

NEWS IN BRIEF

SENATE SPECIAL MEETING

The Senate will hold a special meeting on Wednesday, February 23, in Room B-6 Stiteler Hall at 3 p.m. See Page 5 for the agenda.

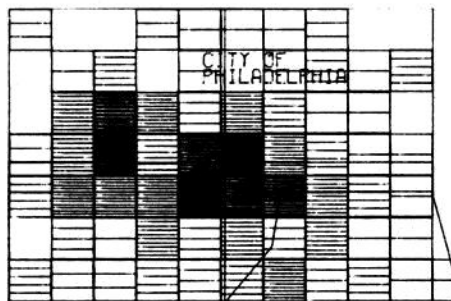
A-3 ASSEMBLY FEBRUARY 17

The A-3 Assembly will meet Thursday, February 17, at 1 p.m. in Houston Hall Auditorium. Guest: Gerald Robinson.

CAMPUS FORUM: DIRECTIONS FOR THE '70s

President Martin Meyerson and Provost Curtis Reitz will appear in a Campus Forum Friday, February 25, on the January 12 Progress Report.

The Forum begins at 4 p.m. in Room 200 College Hall and is open to all University faculty, staff and students. Copies of the January 25 ALMANAC SUPPLEMENT containing the report are available on request, Ext. 5274.



*In the
Greene
Country
Towne ...
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OEO DIRECTOR TO SPEAK

W. Astor Kirk, regional director of the Office of Economic Opportunity for the mid-Atlantic region, will discuss possible solutions to the poverty problem in this area at the Annenberg Studio Theater on Tuesday, February 22 at 2 p.m.

The program, sponsored by the Faculty Tea Club, is open to club members and their guests. Hostesses are Mrs. Lester Burket and Mrs. Carl Chambers.

PENN PLAYERS: "THE BROTHERS"

The Pennsylvania Players will stage "The Brothers", a Roman comedy by Terence, at 7:30 p.m., February 16 through 20 at the Harold Prince Theatre in the Annenberg Center. Cunning slaves, innocent courtesans, wailing mothers and angry fathers misbehave under Bill Dearth's direction.

Tickets, \$3 (students and faculty \$1.50 with I.D.) are available at Annenberg Box Office, Ext. 6791.

TIN PENN ALLEY: "LET'S PLAY DOCTOR"

"Let's Play Doctor", an original comedy written by Penn senior Bob Blake under the direction of Professor Robert L. Shayon, will have its premiere Wednesday, February 23, in the Zellerbach Theater at Annenberg Center. The musical spoof of the medical profession is produced by Tin Penn Alley, organized for this show by Medical and Wharton students, among others.

Performances are at 7:30 p.m. February 23-27, with a 2 p.m. matinee February 26. Tickets are \$2 for students, faculty and staff (\$4 for general public) at Annenberg Box Office. Group rates are available for parties of 25 or more.

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Almanac

Volume 18, Number 22

February 15, 1972

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SEARCH COMMITTEES: SSW DEAN AND VICE PRESIDENT, HEALTH AFFAIRS

Search committees to advise in the selection of a new Dean for the School of Social Work and a Vice President for Health Affairs have been named by President Martin Meyerson and Provost Curtis R. Reitz.

Dr. Renee Berg, Professor of Social Work, is chairman of that school's Consultative Committee. Members are Howard Arnold, Assistant Professor of Social Work; Edward Brawley, doctoral candidate, School of Social Work; Dr. James O. Freedman, Professor of Law; Dr. Neal Gross, Dean, Graduate School of Education; Dr. Alexander Hersh, Associate Professor of Social Work; Dr. Harold Lewis, alumni representative and Dean, School of Social Work, Hunter College; Mrs. Paula Rehffuss, second-year MSW candidate, School of Social Work; Dr. George E. Ruff, Professor of Psychiatry, Medicine; Dr. Max Silverstein, Professor of Social Work; Dr. Marvin E. Wolfgang, Director, Center of Studies in Criminology and Criminal Law; Eleanor Ryder, Associate Professor of Social Work

Health Affairs

Dr. Eliot Stellar, Director of Neurological Sciences, will serve as chairman for the Health Affairs committee. Members are Dr. Vernon Brightman, School of Dental Medicine; Eleanor Carlin, Assistant Dean, SAMP; Susan Cohen, undergraduate student, School of Nursing; Dr. Robert Eilers, Executive Director and Professor of Health Economics; Dr. Alan Epstein, Professor of Biology; Dr. William Fitts, Professor of Surgery; Dr. Jefferson Fordham, Professor of Law; Dr. W. C. D. Hare, Professor of Anatomy; Dr. Dorothy A. Meredith, Associate Professor, School of Nursing. Two post-baccalaureate students are still to be named.

The Health Affairs committee has issued an open letter to the campus as follows:

Our charge is (1) to develop a job description and (2) to come up with one or more candidates for the position.

You can help in several ways: (1) Give us your ideas on what the position should be in terms of its scope and the impact it should have in health affairs. (2) Give us your nominations of people for the position from inside or outside the University. (3) Let us know people who would make good consultants inside or outside the University; particularly let us know of universities who have had good experiences with vice presidencies in the field of health affairs.

Please send any information to Dr. Stellar at 243 Anatomy-Chemistry Building.

FORUM

Conducted by the Senate for the Faculty

With the following articles by two of its most prominent members, the Senate introduces a new Forum topic. Contributions are welcome from all members of the faculty and may be sent either to ALMANAC or to Dr. Phoebe Leboy, Senate Editorial Chairman.

Toward a Dialogue on University Priorities

by Jean B. Crockett

At this time, as seldom before in the University's history, it becomes urgent to set our priorities consciously and thoughtfully. The values of the faculty must be a basic input into the priorities which the University sets. To implement this, it is essential to explore through discussion whether some faculty consensus as to these values can be established. My present purpose is to initiate such discussion rather than to set down any fixed and final judgments of my own.

The President has proposed a set of priorities to the Trustees and to the University community. He deserves a reasoned and constructive response; and if the faculty is to retain the degree of influence it has traditionally held over the major directions of academic policy, it must offer him this. The specifics of decision-making can only belong to the Administration, but the principles on which the specific decisions are to be based and the kinds of information which are to be considered are a vital concern of the faculty.

Directions for Long Term Growth

The thrust of the President's proposals is to develop growing space for the University. Major improvements in the quality and the freedom to pursue new opportunities are dependent upon the generation of very substantial increments in outside funds. The only feasible directions of growth, therefore, are those which are capable of attracting such outside financial support, and we must operate within that constraint. There may, of course, be wide differences in judgment as to which specific programs will succeed in this context. But it seems rather sensible to move to consolidate existing points of strength so as to produce mutually reinforcing clusters of high-quality programs, to search for and to build upon elements of comparative advantage (such as our urban location) which may offer us an unrealized potential for strength in particular areas, and, beyond this, to attempt to prejudice and seize upon those of the incipient trends in human thought which seems most likely to gain momentum and produce significant advances over the next ten or fifteen years. As I read the President's statement, this has been his underlying strategy. The full intellectual resources of the University should be directed toward a proper implementation of that strategy. The development of funds for long term growth does not, however, remove from us the painful necessity of balancing our budget in the short run. The new funds will be for new purposes and will not be available to support a continuing deficit in our current operations. They will very probably not be available at all unless we can demonstrate to the Trustees our ability to bring that deficit under control. The principles and procedures underlying short run

decisions aimed at controlling the budget deficit are as deep a concern for the faculty, and a much more immediate one, than those underlying the choice of directions for long term growth. Consistent value judgments should pervade both sets of decisions, subject to the constraints imposed by the availability of current and the potentiality of future funds.

The Short Term Budget Problem

I turn now to the short run decision—the considerations which I believe to be relevant and the values I would hope to see served. In this context, it is useful to distinguish two types of University subsidies. One type goes directly to students in the form of student aid grants out of unrestricted University funds and in covering the deficits incurred by student services—health, dining, residence, student affairs, athletics. (In the case of athletics the computation of the deficit should allow for any part of alumni giving and endowment receipts which may reasonably be attributed to the maintenance of the athletic program.)

In addition, a less direct type of University subsidy is involved in the maintenance of academic programs which, even assuming full payment of tuition by all the students involved, make below average contributions to University overhead, or in extreme cases perhaps do not even meet their own direct costs. Any program which receives a significant subsidy in this sense should be required to justify that subsidy in terms of the program's special claims to excellence or other outstanding contributions to the purposes of the University.

For present purposes, direct costs are those salaries (including fringe benefits), purchases of supplies and equipment and building maintenance costs which are directly allocatable to the program. Contribution to University overhead is the difference between such direct costs and the receipts directly allocatable to the program, including tuition inflows based on student hours taught and any outside funds from alumni, government, foundation and other sources which are restricted to use in the program. To correct for scale differences among programs, contribution to overhead may be measured per dollar of direct cost. So long as consistent standards of eligibility for grants are applied in all programs, full tuition should be allowed in the computation of program benefits. In other words, no program should be penalized for attracting an unusually high proportion of either the very bright or the underprivileged students, who are for these reasons recipients of tuition grants.

The total funds which the University has available for the two types of subsidy are stringently limited: our small unrestricted endowment income, receipts from the state, and

any unrestricted part of annual alumni giving. Once these sources of funds are exhausted, further subsidization of students or programs can only be at the expense of other programs which make above average contributions to overhead. This kind of subsidization is essentially unfair, if continued over any extended period, and it may represent a disastrous mis-allocation of resources when programs of high quality are required to subsidize those of below average quality. In the short run, however, it is probably unavoidable that—with fluctuations in student demand—the more popular programs will temporarily be subsidizing those with declining popularity.

Subsidies to Students

In the case of direct student subsidies, my own system of values would assign a considerably lower priority to student services, except for health services, than to grants enabling students to meet tuition costs. Two groups of students should receive top priority for tuition grants—the very brightest and the underprivileged. The priority assigned to the top rank in academic qualifications is based on the evidence that the University's social product is highest here. While far from conclusive, such evidence as we have suggests that higher education adds considerably more to the future productivity of the most intelligent than of other groups. The priority for the underprivileged is based on a social responsibility in which I believe the University must share.

Consideration should be given to permitting the brightest undergraduate students to add to their income (over and above the basic student aid grant) through a work program in their Junior and Senior years. Among other possibilities, they might serve as research assistants to promising younger faculty members, or might provide small group tutorials for Freshmen involved in large introductory courses in the area of their major. In either case, with proper supervision, a highly meaningful experience could be provided to the working students at the same time that deeply felt needs of other groups in the University are being served.

Aside from the two groups of students just mentioned, I am increasingly persuaded that student aid should take the form of an expanded loan program rather than grants. The University must of course provide some equity for such a program in order to induce outside lenders to participate on a low-cost basis, but the University's subsidy would essentially be limited to the underwriting of bad debts.

Subsidies to Academic Programs

In the case of subsidies to academic programs, top priority should go to the best of our Ph.D. programs: those in which we are already truly outstanding and also those above-average programs which show the greatest promise—in terms of their recent trends and their strategic relationship to our areas of uniqueness and strength—of achieving real excellence with the input of additional resources. The function of our graduate programs is to produce social capital in the form of new knowledge, as well as to train those who will replace us as University teachers and who in their turn will make further contributions to the stock of knowledge. The greatest comparative advantage of a major private university lies in the performance of this function for those disciplines in which it is clearly superior. A similar argument may be made for subsidizing our outstanding graduate-professional schools to the extent that the faculty are making significant contributions to knowledge.

Ph.D. programs without compelling claims to excellence have rather low priority as candidates for subsidy, especially in cases where the students completing the program have been experiencing difficulties in placement. Because of the relatively high cost of graduate as compared with undergraduate and graduate-professional programs, such a set of

priorities probably would lead to a relative reduction in the total resources devoted to Ph.D. programs.

Undergraduate programs and graduate-professional programs should generally be expected to provide at least average contributions to University overhead, after allowance for any receipts from outside sources which are directly related to those programs. Undergraduates are, of course, the primary beneficiaries both of tuition grants and of subsidies to student services.

Subsidies and the Budget Deficit

No reduction in existing subsidies is likely to be generally acceptable until the University community is convinced that strong and effective measures have been taken to reduce costs in the business operations of the University. If as seems likely this is inadequate, however exhaustively pursued, to produce the required reduction in the University's budget deficit, then some subsidies must be reduced.

Reduction in student aid or in subsidies to student services contributes immediately and directly to a reduction in the budget deficit. There may, however, be contractual limits on the extent to which some service deficits can be reduced in the short run,

The most obvious way in which subsidies to academic programs can be reduced is by raising the number of students where student-faculty ratios are significantly below average, though to a limited extent it may be feasible to transfer faculty to other programs. A happy solution is to expand student demand through low-cost modifications and innovations in the under-utilized programs. Along these lines, efforts are currently being made to move toward the establishment of joint programs with nearby universities, which would permit each participant to specialize according to its existing resources while providing to students the benefits of a well-rounded program drawing on each university's area of excellence. In general, however, an increase in student/faculty ratios may be achievable in the short run only by carefully limited reductions in admission standards on a selective and temporary basis, or by offering financial aid grants to students in the under-utilized program who would not otherwise qualify for such aid. In the long run, it is both possible and essential to achieve the increased ratio by reducing faculty resources through attrition, thus gradually permitting a return to normal standards for admission and for tuition grants. Such a pattern, while not very appealing, may be the best way available in our present financial straits to accomplish a selective reduction in scale in response to shifting student demand. However, if a permanent loss of quality is to be avoided, there must be a firm freeze on hiring until standards have returned to normal.

A third way of reducing subsidies to academic programs is to eliminate certain subsidized programs entirely. In the short run, unless faculty can be shifted to other programs, this is likely to raise the budget deficit rather than to lower it, since receipts may be expected to fall off more rapidly than direct costs. In the long run, however, this alternative must be seriously considered in cases where both quality and contribution to overhead are below average. Even here, so long as the program contributes something toward overhead, an advantage will be gained only insofar as the discontinuation of the program permits an expansion of other programs which make a larger contribution to overhead and are of the same or higher quality. Any such long run decision to eliminate a program should be taken only after careful study of both cost and quality, perhaps including the use of outside consultation with respect to the latter.

(Dr. Crockett is Chairman-Elect of the Senate.)

Reflections on President Meyerson's "Directions for the University of Pennsylvania in the Mid-Seventies"

by Herbert Callen

On January 12, President Meyerson presented to the Trustees of the University a proposal for a major fund campaign. He stressed "that if our University is to substantially increase its funds from alumni, friends, firms and foundations, we must indicate our readiness to reallocate our resources internally and to concentrate them and necessary new resources on future programs which have high priorities." He therefore proposed, among other measures, the establishment of an Educational Opportunities Fund, half of this fund to be raised "through internal reallocations and the balance from outside the University."

President Meyerson suggested his preliminary conception of the relevant academic priorities in his report to the Trustees, entitled "Directions for the University of Pennsylvania in the Mid-Seventies." To quote the operative section, "we would propose to allocate these funds among the following major areas:

- 1) Health Affairs, tying together the work of our separate professional schools;
- 2) Undergraduate curriculum development, including thematic colleges drawing on all of our faculties, first year seminars, and tutorial terms;
- 3) Development of graduate superiority in 12 to 15 fields, tentatively concentrating in socio-economic behavior, life sciences, language-culture studies (and reinforced by work in three cross-disciplinary fields: urban, regional and environmental studies, socio-technical studies, area and international study programs);
- 4) Management, planning and policy fields in the Wharton school and elsewhere;
- 5) Legal studies;
- 6) Human development studies such as those in education and welfare;
- 7) Performing and visual arts;
- 8) Other presently unforeseen possibilities."

The third priority category, suggesting a contradiction of our present 60 or so graduate groups, has received primary attention in the press and in impassioned discussions throughout the campus. It reflects the President's thesis that "by spreading our resources thinly . . . we risk reducing ourselves to a position of mediocrity. A more desirable alternative is to emphasize selected educational and research strengths."

Finally, the President has appointed a University Development Commission, composed of Trustees (ex officio), faculty and students, "to superintend the review and further refinement of these proposals," and to report "by the time of the May Trustees' meeting."

The President has invited faculty response to this strong and decisive initiative. As your Senate Past-Chairman I feel it mandatory to initiate active faculty debate in this open Forum. Constructive discussion must begin immediately if we are to participate effectively in the determination of our collective future.

The President's seven tentative priorities (I omit number 8, which is an open category) would reshape the emphasis of this University. I do not refer simply to the shift of emphasis

among scholarly areas, but I am concerned first about a broader sense of educational mission. The proposal to contract our graduate programs is coupled with a major commitment to freshman-sophomore education. This faculty has endorsed thematic colleges and first year seminars *on an experimental basis*, but are we yet prepared to endorse a full institutional commitment to freshman education? I have proposed a quite different educational emphasis in the ALMANAC of February 8, and other proposals vie for consideration. I hope that the Academic Planning Committee, the Educational Policy Committee of the Council, the Senate, and the President's Development Commission will direct immediate attention to the relevant emphases to be accorded to lower-class (freshman-sophomore), upper-class (junior-senior), and graduate education, and to scholarly research.

Turning to the emphasis among disciplines, the President's report does not enunciate a rationalizing principle leading to the selection of health, management, legal studies, education and welfare, and the performing and visual arts, but omitting history, classical studies, literature, chemistry, and engineering. The principal of "selective excellence" is formulated only to guide the choice of graduate programs within priority category 3, and in any case it has little evident correlation with the remaining priority categories as listed above. I therefore respectfully request the President to discuss the guiding principles which have led to the seven suggested priorities, and I urge a study of such priorities by the appropriate academic committee and by the Senate.

Perhaps more fundamental is a responsibility which immediately devolves upon the faculty. We must avoid the divisiveness which could follow the publication of a list of academic priorities, no matter how preliminary and tentative it may be. Already I anticipate that my remarks may be discounted by some as the self-serving complaints of one omitted from the favored list. I might as easily yield to the temptation to derogate my newly-anointed colleagues, as they to forsake those of us who have fallen from grace. I petition all my colleagues to join together in a collegial effort to re-define our emphasis, so that all of our true strengths can be brought to the service of the University in the coming decade.

Let us turn at last to President Meyerson's third priority, suggesting the principle of "selective excellence" in the contraction of our graduate groups. I submit that we have four alternatives in our support for any given program; it may be eliminated, slowly starved by "benign neglect," supported positively but conservatively, or given strong and preferential encouragement. I believe that slow starvation is unacceptable. If we cannot provide positive support for a given program then we should eliminate it forthwith. No faculty member should be foreclosed from competing on his merits for support and resources, by virtue of sex, race, political belief or membership in an unfavored department. I believe that President Meyerson concurs in this definition of "selective excellence," and I hope that he will so state in order to allay growing fears that we shall have a classed society of scholar-aristocrats and pedagogue-peons.

There are other evident complexities associated with the concept of "selective excellence." The intrinsic characters of all disciplines are not comparable. Some are more significant, some more challenging, and in some national competition is much greater. In some areas it is essential that we participate, even if we are tenth nationally. In others a national "third" may be achieved simply by default—or by the inadequacies of the procedures used in the "Cartter Report." Some newer fields (such as my own field of Materials Science, in which there is consensus that we are perhaps second or third nationally), have not yet been identified by the Cartter Report. This illustrates another danger of "selective excellence"; the freezing into *established* patterns of excellence could be a conservative policy which aborts innovation, destroy flexibility, and prevents evolution. I urge an immediate faculty debate on the strategies by which dwindling resources can best be reconciled with our continuing aspirations to scholarly distinction.

Again, even preliminary identification of particular areas of presumed excellence may be unfortunate. By demoralizing omitted programs, casting them under the threat of non-support, it may dissipate strength and hinder growth. Furthermore each of us is certain to disagree with any given list in essential details, freely acknowledging that our opinions, too, are subjective. I propose that (if and when it has been established that *academic* sectors of the University must be pruned) a Survey of the University be undertaken, similar to the University Survey of the early 1950's. The academic strengths and weaknesses of the University should be assayed by scholars of recognized distinction from inside this University and from our peer institutions.

Finally, I call on the full, prior involvement of the Senate in establishing the future directions of the University. I believe that I can speak for my faculty colleagues in welcoming Administrative initiatives and in pledging full cooperation in the interests of the University. In a collegial effort we can develop that willing consensus which is essential to success.

(Dr. Callen is immediate past Chairman of the Senate)

SENATE SPECIAL MEETING FEBRUARY 23

A special meeting of the Senate has been called for February 23 at 3 p.m. to permit the faculty to discuss with the President questions which have arisen with respect to his report to the Trustees entitled "Directions for the University of Pennsylvania in the Mid-Seventies." The report proposes significant new directions in educational policy, with substantial reallocation of resources from the Ph.D. program to the graduate-professional and undergraduate programs. It further proposes substantial reallocation of resources among disciplines.

Of particular significance to the Senate are questions which have been raised as to the procedures for establishing the University Development Commission, which will superintend the review and further refinement of the President's proposals.

A subcommittee of the Senate Advisory Committee will prepare and send to the President in advance a set of questions directed toward clarification of the substantive proposals of the reports. After the President has responded to these, the meeting will be open for questions from the floor.

A resolution will be offered regarding the procedures for selecting members of the University Development Commission. Other agenda items, to be considered if available and if time permits, are reports from the Committee on the Economic Status of the Faculty and from the Ad Hoc Advisory Committee on the Reorganization of the Faculties.

The meeting will be held in Stiteler Hall B-6.

HONORS

HONORS IN BRIEF

DR. LOUIS I. KAHN, Cret Emeritus Professor of Architecture, will receive the 1972 gold medal of the Royal Institute of British Architects. Queen Elizabeth II will present the medal to Dr. Kahn on June 13.

DR. BERNARD WOLFMAN, Dean and Professor of Law, has been elected President of the American Civil Liberties Union's Greater Philadelphia Branch. Dr. Wolfman, an ACLU member since 1965, replaces Monroe C. Beardsley, a professor of philosophy at Temple who served two terms.

DR. WARD H. GOODENOUGH, Professor of Anthropology, has been elected to the board of directors of the American Association for the Advancement of Science.

JAMES O. FREEDMAN, Professor of Law, has been elected Vice President of the Mental Health Association of South-eastern Pennsylvania.

DR. HOWARD E. MITCHELL, 1907 Foundation Professor of Human Resources, was appointed to the Conservation Foundation's Task Force on The Relationship of the National Park Service to the City.

DR. SHIV K. GUPTA, Chairman of the Operations Research Group, has been appointed guest scholar at the Woodrow Wilson International Center for Scholars to carry out research and writing efforts in Washington in the environmental field.

DR. YU HSIU KU, recently retired Professor of Electrical Engineering at the Moore School, was honored by nearly 100 friends and fellow faculty members at a dinner January 17 at the Faculty Club.

Dr. Ku, who joined the faculty in 1953, is a former Nationalist Chinese official and university president who is noted for his plays, poems, short stories and novels in the Chinese language, including twelve-volume and three-volume editions of his collected works. He has also written numerous articles and textbooks in both English and Chinese on engineering subjects.

PUBLICATION PRIZES

DR. CARROLL SMITH ROSENBERG, Assistant Professor of History in Psychiatry, won the *American Quarterly's* best-article prize for her Winter 1971 publication of "Beauty, the Beast and Militant Woman: A Case Study in Sex Roles and Social Stress in Jacksonian America."

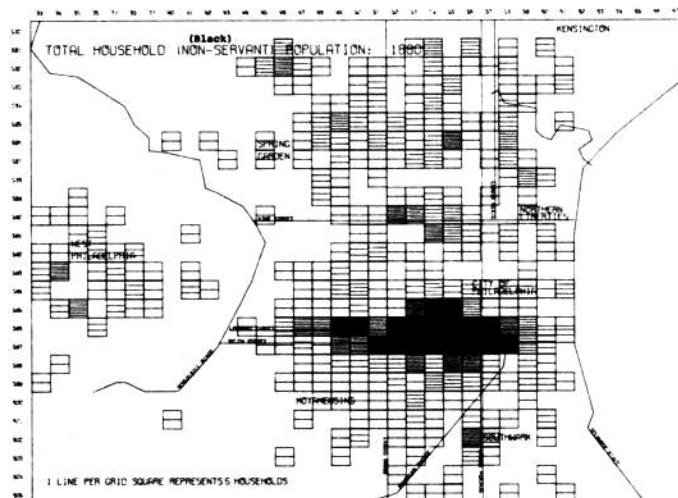
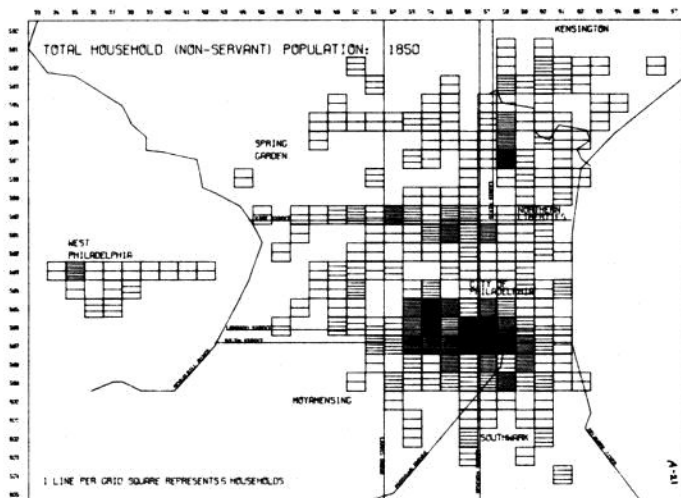
DR. KLAUS KRIPPENDORFF, Associate Professor of Communications, received the first prize award of Prentice Hall, Inc., for the most outstanding paper published in the Journal of Communication in 1970, "On Generating Data in Communication Research."

HONORS IN SPORTS

DR. ROBERT H. MCCOLLUM, Director of the Department of Recreation, received an Award of Merit from the Council Rock Public Schools of Bucks County, Pa. He is a former school director for the Council Rock District (1967-71).

Two Pennsylvania coaches, JIM "ACE" ADAMS and BOB HAYS, have been selected to serve on NCAA committees in their sports. Adams will be on the Lacrosse Rules and Tournament Committee while Hays will serve on the Golf Tournament Committee.

FRED A. SHABEL, Director of Intercollegiate Athletics, has been elected chairman of the Ivy Group Administrators, the coalition of eight prestigious schools which gives the Ivy League its name.



Computer-drawn maps show changes in density of black residential units between 1850 and 1880.

COMPUTER STUDY: BLACK HISTORY IN THE GREENE COUNTRY TOWNE

Rising racism in the decades before the Civil War seriously eroded conditions for the 20,000 free blacks in Philadelphia, a University scholar in the period says.

"Blacks were the victims of race riots, residential segregation, a decline in property, and the deterioration of both family structure and job opportunities," according to Theodore Hershberg, lecturer in history and director of the Philadelphia Social History project here.

Mr. Hershberg's data, published in the forthcoming *Journal of Social History*, overturn the assumption that slavery alone—and any lack of initiative and matriarchal family that supposedly resulted—kept blacks as low men on the social and economic totem pole. Furthermore, his findings may have implications for the current problems facing blacks in today's cities: the condition blacks experienced in 19th century Philadelphia foreshadows the situation that 20th century blacks confronted when they moved to northern cities from the rural south.

In a long-term study financed by the National Institute of Mental Health, Mr. Hershberg is comparing the social mobility of blacks, Irish, Germans, and native white Americans using as source material the U. S. Censuses of 1850 to 1880, censuses of all free Negroes in Philadelphia taken in 1838, 1847 and 1856 by the Pennsylvania Abolition Society and the Society of Friends, and the Manufacturing Manuscripts of the U. S. Censuses for Philadelphia County from 1850 to 1880.

Generations Analyzed

To date he has computerized data describing each individual, household and firm located in Philadelphia at that time. He now hopes to describe and analyze the opportunities and obstacles to advancement in American society faced by several generations of blacks, Irish, Germans and native whites.

Among his current findings in the \$263,000 project:

The decline of conditions for blacks cannot be attributed to direct contact with slavery. In the first place 90% of the Philadelphia blacks were born free. Secondly, blacks who were born slaves and gained their freedom before the Civil War actually fared *better* than blacks who were born free. The former slaves had larger families and more two-parent households; more of their children attended school; more of them belonged to black churches and beneficial societies; they owned more property, were less likely to live in exclusively black areas, and held slightly better jobs.

Mr. Hershberg points instead to racist attitudes and practices in the institutions and society of the city, which prevented

blacks from participating in everything from white churches to the job market.

He notes the growth of these conditions from 1829, when two decades of minor mob actions and race riots began against the black community. In 1838 blacks were denied the right to vote, which cut off any political defense against discrimination and the mob.

During this period blacks could not obtain jobs in new and expanding industries. While one out of every four Irish and German immigrant was hired, only one black in twenty could find industrial work despite the fact that blacks spoke the language, knew the country, and had previously practiced the necessary skills.

Not just the new, but many of the older occupations which blacks had practiced were denied to them as white employers gave preference to the Irish and German immigrants. Black hod-carriers and stevedores dropped from 5% of the black work force to 1% in three years between 1847 and 1850.

Pressure on Families

For skilled black workmen the problems were even more overwhelming. They could not find apprenticeships for their sons; it was very difficult for them to find work; and the percentage of skilled black artisans unable to practice their trades rose from 23% in 1838 to 38% in 1856.

This was accompanied by the beginning of the highly segregated neighborhoods that characterize cities today. Blacks found it more difficult to buy land or a home, and more and more blacks were forced to live in largely black, densely populated areas.

These factors placed tremendous pressures on the black family. Among the poorest half of the black population in 1850, roughly one household in three was headed by a female, a considerable increase from 1838. While job opportunities for black men in Philadelphia were poor, black women were in demand as domestic help.

By 1880 one out of three black adults were living outside the black family—mostly as servants in white households. "That so many Negroes took positions outside their traditional family units is testimony to the strength and pervasiveness of job discrimination which existed at large in the economy," Mr. Hershberg says.

In an ongoing study, he is comparing the blacks' situation to that of the Irish and German immigrants of the 40's and 50's. Because these immigrants succeeded in the job market, they

were able to acquire property more quickly than blacks. Two decades after arriving in this country, the Irish owned twice as much property as the blacks and the Germans owned three times as much.

"Blacks, alone among the city dwellers, were excluded not only from their fair share, but from almost any chance for improvement generated by the growth of industry and opportunity in the city," says Mr. Hershberg.

He concludes by pointing out that in the 20th century the liberal or nonracist explanation for the low status of blacks was that they were "unacculturated rural migrants lacking the skills necessary to compete in an advanced technology." While it is true that many blacks lacked such skills in the 20th century, Mr. Hershberg's data show that in the 19th, even when blacks did possess the necessary skills, they were denied access to opportunities for advancement.

"It is more comforting to blame the distant past (slavery) or the more recent inadequacies of the black rural migrant (lacking skills) than it is to face the brutal fact: the racist attitudes and practices of white Americans toward blacks were present in both the 19th and 20th centuries and this racism more than any other factor is responsible for today's low status of blacks," says the young scholar.

—Michele Steege

COLLEGE DAY 1972

The Society of the Alumni of the College will honor the Music Department Saturday, February 26, at the annual College Day. Faculty and staff are welcome to the all-day program of lectures on music, the College, and the future of both. Highlight: a 3 p.m. concert of the University Choir at Annenberg Center.

COLLEGE ALUMNI SOCIETY, Room 636, Franklin Building, 3451 Walnut St., Philadelphia, Pennsylvania 19104

Please make reservations for:

NAME CLASS

ADDRESS

CITY STATE ZIP

Program and Luncheon @ \$7.00 ea.

Lectures and Concert only @ \$2.00 ea.

TOTAL AMOUNT ENCLOSED \$.....

(Check or Money Order made out to the University of Pennsylvania must accompany reservations request)

VIOLENCE IN PRIME TIME: WHO CAN DO WHAT AND TO WHOM?

The major menace presented by violence on television is not so much that it may induce viewers, especially children, to commit violence, but that it teaches them who has the power in our society—or who should, if we listen to our basest fears and prejudices.

So reports Dr. George Gerbner, Dean of the Annenberg School of Communications, in the forthcoming Surgeon General's Report on Television and Social Behavior.

Violence on prime time and Saturday morning television describes the haves and have-nots of social power by according them different chances of succeeding with violence and protecting themselves against it. Those in power, according to Dr. Gerbner, are those who commit violence and make their way through the program to a happy ending. Those without power are prime time TV's most likely victims.

"Unfortunately television's victims—those who we are told on TV have no power in our society—are women, blacks, foreigners, lower-class citizens and other minority group members," said Dr. Gerbner. "This is especially disturbing in light of the TV documentaries and public pronouncements by spokesmen for the television industry which proclaim that the rights of minority groups must be protected both in society and on television."

The leading character in two out of three plays on prime time TV, America's white, middle-class male who is unmarried and in the prime of life, was twice as likely as the other men and women on television to kill on the screen, live and reach a happy ending. Males in general committed nine out of every ten acts of violence on TV, according to Dr. Gerbner's report.

Women, most often cast as the victims in violent encounters, were also less likely to either initiate violence or avenge violence once it had taken place. For every four women who committed violence, there were eight women who were victims. (For men, there were four males who committed violence to every five men who were victims.) Between 1967 and 1969 the prime-time woman's chances of committing violence and getting away with it were cut in half. At the same time the number of women victims who were not able to avenge violence against themselves increased 60%.

Lower class, non-American and nonwhite characters paid a higher price than the American, middle-class, white males for committing violent acts. They were far more apt to be involved with violence in the first place and more likely to be victims.

Marriage also made a difference: married men were half as likely to be violent as single men; married women, on the other hand, gained power, since they were just as likely to commit violence as they were to become victims.

Dr. Gerbner stresses that the world of television is not the world of reality. As viewers well know, the people engaged in the shootouts are actors and actresses who are not getting hurt. Unlike real-life violence, the attacker is generally a stranger to the victim. Usually violence occurs in remote or exotic places. Moreover, the past and the future are always shown as more violent than the present.

Television violence, then, is not telling us what violence is like in real life. It is a way of showing who can do what to whom and get away with it.

"Television violence informs different people of the different risks life holds for them. Television is saying that a black, a woman or a lower-class person cannot get away with the same things that a white middle-class American man can," said Dr. Gerbner.

Changes in the nature of television violence that Dr. Gerbner has recorded over the last four years have merely sharpened its effect as a tool to depict social power. Violent women, for example, decreased drastically in the four-year period, without reducing the number of female victims. This led to the statistic of one female killer for every five women killed while there remained one male killer for every two men killed.

Dr. Gerbner's findings are based on a four-year study (1967-1970) which analyzed the plays, feature films and cartoons aired by the three major U. S. networks during one full week in October on prime time and Saturday morning programs. His study of the portrayal of violence in television drama began under contract to the National Commission on the Causes and Prevention of Violence, and was completed with funds from the Surgeon General's Scientific Advisory Committee on Television and Social Behavior.

JOB OPENINGS

The University Personnel Department maintains lists of positions open on campus, which are circulated to all departments for posting and/or distribution. Following is an update of the list prepared February 1.

ACCOUNTING CLERK (3) in business offices of the University.

Qualifications: Interest in working with figures; high school bookkeeping course and accurate typing; some previous office experience required.

LABORATORY SUPERVISOR to be responsible, under administrative supervision, for the operation and conduct of a microbiology teaching laboratory.

Qualifications: Graduation from an approved college or university with specialization in bacteriology; at least five years of experience in teaching bacteriology.

LIBRARY CLERK for general clerical duties including typing letters and inventories, maintaining files of storage materials, handling requests and other related duties in the University archives.

Qualifications: Good typing and other clerical aptitudes; some related experience helpful.

SECRETARY I in medical area.

Qualifications: Accurate typing; proficiency in spelling; ability to perform varied clerical duties.

SECRETARY II (7) for academic, personnel, medical offices, and research areas of the University.

Qualifications: Interest in performing varied duties pertinent to the area; good typing, shorthand and dictaphone; some experience required.

SECRETARY III (4) for business, medical and academic related offices on campus.

Qualifications: Ability to work with a minimum of supervision in performing varied responsibilities; interest in working with figures; excellent typing, shorthand and/or dictaphone; related experience required.

Anyone interested in any of the above positions should contact the Personnel Department, Ext. 7285.

W. Austin Bishop, Assistant Director of Personnel

THE COUNCIL

FEBRUARY 9: THE COMMISSION; VICE PROVOST RUSSELL

The new University Development Commission was the topic of President Martin Meyerson's February 9 report to Council, and is expected to become a standing agenda item.

The President told Council that the academic proposals in his January 12 Progress Report had had "considerable review" by the Academic Planning and Budget committees before being sent to the Trustees, and that the proposals were meant not to terminate discussion but to stimulate it.

"I have asserted that no governing board can be expected to act on educational matters, which are the province of the internal operations of the University; but I have also asserted that the governing board ought to be informed of these matters."

As a Council guest Dr. Robert H. Dyson, newly appointed Chairman of the Commission, said he saw its role as "being a new resource for building and expanding programs the faculty might forward. We hope to challenge and to encourage the departments and programs and schools to consider their needs

and to bring us proposals that are well thought out, representing their aspirations."

Provost Curtis Reitz listed constituencies the new Commission must educate to win new resources for academic programs, among them the Trustees, foundations, capital sources for program-related chairs, and state and federal governments in their changing relationships to universities.

The Provost also announced to Council the resignation of John A. Russell Jr. as Vice Provost for Student Affairs. In response to a query on naming a search committee for the post, the Provost said he will meet with the Student Affairs Committee "which has been exploring questions related to this."

Council action and debate on the by-laws at the February 9 meeting will be reported in a forthcoming issue.

CONFERENCES

What kinds of conferences belong at Penn? The following list shows who, in February alone, will use the visitors' facilities of the campus through the Conference Office. Anyone planning a professional or academic conference can find help in the new facility headed by Paul Rubincam, Director of Conferences.

SPACE CRAFT CONFERENCE Feb. 1-3 18 conferees
Sponsor: Geology Department

UNITED NATIONS CONFERENCE Feb. 11-12 100 conferees
Sponsor: David Pappell

AMERICAN HEART ASS'N Feb. 17 14 conferees
Sponsor: Dr. Alfred F. Fishman

SOVIET JOURNALISTS Feb. 21 30 conferees
Sponsor: Center for International Visitors

VISTA CONFERENCE Feb. 23- March 8 40 conferees
Sponsor: Dave Dammann

MEDICAL CONFERENCE Feb. 28- March 3 30 conferees
Sponsor: Henry Sparks

PHI KAPPA ALPHA CONFERENCE Feb. 25-27 60 conferees
Sponsor: Tim Sotos

OCCCLUSION & THE RATIONALE OF IMPLANTS BLADES & SUBPERIOSTEAL Feb. 2 10 conferees
Sponsor: Dr. Aaron Gershkoff

PAIN, CLICKING & LIMITATION IN MANDIBULAR MOVEMENTS Feb. 7-8 18 conferees
Sponsor: Dr. Marvin M. Alderman

REFRESHER COURSE IN PERIODONTAL THERAPY Feb. 19 Undetermined
Sponsors: Dr. Morton Amsterdam & Dr. D. Walter Cohen

PERIODONTAL PROSTHESIS Feb. 21-25 Undetermined
Sponsors: Dr. Morton Amsterdam & Dr. D. Walter Cohen

DENTO-FACIAL ORTHOPEDICS Feb. 28-29 March 1-2 Undetermined
Sponsor: Dr. Viken Sassouni

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