteria consist of the number of athletic letters earned, the size of the town of origin, social involvement, the holding of office in high school government, "diversity," etc. Members of the faculty who volunteered to aid the Office of Admissions in reading applications this year were instructed in a rigid formula by which points are awarded for each of these attributes. To the extent that this formula is adhered to, the non-academic index is no more subjective than SAT test scores.

Whereas 25% of the class is chosen by academic criteria alone, 60% is chosen by a combination of academic and non-academic criteria which, as implemented, has given dominant weight to the non-academic factors.

### Candid and Public

Personally I am pleased that we do not use truly subjective criteria, which could be subject to prejudice, bigotry and corruption. I believe that our admissions procedures should be objective, should stress the characteristics we wish to see in our student body, and should be open. A candid formula, projecting the values of the University of Pennsylvania, and announced publicly, would be a potent attraction in the recruitment of a qualified student body.

I do also favor a greater stress on academic criteria, which are the result of a statistical regression analysis to obtain the best predictors of academic success at this University. I know the objections; that the correlation is not high and that success at the University of Pennsylvania is not the ultimate purpose of education. But our non-academic criteria have not been shown to correlate with anything. They are neither proven nor, in some cases, even plausible. And if academic success as judged by the consensus of perhaps thirty faculty members is not significant, and if it does not correlate with meaningful life goals, then we had better change our curriculum rather than our admissions procedures.

—Herbert Callen

# 1900 FRESHMEN EXPECTED

The University of Pennsylvania has offered admission to about 3250 of the 7245 applicants for the Class of 1975.

In addition, 401 students already have been offered admission to the University through the Early Decision Plan.

The class is expected to have a maximum of 1900 students, compared to a total of 1825 freshmen last year. It is expected that about two-thirds of the students will be men and one-third women.

About 43 per cent of the incoming freshmen will receive financial aid totaling nearly \$2 million. The greatest part of this aid is awarded as scholarships; financial aid awards to students also include loans and part-time employment in jobs on campus. Students also receive scholarships from public and private agencies, including Pennsylvania State Senatorial Scholarships and National Merit Scholarships.

Dr. George A. Schlekot, Dean of Admissions and Financial Aid, said the objective of the University's admissions policy is to provide for a student population having the highest possible diversification of intellectual interests, special talents, social and economic backgrounds, and cultural characteristics.

"With these factors in mind," he said, "the Class of 1975 was selected on the basis of objective measures of academic performance (including high school academic records and standardized tests) as well as on such factors as creativity and motivation. This year's will be a splendid class.

"We have the strongest group of black applicants since our major intensive recruiting effort in this area was begun in 1968," Dr. Schlekot added. Many are from the Commonwealth of Pennsylvania. In addition, a total of 120 students from public high schools in rural areas and small towns of the Commonwealth have been offered admission through the Small Communities Talent Program, 115 of them with financial aid to the extent of measured need.

This year some 550 schools, in most states of the nation and in Canada, were visited by members of the University admissions or student affairs staffs. The Admissions Staff interviewed some 10,000 prospective students for the freshman class. Over 1000 alumni assisted in contacting and interviewing candidates.

## STATE AID (Continued from Page 1)

Buhl Planetarium and Institute of Popular Science	25,000
The Medical College of Pennsylvania (Woman's Medical College)	423,000
Pennsylvania Academy of Fine Arts	1,000
Lincoln University	425,000
Berean Manual Training and Industrial School	75,000
Pennsylvania College of Optometry	42,000
Carnegie Museum	24,000
Delaware Valley College of Science and Agriculture	78,000
Philadelphia College of Art	150,000
Pennsylvania College of Podiatric Medicine	56,000
University of Pennsylvania Museum	50,000
Dickinson School of Law	45,000
Philadelphia Academy of Natural Science	35,000
Hahnemann Medical College	791,000
Philadelphia Musical Academy	38,000
University of Pittsburgh—Maintenance of Western Psychiatric Institute and Clinic	1,125,000
<b>Total</b>	<b>\$87,215,000</b>

It is also the intention of the General Assembly that the above listed sums will be in addition to, and not in lieu of the 1971-72 appropriations to these institutions.

# NEWS IN BRIEF

## AAUP SLATE FOR APRIL 26

The University chapter of the American Association of University Professors will elect officers at its annual luncheon Monday, April 26, at noon in the Faculty Club. The slate:

*For President:* Professor James O. Freedman, Law; *Vice President:* Professor Phillip DeLacy, Classical Studies; *Secretary:* Assistant Professor Brian F. Chellas, Philosophy; *Treasurer:* Senior Research Associate Ann Miller, Population Studies; and *Executive Board two year terms:* Professor Paul Bender, Law; Assistant Professor Adelaide Delluva, Biochemistry; Assistant Professor Marvin L. Sachs, Medicine.

AAUP Archivist Morris Cohen of the Law School will be honored, and speaker will be Lawrence Klein, Benjamin Franklin Professor of Economics and chairman of the chapter's Committee Z on Economic Interests of the Faculty.

## COUNCIL: Observers and Moderator

Continuing its amendment of the By-laws, Council voted April 14 to create the position of Moderator in place of the present chairmanship. It also authorized non-participating observers in two constituencies.

Observer status was proposed first by the graduate-student representatives in solution of their mixed-constituency problem. The resolution as adopted reads:

Constituency	Approx. Size	Votes
GSAS	2115 (705)	3
Wharton Graduate	958	1
Dental	623	1
Law	592	1
Medicine	565	1
*Education—Social Work—Engineering	539	1
*Veterinary—Nursing—SAMP	490	1
*Fine Arts—Communication	451	1
<b>Total</b>	<b>6333</b>	<b>10</b>
Max/Min Ratio—2.1		

In mixed constituencies with more than one school (\*), each school shall be entitled to send one representative to Council as a non-participating observer. Each school in a mixed constituency shall select a representative, and those representatives shall determine who shall vote for the constituency. Disagreements on voting or observer-status shall be resolved by the graduate and professional representatives caucus.

A similar observer status was voted for five first-year members of the Senate Advisory Committee, who would otherwise be excluded under the Task Force's reduction of SAC representation on the Council from 18 to 13 seats.

The following action created the post of Moderator:

1. *Positions.* The officer of the Council shall be a Moderator. There shall also be a Parliamentarian and a Secretary, who shall not be members of the Council.

2. *Moderator.* The President of the University, with the advice of the Steering Committee and the consent of the Council, shall each year appoint a Moderator of the Council who shall become a member of Council if he is not already a member. It is his duty to call meetings of the Council as hereinafter provided, to preside at these meetings and to discharge such other duties as usually pertain to a chairman.

The President, with the concurrence of the Chairman of the Senate, shall designate a Moderator *pro tem*, who shall serve in the absence of the Moderator.

Action affecting committees (Budget; Educational Policy) will be carried in Almanac on April 27.

*Almanac is edited by Karen C. Gaines at the University News Bureau, 524 Franklin Building.*



## Women Faculty in the University of Pennsylvania: Part Two

Mildred Cohn, chairman; R. Jean Brownlee, Helen Davies, Alice F. Emerson, Virginia Henderson, Theodore Hornberger, Robert C. Jones, Madeleine Joulie, Phoebe Leboy, Johanna Lieb and Martha Mueller, members.

### Myths Relating to the Scarcity of Qualified Women

Among the explanations for the scarcity of women in the higher ranks of the faculties of leading universities, three are especially common:

(1) There is a lack of qualified women candidates for positions requiring scholarly distinction;

(2) Women are less productive in scholarship and research, as measured by the number of articles or books published as sole or senior author (a doubtful measurement since quality is more important than quantity, but almost the only one available); and

(3) Women Ph.D.'s do not continue in their careers.

Each of these mythical concepts has no basis in fact.

The basic source of a faculty is the pool of individuals who have earned doctorates in the United States. Government statistics are reliable on this matter. In the years between 1930 and 1968 women earned 11 percent of the doctoral degrees conferred. The scarcity of females in the senior ranks is not due, therefore, to relatively fewer female Ph.D.'s in the generation now retiring. Throughout most of this period there was a downward trend in the proportion of female doctorates, with a reversal of that trend occurring in more recent years. Women earned between 13 and 15 percent of the doctorates conferred in the years 1930-1939 and between 12 and 19 percent of those conferred in the 1940's, the peak coming during the war years. The proportion dropped to as low as 9 percent during the 1950's and had increased to 12 percent by the late 1960's.

A breakdown, by discipline, of the number of Ph.D.'s awarded each year to men and women is available from information compiled by the U.S. Office of Education. A table of such data for the years 1957-58 and 1967-68, given in Appendix IV, casts considerable doubt on the theory that there is a scarcity of women Ph.D.'s. Using the information from Appendix IV as an estimate of the proportion of qualified women in each discipline, a comparison has been made with the proportion of faculty women found in departments at the University (Appendix V). This comparison is not meant to suggest that a quota system be imposed; however, it does demonstrate that the great majority of departments deviate downward from the expected figure. The possibility that chance alone would produce the observable differences is less than one in one thousand.

The earning of a Ph.D. degree does not in itself, of course, indicate suitability or availability for appointment to the faculty of the University of Pennsylvania, but one may question whether the factors bearing on suitability or availability differ substantially because of sex. It has been stated that child-bearing and child-rearing reduce the usefulness of women Ph.D.'s. Published census data, however, indicate that labor force participation rates for women tend to increase as the level of education rises and, further, that the number of children born per 1,000 women noticeably decreases with higher levels of education. Census data do not isolate women with doctorates (the highest educational level being five or more years of college) but several recent surveys have focused on employment rates among women doctorates.\* The evidence that we have seen has consistently shown high rates of employment

among women doctorates, in the vicinity of 90 percent if both full-time and part-time employed are counted.

That women scholars are less productive than men is so widely believed that even an activist sociologist such as Alice Rossi assumes it to be true.\*\* However, a recent study of women who received their doctorates between 1958 and 1963,† cited frequently because of its high rate of response, found no difference in productivity, measured by the criterion of publication, between men and women.

The same study dealt with the proportion of women who continue in their careers. It was found that more than 96 percent of unmarried women Ph.D.'s (50 percent of the total) and 87 percent of married women without children (15 percent of the total) worked full time, while 3.5 percent worked part time. Even among married women with children (35 percent of the total), 59 percent worked full time and 25 percent worked part time.

The Committee's conclusions are that the Office of Education statistics (Appendix IV) are trustworthy and that a pool of qualified women teachers and scholars exists. That it has not been drawn upon efficiently, especially by the larger universities, seems quite evident.

### Progress or Stagnation?

The Committee has not seen any published census of the University faculty, classified by sex, for periods beyond two years past. Some information bearing on the question of change in personnel was obtained, however, from the questionnaire sent to department chairmen. They were asked whether the ratio of male to female staff differs now from what it was five and ten years ago. With 61 departments providing usable responses to the question, 40 reported no change from five years ago, 14 reported relatively more women and 7 indicated that there had been an increase in men. Similar responses were given to the question about the situation ten years ago.

### Recruitment

The University of Pennsylvania should take vigorous measures to use the talents of the women it and its sister universities have provided with advanced and expensive education. The University can better itself intellectually by innovative steps in recruitment of its faculty.

Evidence based on data from school personnel committee and Provost Staff Conference actions over the past five years indicates that discrimination against women, when it exists, has occurred at the departmental level.

Appointments	Men	Women	Men and Women	% Women
Total Number	881	55	936	5.9
Approved by PCAP	691	46	737	6.2
Approved by PSC	702	45	747	6.0

Approximately 80 percent of the men and 82 percent of the women considered for appointment were approved.

\* For example, Simon, Clark and Galway, "The Woman Ph.D.: A Recent Profile," *Social Problems*, 15 (Fall, 1967), 221-236. Also, Folger, Astin and Bayer, *Human Resources in Higher Education*, Russell Sage Foundation, Basic Books (New York, 1970).

In the latter work, Chapter Nine reports on the results of a 1965 survey, conducted by the Commission on Human Resources, of almost 2,000 women who earned the doctorate in the period 1957-58. The Commission achieved a high rate of response and

conducted follow-up surveys on initial nonrespondents. After accounting for the latter group, the corrected estimate of the proportion of women Ph.D.'s in the labor force was 90 percent. Further, 79 percent of the women had never interrupted their careers.

\*\* A. S. Rossi as cited in Hearings before the Special Subcommittee on Education, *Discrimination Against Women*, Part II (1970), p. 923.

† Simon, Clark and Galway, op. cit.

No statistics can reveal the private prejudices of departmental search committees or department chairmen. The number of women at faculty ranks, however, suggests either that women are not being recommended through current procedures in numbers proportional to the Ph.D. pools or that women candidates tend to be passed over in favor of men.

The responsibility of the University of Pennsylvania with respect to appointment of women faculty is twofold: (1) to insure that no discrimination on the basis of sex occurs in any faculty appointment and (2) to make every effort to increase the representation of women at all faculty ranks in order to avoid perpetuation of past inequities, strengthen the professional aspirations of our women students and improve the quality of education for the entire University community. The Committee therefore welcomes President Meyerson's innovative procedures\* to ensure the consideration of women on an equal basis with men for appointments at all levels and in all schools.

\* Report of the Assembly on University Goals and Governance, American Academy of Arts and Sciences, January, 1971.

#### Appendix IV

##### Number of Doctorates Earned by Women and Percent of Total Earned, in Fields of Study, Selected Years

Field of Study	1957-58		1967-68	
	No. of Female Ph.D.'s	Percent of Total Ph.D.'s	No. of Female Ph.D.'s	Percent of Total Ph.D.'s
American Civilization	3	19%	6	16%
Anatomy, histology	11	31	21	22
Anthropology	9	18	33	24
Architecture	0 <sup>1</sup>	0	12	12
Astronomy	4	18	9	10
Biochemistry	17	11	99	22
Biology, general	27	21	72	23
Biophysics	1	7	5	6
Business	5	5	14	3
Chemistry	49	5	139	8
Economics	5	2	35	6
Education	341	21	830	20
Engineering	6 <sup>1</sup>	1	11 <sup>2</sup>	*
English	53	16	260	27
Genetics	4	8	10	10
Geology	3	2	6	2
Germanic Languages	11	26	30	24
History	32	11	90	13
Latin or Classical Greek	5	23	26	29
Linguistics	8	27	20	21
Mathematics	14	7	50	6
Microbiology	23	14	52	17
Music	6	8	27	15
Pharmacology	2	5	21	11
Philosophy	5	5	27	10
Physics	9	2	26	2
Physiology	10	14	31	17
Political Science & Intl. Rel.	9	5	56	11
Psychology	84	15	286	23
Regional & Area Studies	0	0	9	13
Religion	14	5	19	5
Romance Languages	35	36	113	35
Slavic Languages	1	33	10	33
Social Work	6	50	17	22
Sociology	28	19	68	19
Statistics	1	3	2	2

\* Less than .5 percent

<sup>1</sup> Data for 1961

<sup>2</sup> Data for 1967

The Committee makes the following recommendations:

(1) That in the case of each faculty appointment, the best qualified candidate should be chosen. The same scholarly and professional standards should be applied to men and women. Because of the inequitable ratio of men to women on the faculty, not changed significantly in the last decade, we feel that if a man and a woman are equally qualified, the woman should at this juncture be chosen. This policy is to be reviewed in not more than five years to establish whether or not an inequitable ratio still persists.

(2) That all vacancies, at the level of Assistant Professor and above, should be publicized by advertisements in appropriate professional journals. This advertising should be carried out by the procedures which are presently standard for British and Canadian universities.

(3) That the desired qualifications for any vacant faculty position be specified at the time the vacancy is advertised.

(4) That written records of all applications and supplementary material received from an applicant, whether successful or unsuccessful, be kept for five years after vacancy is filled.

(5) That a University-wide committee (of A-2 personnel) be appointed by the President from a panel submitted by the Steering Committee of the University Council. This committee should be responsible for ensuring compliance with anti-discrimination procedures and should have the power to initiate review of appointments as well as have free access to departmental records pertaining to appointments. It should have among its members a significant proportion of women. This committee may publish the results of its findings and can make recommendations to the President.

Next week this report concludes with recommendations on promotions, nepotism, salaries and other subjects.

#### Appendix V

Department	Total Professional Rank	Female Expected*	Found
American Civilization	8	1.4	0
Anthropology	20	4.2	0
Astronomy	5	0.3	0
Biology	24	5.3	1
Chemistry	26	1.6	1
Classical Studies	8	2.1	0
Economics	39	1.6	0
Education	32	6.6	7
English	51	11.0	10
Geology	4	0.1	0
German	9	2.3	0
History	23	2.8	0
Linguistics	8	2.0	0
Mathematics	27	1.8	0
Music	10	1.2	0
Philosophy	13	1.0	1
Physics	46	0.9	0
Psychology	28	5.3	1
Religious Thought	8	0.4	0
Romance Languages	22	7.8	3
Slavic Languages	8	2.6	3
Architecture	9	0.5	2
Anatomy	13	3.4	0
Biochemistry (Medical)	12	2.0	0
Microbiology (Medical)	10	1.6	1
Biophysics and Phys. Bio.	16	1.0	2
Pharmacology	11	0.8	1
Physiology	22	3.4	3
Social Work	24	8.7	7
Political Science	32	2.6	4
Regional Science	10	0.7	0
Sociology	23	4.4	0
Statistics and O. R.	19	0.5	0

\* Calculated by using percentage of Ph.D.'s awarded (average of 1957-1958 and 1967-1968 of Appendix IV) multiplied by total in each department.

**The Annenberg Center,** *two years in planning and four-and-a-half in building, was dedicated Thursday, April 8, 1971. Distinguished guests included the Hon. Walter H. Annenberg, Ambassador to the Court of St. James's; Mrs. Annenberg; and University President and Mrs. Martin Meyerson. From Thursday's speakers and well-wishers come these notes on the role of the Center in the University and the nation.*

## FROM THE WHITE HOUSE

The dedication of The Annenberg Center for Communication Arts and Sciences is a proud milestone in the history of the University of Pennsylvania and an event of great national significance.

It is another illustrious achievement in the life of a great American citizen whose enduring civic contributions have earned him the admiration and gratitude of countless men and women.

I know that this exciting new Center will be a lasting tribute to the vision of its distinguished benefactor and a major instrument in the progress of American Arts and culture for many years to come.

—Richard Nixon

## THE IDEA *by George Gerbner*

The idea was, and is, that there be ideas—and the exploration of ideas—at the center of the stage. The vision was, and is, that of a center where the living arts join in the exploration of ideas that is the very mission of the University, and surround that activity with the intellectual and scientific resources of the University. When we launched this theme in September 1966 at a ceremony with many of you and Barnaby Keeney of the Endowment for the Humanities present, I said:

"Art is a way of making statements expressive, believable, compelling. Science is a way of making statements rest on a public system of reason and evidence. So, if science inquires into the realities of existence, art conveys a personal vision of those realities. A Center for Communication Arts and Sciences is a laboratory and a community resource conceived to try and to test and to perfect both ways of making statements. . . . It will be a place where students, professionals, artists and scholars join campus and community in the exploration of the living and electronic arts as they participate in the conduct of inquiry into its forms and nature, and into its role in our lives."

It is for this purpose of joining art and inquiry, experimentation and discipline, innovation and excellence, that is to say for the purpose of extending the mission of the University into the living and electronic arts, that the Annenberg School of Communications joins with the University of Pennsylvania in supporting and presenting this new enterprise today.

Some engineers and mathematicians define communication as the reduction of uncertainty. Let me tell you that this is not necessarily so. The living arts are especially risky—the artist and the audience join in the uncertainties of any live, face-to-face encounter. We invite you to share these risks with us on the stage, behind the stage, in the audience, and last but not least at the box office.

*Dr. Gerbner is Dean of The Annenberg School of Communications.*

## THE VALUE *by Nancy Hanks*

The United States has seen in recent years a growing and exciting movement toward the creation of community art centers. They are credits to their communities and reflections of the regard with which Americans view the importance of the arts in their daily lives.

This, however, is a center with a difference.

It incorporates science as well as the arts in its purpose.

It will concentrate on experimentation and research.

It will enjoy the considerable benefit of close relationship with the remarkable Annenberg School of Communications.

Above all, what makes it different from other centers is that it will, as a primary purpose, seek to serve the basic objectives of the university—"to contribute to knowledge through teaching, research, and public expression and service."

To do this it has employed the most meticulous regard for science and infused the grand idea with the most imaginative concepts of the essence of art in its formulation and presentation.

Truly, we can say—and see around us—that it is possible to combine the two cultures into one world. They are not at cross purposes. They can work together for the joining, and not the forcing apart, of society.

Through theatre, music, dance and the electronic arts, with the resources of a great university, this Center will contribute—and lead—to something we are all interested in: the enrichment in all its senses of life in America.

It will add, through its concentration on the communication arts and sciences another dimension to the more conventional performing arts centers. The focus will be on the transference of ideas. And, beneath and beyond the programs explored and presented will be an intense concentration on research and the use of the social sciences looking deeper into cause and effect of the arts in human life and motivation.

The Center is designed to benefit the community, the campus, and especially the students and faculty by surrounding dramatic experience with the intellectual, research and scientific resources of the University.

A play or film program sponsored by the Center becomes an organic part of a diversified University experience. It is produced not just to indulge a few but to touch the lives and minds of many.

The artistic and technical innovations are to be prototypes for all the living arts. Research conducted into the deeper meanings of the dramatic experience is to enhance our understanding of communication through the arts.

It is a total and glowing concept. It attempts a very large view of a very basic part of the lives of people living together. And, although it is the first time that such an encompassing concept has been given shape and substance, there is a very fundamental idea in back of it.



It says that in the beginning was the word. Which is to say, communication, and that is what the arts and this Center and civilization is all about. Because communication is the beginning. Communication. Creativity. Genesis.

I think it is particularly suitable that this kind of an idea, this kind of a Center, should be a university center. It has in common with all good ideas the attendant question of, why wasn't it done before. And, it carries with it the also attendant answer: well, these things take time.

Although it is not easy to get new ideas rolling, we know that, if they are good ones, they will gather momentum. Others will follow. I firmly expect that we shall see other centers such as this in other universities. We most certainly shall if we can find a way of discovering other Walter Annenbergs.

But, as important as they are, Walter Annenbergs cannot, and should not, carry the burden by themselves. Many others have helped and many more will be needed to carry on the work, the beginnings of which we are privileged to be celebrating here today.

We need, too, other Martin Meyersons. Mr. Meyerson was suggesting concepts such as we see crystallized here before us long before he came to this University. In the Fall and Winter of 1967, I remember, there were a series of luncheon discussions held in New York City to explore a comment made by the art critic, Harold Rosenberg, in *Encounter* magazine. Mr. Rosenberg had said: "If a new beginning (in the arts and education) is to be made the key to it lies within the university."

The meetings were sponsored by the Mary Reynolds Babcock Foundation, the Rockefeller Brothers Fund, the Twentieth Century Fund and the New York State Council on the Arts. One of the participants in the discussions was a gentleman named Martin Meyerson, at the time President of the State University of New York at Buffalo.

President Meyerson, even then, jumped with both feet on the prevailing belief, a mythology, he called it, of the two cultures, the second of which, in common rooms and faculty clubs, he said, was often referred to as "hobby-lobby."

That notion, elaborated by a lot of pedantic language and hardened views, he said, had resulted in "two separate academic worlds." The mythology was "that a university and a conservatory are at inevitable odds with each other."

That notion, he went on to say, "is being perpetuated in our universities and is accepted with delight by university admission people. It gives them a rationale for excluding the potential artist. It has resulted in two separate academic worlds. A student who wants intensive education in the performing arts cannot find it in our universities. Let me say quite emphatically that I do not believe this should be the case. I think the artist will be the better for his exposure to the climate of the university and the university, very obviously, the better for having had exposure to the artist."

I think that this Center in this University will do a lot to prove the value of President Meyerson's words. And I don't think the admissions people of this particular university will do anything to perpetuate the myth of separateness by keeping the student body free of artists.

What an exciting and lively vista confronts the imagination when you think of this center going about its business every day. What thrilling and profoundly valuable things can come out of it. And, I suppose, failures as well. And, I expect, some pretty good controversies as well. That is all part of it. That is what it is for. As a springboard, an exploring place

and a productive place, is there anything more impressive than the simple glorious idea of it, and the shape of it, and the people who are a part of it: those who planned it, those who made it possible, those who will live it every day of the school year. It is a very thrilling design, indeed. It makes me proud to be here.

Miss Hanks is chairman of the National Endowment for the Arts.

## THE PROGRAM *by Richard Kirschner*

The program of the Annenberg Center for Communication Arts and Sciences will be the product of students, professional guest artists, men and women of the greater Delaware Valley community, and our own faculty and staff working together to provide a great new cultural resource to this campus and to this city.

Specifically, we envision the following kinds of programs: Each year we will offer one major production of a new work by an American playwright. Next season we will present *Hough in Blazes*, by Jerome Max, winner of the Lola D'Annunzio Award, and twice the recipient of Rockefeller Foundation grants for playwrighting.

As an expansion of our continued efforts for community and Center cooperation I am very pleased to announce a program of new works by young choreographers produced in association with the Pennsylvania Ballet. This will be a unique endeavor of innovation and experiment in dance-theatre.

In keeping with our declared intentions to invite internationally distinguished artists to our campus, we are currently negotiating with Mr. Jack Witikka, director of the National Theatre of Finland, who will direct a major production for us during this coming season.

We will inaugurate a *cinematek* which will screen films in the Studio Theatre from early morning until late night, six days a week. A wide variety of films will be seen including series devoted to film makers, film stars, documentaries, and children's films. On special occasions, we will show the works of local film makers.

In conjunction with an International Symposium on Communication Technologies which we will sponsor, the Center will conduct a conference Exploring the Relationship Between Communication Technology and Theatre.

As a part of our visiting guest artist program we have engaged the distinguished American director, critic, and author, Mr. Harold Clurman, who will direct a major production in the spring of next year.

Another basic program element of the Center involves our research activities carried on in conjunction with the Annenberg School of Communications. We are particularly concerned with the expansion of new theatre technology as demonstrated in our public productions.

Dean Gerbner has defined the mission of the University in terms of its contribution to knowledge. I should like to amplify that definition to include the expansion of the intellectual and emotional experience of its students.

I see the Center primarily as a resource for the entire academic community, and for the cultural community of Philadelphia as well. In particular, students are involved in our program in the following ways:

- In the performances produced by the Annenberg School of Communications Theatre Lab.

(Continued on Page 8)

# SPORTS IN REVIEW: THE END OF A LONG, HOT WINTER

Pennsylvanians have a great deal to be proud of at the conclusion of the winter sports season . . . not only because Penn varsity teams compiled their finest record in history but also because of the calibre of young men and coaches who compiled that record of 78 victories to 23 defeats.

On the nation's third ranked basketball team (28-1) are such individuals as Bob Morse, an outstanding pre-med student and a Rhodes Scholar possibility; and Ron Billingslea, a self-taught flute player and artist, brought up in nearby West Philadelphia.

The fencers have representatives of five nations. (By contrast, Penn's captain in the Canadian-dominated sport of hockey was American: Minnesotan Bob Finke, who won the Class of 1915 Award as ideal athlete of the senior class.)

The intercollegiate squash champions have on their roster an author, Eliot Berry, also famous for his kicking exploits in football. He has written a novel and has hopes of publication soon after he graduates this spring.

Penn winter teams once again did a tremendous job against their fellow Ivy Leaguers, finishing 68-31 for the season, with an Ivy record of 36-17; last year's Ivy record was 42-11.

At the completion of the 1969-70 basketball season the general feeling was, "It will be almost impossible to match that (25-2)." Well, the varsity under coach Dick Harter not only matched but topped that performance.

Penn's 28-1 record in basketball was the finest in the school's history and the finest in the City. In the process of

winning 28 straight games before losing, the Penn team re-wrote the record book and captured its second straight Ivy League and Big Five titles, along with the ECAC Quaker City tourney championship.

## BESIDES BASKETBALL

In fencing, maestro Lajos Csiszar felt this could be an off season. But he took six sophomores, put them with some veterans, and finished with a 7-3 record—second place in the Ivy League and third in the Easterns.

The hockey team, in its fifth season of action in the tough Ivy League and ECAC Division I, put together an eight-game winning streak to record the first winning campaign in this competition and earn a berth in the post-season play-offs as the East's number seven team. Coach Jim Self's team opened the season in a new home, the Class of '23 Skating Rink, and blended sophomores with veterans into an excellent start.

For the fifth consecutive year, Al Molley's squash team put together a 9-1 record, good enough for second place in the Ivy League. However, the Red and Blue got back at first place Harvard by winning the Intercollegiate title (while Palmer Page defeated teammate Berry for the singles title.)

Under George Breen, Penn's swimming program has been showing great improvement each year. This was the season of outstanding sophomores, so no one was sure exactly what the results would be. No problem. The Red and Blue upended Yale in a dual meet and then won the first Eastern League title in history, coming back later to add the Eastern Seaboard championships for the first time in Penn history. The 12-1 record, with a young squad, bodes well for the future as Penn also had its finest NCAA performance in history: nine All-American places.

Track coach Jim Tuppeny's squad (5-0 indoor record) won the Heptagonal title (Army, Navy and the Ivy schools) and then finished in a tie for second in the IC4A meet.

After three winning seasons—two of them undefeated—wrestling had a losing campaign (4-6). But coach Larry Lauchle, in his first season up from assistant to Don Frey, can look to a strong returning group plus members of a powerful freshman team that captured five titles in the plebe tourney at West Point.

Outstanding accomplishments so far . . . and then of course there's always next year.

—Ed Fabricius

## THE ANNENBERG CENTER (Continued from Page 7)

- In the performances produced by the Student Activities Office.
- In the performances produced by the Music Department.
- A large number of students are employed in the Center on our technical, office, and house management staffs.
- Students participate directly in our guest artist program.
- They are involved in a wide variety of training workshops conducted by the Center Staff.
- They are invited to participate in colloquia, seminars, and conferences conducted by visiting artists for their benefit.
- Students will be asked to submit new plays to the Center so that, through production, we can make a serious effort to support creative talent on our own campus.

Finally, and most important, students may enjoy the activities conducted in this building not only as participants in the creative process but as witnesses to the adventure that awaits every audience. In order to insure the success of this adventure, we need your support. And so I cannot afford to miss this opportunity to remind you that while I have been talking to you about next season, we are currently engaged in the production of the American premiere of Bertolt Brecht's *St. Joan of the Stockyards*, which opens on April 27. I hope that you will want to join our audience for this inaugural effort and that it will be only the first of many pleasant visits to the Annenberg Center.

*Mr. Kirschner is Acting Director of Performing Arts at the Center.*

	Overall		Ivy League	
	Won	Lost	Won	Lost
Basketball	28	1	14	0
Fencing	7	3	4	1
Hockey	14	11	7	5
Squash	8	1	5	1
Swimming	12	1	6	1
Track	5	0	4	0
Wrestling	4	6	2	4