

# THE INTERNATIONAL DIMENSION

University of Pennsylvania  
Office of International Programs  
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## Pennsylvania: An International Institution

*"We know today that ... ideas, not armaments, will shape our lasting prospects for peace; that the conduct of our foreign policy will advance no faster than the curriculum of our classrooms; and that the knowledge of our citizens is the treasure which grows only when it is shared.*

*"That is why I have directed a special task force within my Administration to recommend a broad and long-range plan of world-wide educational endeavor.*

*"First, to assist the education effort of the developing nations and the developing regions.*

*"Second, to help our schools and universities to increase their knowledge of the world and the people who inhabit it.*

*"Third, to advance the exchange of students and teachers who travel and work outside their native lands.*

*"Fourth, to increase the free flow of books and ideas and art, of works of science and imagination.*

*"And fifth, to assemble meetings of men and women from every discipline and every culture to ponder the common problems of mankind."*

—from a speech by  
President Lyndon B. Johnson  
at the Smithsonian Institution in 1965

I  
Lyndon Johnson's articulation of an agenda for international education in the United States sounds somewhat hollow today. In real dollar terms federally funded educational and cultural exchange programs are now operating at two-thirds of 1965 levels. Recent national and state reports on education have overlooked the global perspective for the most part. In each federal budget cycle strenuous lobbying efforts are required to encourage maintenance of authorization levels for foreign language, area and international studies, for research initiatives to assist developing nations, and for exchanges such as the Fulbright program.

However, a few hopeful signs are emerging. President Reagan has launched an international youth exchange initiative, which supports existing private exchange programs for persons aged fifteen to twenty-five. Studies are underway and bills are pending concerning foreign language instruction and area studies in relationship to national security and the economy of the United States. In the Commonwealth of Pennsylvania, Governor Thornburgh is providing partial support for a Governor's School for International Studies, a five-week summer program for selected high school juniors and seniors, to be held alternately in Pittsburgh and Philadelphia.

The University of Pennsylvania is taking a leadership role in many of these positive undertakings at the federal and state levels,

through the University's government relations offices, the Office of International Programs, our area studies programs and prominent faculty members such as Richard D. Lambert.

Working above all through a consortium of educators throughout the state, a group called PaCIE (the Pennsylvania Council for International Education), the Office of International Programs undertakes projects that could have widespread impact. These include the Governor's School mentioned above; an inventory of international resources (see PennRISE, referred to below); summer institutes to assist smaller colleges in the state to internationalize their curricula and faculty activities (a program coordinated through the College of General Studies Summer Sessions Office); the publication of a journal called *The International Education Review*; and seminars with business and foundation leaders concerning cooperative efforts in increasing the global perspective of higher education. Such outreach efforts focus also on the Delaware Valley and the City of Philadelphia, through liaison with the World Affairs Council of Philadelphia, the High School for International Affairs, and business groups, such as the International Business Forum, the Philadelphia Industrial Development Corporation and the Greater Philadelphia Partnership.

Yet Pennsylvania's intrinsic strengths in international education are as important as such externally directed efforts; indeed, the University's own "international dimension" forms an essential basis for taking advantage of opportunities provided externally to strengthen the academy in international teaching, research and public service. Pennsylvania has an unusually cosmopolitan faculty and student body, and we have a remarkably diverse range of international contacts and programs.

II  
When Professor Norman Palmer compiled his survey of Pennsylvania's international activities in the second half of the 1970s, he was able to demonstrate that there is hardly an individual in the entire institution untouched by the University's international contacts. The 472 faculty members whom he questioned about their international involvement reported that they had made a total of 1,350 visits to some one hundred countries in the year previous to the survey. Over two hundred of these trips were for a month or more. Approximately sixty percent of the group claimed competence in at least two languages in addition to English. Twenty percent were born outside the United States. Ten percent were foreign nationals.

PennRISE, the Pennsylvania Register of International Skills and Expertise, is the most recent survey of the faculty's international dimension. This computerized data base in the Office of International Programs records biographical information on approx-

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imately six hundred faculty members with extensive academic experience abroad, internationally focussed research projects and impressive foreign language skills. Figures like these can be cited for almost all aspects of the life of the University. Over three hundred scholars from other countries spent three to nine months last year doing research or teaching at the University. More than 1,800 foreign students from almost a hundred countries are currently enrolled at Pennsylvania, mostly in graduate and professional degree programs.

### III

Students at Pennsylvania can choose from a vast array of academic options in international fields. Our social science departments, particularly political science and economics, are deeply involved in international activities. The techniques of econometric forecasting developed by members of the economics department are internationally known and applied. Pennsylvania's Population Studies Center is among the leading centers for the study of demography on a worldwide scale. The University boasts two federally funded area studies programs recognized as national resource centers, in South Asia Regional Studies and Middle East Studies. And of course the anthropology department, along with the University Museum, has been one of the leading lights of the University for most of the present century.

One of the areas in which the anthropology department has shown particular interest is that of language. Today the University has, in anthropology, linguistics, folklore, comparative literature, communications and education, one of the most remarkable concentrations of scholars of linguistic behavior, human communication and the science of signs ever assembled at any institution.

A handbook on language programs at the University, compiled by the Office of International Programs and the College, lists forty-five languages in which Pennsylvania offers instruction. In the College, a language requirement based on proof of proficiency rather than mere time in the classroom is now firmly established in most languages. Assistant Dean Barbara Freed is directing a model regional center for language proficiency, supported by the Fund for the Improvement of Postsecondary Education (FIPSE) and the Exxon Educational Foundation. To an increasing degree our language departments are widening their sights to take in other areas of interest in addition to the study of literature. Among undergraduates there is increased demand for languages previously taught relatively little, like Portuguese, Italian, Arabic, Chinese and Japanese. It should be noted also that in the most recent national survey of graduate programs, Pennsylvania's graduate group in Spanish ranks among the top five, while French and German are among the top ten in the U.S.A.

Students can choose among several majors with an international emphasis. The revised

international relations major is among the most popular in the College. Political science includes a concentration in international politics. Several concentrations are available in Oriental studies and in South Asia regional studies. The history major offers much scope for area concentration. Many students combine a language major with a major in another field, and it is not unusual for students to take a dual degree in Wharton and in a language program in the College.

There is every reason to suppose that these opportunities for concentration in international studies will increase in the future. On the graduate and professional level, new academic programs offered at Pennsylvania include the joint MBA/MA program of the Joseph H. Lauder Institute of Management and International Studies, a new master's program in intercultural communications at the Graduate School of Education, and a Certificate in Development Planning and Analysis in the Graduate School of Fine Arts.

Opportunities for study abroad abound. Some undergraduate programs are highlighted elsewhere in this Supplement. At the graduate level, fellowships are available for research and study overseas, including Pennsylvania's unique Thouron Award for study in the United Kingdom, scholarships of the German Academic Exchange Service, as well as the widely known Fulbright, Churchill, Luce, Rhodes and Rotary awards.

### IV

The University has agreements for scholarly cooperation or for the exchange of students or researchers with eighty-two institutions of higher education in thirty-six countries. Of these affiliations, forty-four are informal (without signed agreements or letters of intent) and thirty-eight are formal (with signed letters or other documents specifying conditions).<sup>\*</sup> Some of these linkages are limited in scope or confined to a particular program or school. The Middle East Center, for example, has several such links in its own area of geographical interest. Semmelweis University in Hungary interacts with our Medical School in the field of psychiatry. The Wharton School's links in Japan and Europe are primarily with schools of management. Other agreements are more comprehensive. The agreement with Cairo University is not limited to the Middle East Center, but includes, at least potentially, the Medical, Dental and Veterinary Schools, as well as Wharton. The Penn-Israel Program is university-wide and affiliates Pennsylvania with seven Israeli institutions.

The University's agreement with Shanghai Jiao Tong University provides for the exchange of faculty members and of expertise on several different fronts, particularly in management and other business areas. Four Jiao Tong students are expected to enroll in the Wharton Ph.D. program soon, for advanced training prior to their assuming faculty positions in their home institution. Active exchanges exist with two other Chi-

nese universities, and we are now exploring a fourth tie, with Northwest University in Xian, one of the richest archaeological sites in the country and the location of a new Summer Sessions program in archaeology.

One of Pennsylvania's newest comprehensive agreements is with the University of Ibadan, Nigeria's premier postsecondary institution. The agreement calls for the exchange of faculty and students, cooperation in research, cultural exchanges, and the sharing of administrative knowledge. The program has been moving ahead at an impressive pace, despite perturbations in the higher educational system in Nigeria and an extended student strike during the spring semester of 1983. Exploratory visits back and forth involving our Schools of Medicine, Social Work, Nursing, Dentistry, Engineering and Education, as well as the University Museum Library and the philosophy department have not yet borne as much fruit as originally hoped. However, patience and good will prevail as both institutions look forward to improved conditions for educational exchange with Nigeria. Meanwhile, a few enterprising Pennsylvania undergraduate and graduate students have continued to enrich their studies through guided work at Ibadan; indeed, three undergraduates are currently making plans to spend the spring semester there. Faculty exchange has been thriving. In the recent Pennsylvania Summer Sessions, two members of the Ibadan faculty, Professors Joel Adediji and Femi Osofisan, taught in a new initiative, namely a Summer Institute in African Studies, which focussed in 1983 on African theatre. Concurrently, Professor Sandra Barnes of Pennsylvania's anthropology department, was teaching at the University of Ibadan. This fall Professor Babeyemi of Ibadan is visiting our anthropology department, while several Ibadan administrators are pursuing education degrees or serving internships at Pennsylvania. President Hackney as well as Ibadan's chancellor and vice-chancellor have been visiting lecturers at the partner institution, and this formal exchange of eminent representatives is continuing without interruption.

Although it is not possible in a brief report to do justice to the University's myriad affiliations abroad, mention should be made of two promising new ventures. The research agreement between the Graduate School of Education and Mohamed V University in Morocco, established in 1981-82, has now been formalized, and initial funding is being provided by the United States Information Agency. Faculty exchanges this year in the humanities and social sciences are being coordinated by a committee chaired by Professor Daniel Wagner (Graduate School of Education).

Finally, seed money has also been received from the Fulbright Commission for Belgium and Luxembourg, to support faculty exchange between the University of Leuven in Belgium and our institution. As was the case with Mohamed V, the groundwork for this



has been laid over a period of years through informal faculty exchanges and the initiation of joint research projects, so that personal and academic links developed naturally between specific departments. Currently Professor Paul DeGrauwe of Leuven is teaching finance at Pennsylvania, and he will be followed in the spring semester by Professor Anton Barten (economics). Further exchanges are planned in other fields such as engineering, medicine, comparative literature, sociology and medieval studies. Professor Jan Van der Spiegel (electrical engineering) heads the faculty coordinating group for the Leuven exchange.

## V

Perhaps the most important recent development in international education at Pennsylvania is the appointment last spring of a Task Force on the International Dimension of the University. This group has been charged by the president and provost to review the entire range of international contacts and activities of the University and to make recommendations on future needs, including needs in the area of curriculum. This farsighted initiative will provide the University with an opportunity to do some long-range planning in an area which can only grow more important in the coming years. Among the priority areas that the task force is looking at are the foreign language programs and their role in the institution, the international relations programs, funding opportunities for international studies, cooperative interdisciplinary efforts, and the whole network of University contacts in other countries. The task force is co-chaired by Professor Richard Lambert and Dr. Joyce Randolph.

\*These figures are tentative, pending verification by schools and departments.

## International House of Philadelphia

International House of Philadelphia is one of four major International Houses in the United States. Unlike the other three, it is not only a residence for international students (65 percent foreign and 35 percent American) but also an arts and conference center. Located at the edge of the Penn campus, at 37th and Chestnut Streets, International House is an independent institution with its own governing Board.

Penn students are among the 450 students from fifty countries (including the United States) who live at International House. Overnight and short-term guests are also welcome.

Because its activities are so diverse, the value of International House to the Penn community varies tremendously according to one's needs and interests. Key services are:

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## Office of International Programs Mission Statement

The Office of International Programs serves as general coordinator of the University's international contacts and programs, and seeks to promote and assist international activities throughout the University community. Further, it attempts to articulate coherently and forcefully both within the University and outside the campus, in the United States and in other parts of the world, the international character and global perspective of the University.

This mission is carried out in focussed activities, with the following objectives:

1. *The University as an international institution*
  - To encourage and promote the role of the University of Pennsylvania as an international institution and to ensure that this perspective is represented throughout the institution and beyond.
  - To focus attention on the international dimension in all institutional planning.
  - To promote international perspectives in the curriculum and foreign language education at both undergraduate and graduate levels.
  - To facilitate research in international affairs, links with major universities and research centers in other countries, and cooperation with the Vice Provost for Research in the seeking of funding in this country and overseas for the support of such efforts.
  - In cooperation with faculty, to evaluate from time to time the University's over-

all international program activities with a view to strengthening the institution in international teaching, research and public service.

### 2. *Links with foreign institutions*

- To promote and coordinate the establishment of international affiliations as outlined above.

### 3. *Study Abroad*

- To familiarize Pennsylvania students and faculty with ways of supplementing educational programs through study abroad.
- To administer study abroad programs sponsored by the University of Pennsylvania.

### 4. *Fellowships and grants*

- To promote opportunities for international fellowships and grants, and to ensure that the University is well represented in these programs.

### 5. *Foreign students and scholars*

- To administer the University's non-immigrant visa programs, and to provide related counselling to students and scholars.
- To serve as University liaison to the Immigration and Naturalization Service.
- To facilitate the entry of foreign students to the University and the hiring of foreign personnel, to orient both students and scholars to the American academic community, and to foster the enrichment that their differing cultural perspectives can bring to the University and its learning processes.

### 6. *Foreign visitors*

- To promote and coordinate visits to the University by international scholars.



*Wharton School training program participants hear simultaneous translation of lecture in International House Members' Lounge.*

## Accommodations

- International residential facilities
- International welcome suite for overnight visitors (private rooms with shared bath and lounge; limited number of rooms with private baths available)

## Programs/Services for International Students

- Host family program
- Conversational English classes
- International women's discussion groups
- *Foreign Student Guide to Philadelphia*
- Corporate visits program for foreign students

## Programs/Services for the Entire Community

- Meeting/conference/catering facilities
- Eden, an independently operated gourmet cafeteria and bar
- Bazaar Shop, international gift shop
- International Cinema
- Folklife Center Programs
- Weekly square dancing



## The International Student at Penn

An integral and highly visible area of the University's international dimension is its international student population. Penn is among the top ten universities in the U.S. in numbers of foreign students enrolled, and those numbers have grown here at a gentle but steady pace for several years while overall University enrollment has remained roughly the same. This diverse group of students, some 1,800 or roughly 10 percent of the student body, offers a multiplicity of benefits to the University. The students bring new perspectives, literally international points of view, to the classroom and the campus in general. They create an atmosphere of cultural diversity. They serve as resources in academic areas where their special knowledge of a language or culture is needed. But perhaps most interesting is the unique contribution of foreign students to graduate scholarship. There one may find the "international perspective" honed into new ways of breaking academic ground. A few examples are worth brief review.

Recently, for example, a Brazilian student completed a master's thesis in international relations that examined the impact of U.S. executives on the "business culture" in his home country. Although Brazil has been much studied in the last decade, it is doubtful whether many Americans could assess the nuances inherent in such a subject with the facility of a native Brazilian.

Another master's graduate, a woman from Japan, completed her studies in fine arts here and is now attracting a serious following for her sculpture/performance art, which is derived from both Japanese culture and the forces of U.S. contemporary art.

In a similar vein, the Department of Fine Art has enrolled a few painters from the People's Republic of China who have been studying Western art and developing cross-cultural techniques in their work.

The graduate group in architecture not long ago awarded one of the first Ph.D.s in Historic Preservation to a citizen of Greece. This program, which is unique in the U.S., has attracted outstanding candidates of both American and foreign citizenship, but obviously may have varying impacts on the careers of persons working in different countries.

These examples are too few even to call representative of the kinds of interesting contributions made by international students. There are also students from Third World countries doing work in regional planning, for instance, which may be applied directly once the students have finished their degrees here. There are students in the professional schools who will take up leading or influential roles in their home countries after leaving Penn. There are also foreign students who will fill new roles in the U.S., roles in high

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## The Luce Chinese Scholars

The University of Pennsylvania is most fortunate to be one of seventeen American universities to have been invited by The Henry Luce Foundation in 1981 to participate in the Luce Fund for Chinese Scholars for a period of five years.

The Luce Foundation recognized early on during the period of the evolving American-Chinese relationship which came as a result of "normalization," that China would be guided by its own national priorities in selecting scholars to come to this country. Scientific disciplines and other fields crucial to China's development tended, understandably, to receive emphasis. For this reason, the Luce Foundation created a special fund for academic exchanges in fields of the humanities and social sciences which were under-represented. This year, the University of Pennsylvania, through the coordinating efforts of the Office of International Programs, is honored to host two distinguished Chinese scholars sponsored by the Luce Fund.

Professor Wang Ningsheng arrived in September as a guest of the department of anthropology and the University Museum (liaison through Dr. Heather Peters, x4338). Professor Wang is Vice-Director of the Yunnan Nationalities Research Institute in Kunming and is an archaeologist specializing in research in the archaeological, ethnological and historical problems of Yunnan.

Professor Guan Dedong arrived in October and is associated with the departments of folklore and Oriental studies (liaison through Dr. Victor Mair, x8432). Professor Guan is of Manchu nationality, currently holds the rank of Professor in the Chinese Department of Shantung University, and is a specialist in Chinese popular literature, Tunhuangology,

and the study of documents written in the Manchu language.

Professors Wang and Guan both intend to take full advantage of their unique opportunity to work and travel in the United States. They wish to form closer ties with their American colleagues by sharing their respective areas of expertise and by learning new methodological approaches to apply in their research projects. The Office of International Programs is pleased to welcome them in our midst on behalf of the University community.

## International Scholars at Penn

More than 300 foreign professionals from over fifty countries are at the University at any one time, in order to teach, pursue joint or independent research, or to observe. Their stays range in length from several months to three years. Fall 1982 figures show these countries and fields as having the largest representation:

Countries	Number	Percent of Total
Japan	69	21
People's Republic of China	41	12.4
Israel	28	8.5
India	25	7.6
United Kingdom	24	7.3
Fields	Number	Percent of Total
Medical Fields	164	50
Arts and Sciences	76	23
Engineering	40	12
Business	15	4.5
Veterinary Medicine	13	4

technology or business for which opportunities exist uniquely in the United States and for which no American students have been prepared yet.

Possibly the most beneficial, and least tangible, role of the foreign student here is the impact on his or her American colleagues. While surveys have shown that American

students are, on the whole, demonstrably ignorant of the world outside their borders, the Penn student is inevitably exposed to numerous languages, cultures, politics, religions, and attitudes because he shares the classroom, the lab, the gym, and the library with someone from another country, or indeed, because he is from another country.

### International Student Enrollment, 1982-83

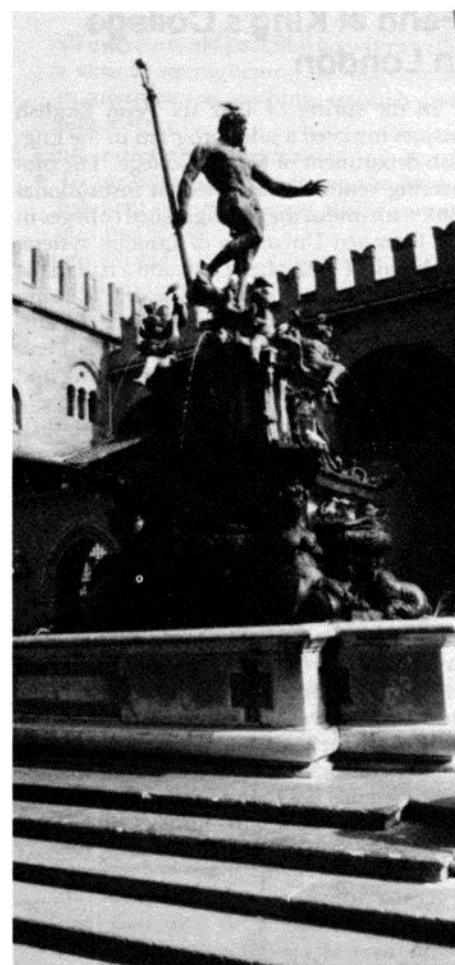
Levels of Study	Number	Percentage
Foreign undergraduates	179	
—as % of total undergraduates		2.0
Foreign graduate and professional students	1305	
—as % of total grad./professional students		16.37
Foreign students not in degree programs (e.g. English Program for Foreign Students)	327	
Total foreign students	1811	
—as % of total student population		10.43
<b>Countries with Largest Representation</b>		
Taiwan	146	Percent of Foreign Students at Penn 8
Japan	145	
Korea	129	7
India	122	
United Kingdom	87	5
Venezuela	85	
Iran	73	4
Canada	73	
France	63	3.5
Mexico	61	3
Philippines	57	
Hong Kong	50	
<b>Schools with Largest International Enrollment</b>		
Arts and Sciences	688	Percent of Foreign Students at Penn 38
Wharton	495	27
Engineering and Applied Science	196	11
Fine Arts	186	10

### The Bologna Program

"The most beautiful city in Italy, because of the beauty of its streets," Burckhardt said of Bologna, and he did not overstate. Lacking a source of marble it boasts no gleaming tower like Pisa's, no resplendent cathedral-facade like Orvieto's; it is a city of brick. Yet the streets are enchanting. Some radiate out from the ends of the straight length of Via Ugo Bassi and Via Rizzoli, while others ring the city in an oval, concentric pattern. Everywhere one sees *palazzi*, in muted reds and browns and yellows, and everywhere the famous porticoes, thirty-six kilometres of them throughout the city, leading the eye magnificently along Via Zamboni or Strada Maggiore, or curving temptingly out of vision along the circling streets, inviting one to pause and talk, out of rain in winter and sun in summer, contributing over the centuries to the city's reputation for uncommon civility. It was a happy choice for Penn's first yearlong program in Italy. Small enough to

be truly comprehensible—some half-million inhabitants—it is big enough to have the cultural advantages of a large and ancient city: museums, churches, palaces, libraries and art collections, a vibrant musical life, and first-rate theatre. And it is within easy reach of so much of Italy's cultural richness—Florence, Ravenna, Urbino, Verona, Venice, Siena are all easy day-trips.

Every travel book describes Bologna by the tag *la dotta e la grassa*, "the learned and the fat"—fat from its rich Emilian cuisine, learned from its University, Europe's oldest. Each year the University is host to some thirty students from a consortium of five American institutions (Penn, Indiana, Madison-Wisconsin, Queens College, Minnesota), a consortium which Penn joined three years ago and to which it this year sent five students. They attend regular courses at the University, following a six-week orientation, and if they wish, one or two courses taught exclusively for them, though by Bologna faculty and in Italian. The program has been fortunate in



Bologna. Fontana del Nettuno. In the background the Palazzo Re Enzo, where the son of Frederic II was imprisoned for twenty-three years following his capture at the battle of Fossalta, 1249.

its Bolognese friends, especially Mario Pazzaglia and Ezio Raimondi, who are amongst the best known Italian literary scholars and critics. Professor Pazzaglia is besides one of the University's chief administrators, and is the official *consigliere* to the consortium.

Students are housed in apartments about the city, arranged by an efficient permanent secretary of the program, Nicoletta Bonafe, who works in a small office in the heart of the University area that is the focal point, at least in the beginning, of the American students' life. As the year progresses a change is seen in every student, a loosening of ties to the American group, an absorption into a group of Italian friends that comes only with command of the language and true understanding of the new culture, and that is the program's chief contribution to those who join it.

Thomas H. Connolly  
Associate Professor of Music  
Resident Director at Bologna 1982-83



## Penn at King's College in London

In the spring of 1982 six Penn English majors initiated a pilot program in the English department of King's College. The pioneering venture established an institutional link with one of the distinguished colleges in the federated University of London system. In the fall of 1982, after a year and a half in the planning stages, the large-scale, yearlong program was in place, and thirty Penn students, two graduate students and a Penn faculty member spent the year studying and teaching language and literature at King's.

What was the motivation for starting such a program? It seemed desirable to offer an experience in which Penn students could avail themselves of London's cultural riches while continuing their literary studies in a high quality academic setting. Moreover, many Penn students were making the decision to study in London in the absence of any Penn-sponsored program, and they simply dropped out of the university for a year to do so. When they returned and sought credit for their work, it was often difficult to assess the quality of their *ad hoc* academic arrangements, and many of the study abroad programs seemed less than sound.

An arrangement with King's College was

the perfect solution. King's is located in the cultural heart of London, on the north bank of the Thames, about half way between Westminster and St. Paul's, and within walking distance of the British Library and Museum, the National Gallery and the Barbican, the London home of the Royal Shakespeare Company. It is virtually around the corner from the West End theaters, Covent Garden and the Royal Opera House.

One of the great strengths of the King's program is that, unlike many study abroad programs that simply transplant their operation to a foreign city, students study in the British system, according to their academic year, as if they were British students. The Penn students get the opportunity to develop close intellectual ties with their British tutors and the home students. The academic work is monitored by a resident member of the Penn faculty, who translates students' work into Penn credits, grades and course numbers. Students pay their tuition to Penn, as if they were studying in Philadelphia, and financial aid arrangements remain the same, so that budgetary and administrative, as well as academic, ties with Penn are secure during their year away.

In its present state, the King's College Program offers opportunities for the study of English literature. Discussions are continuing aimed at opening up possibilities in

other academic disciplines and at developing future exchanges here at Penn for British students and faculty. In its present state, the King's Program offers a new experience for many Penn students and enhances Penn's presence in the international community.

—Christopher Dennis

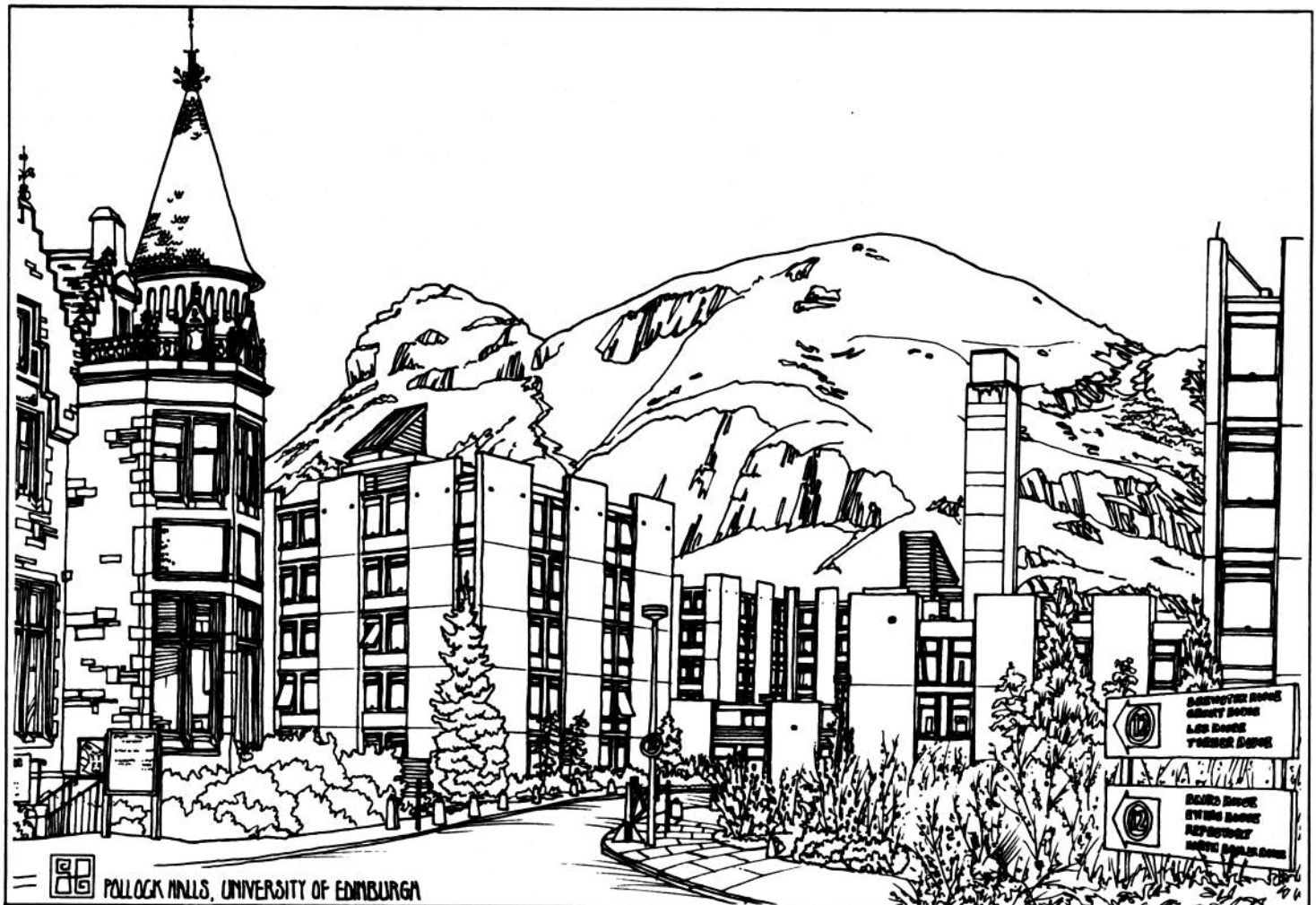
Assistant Professor of English  
Resident Director of King's College Program  
1982-83

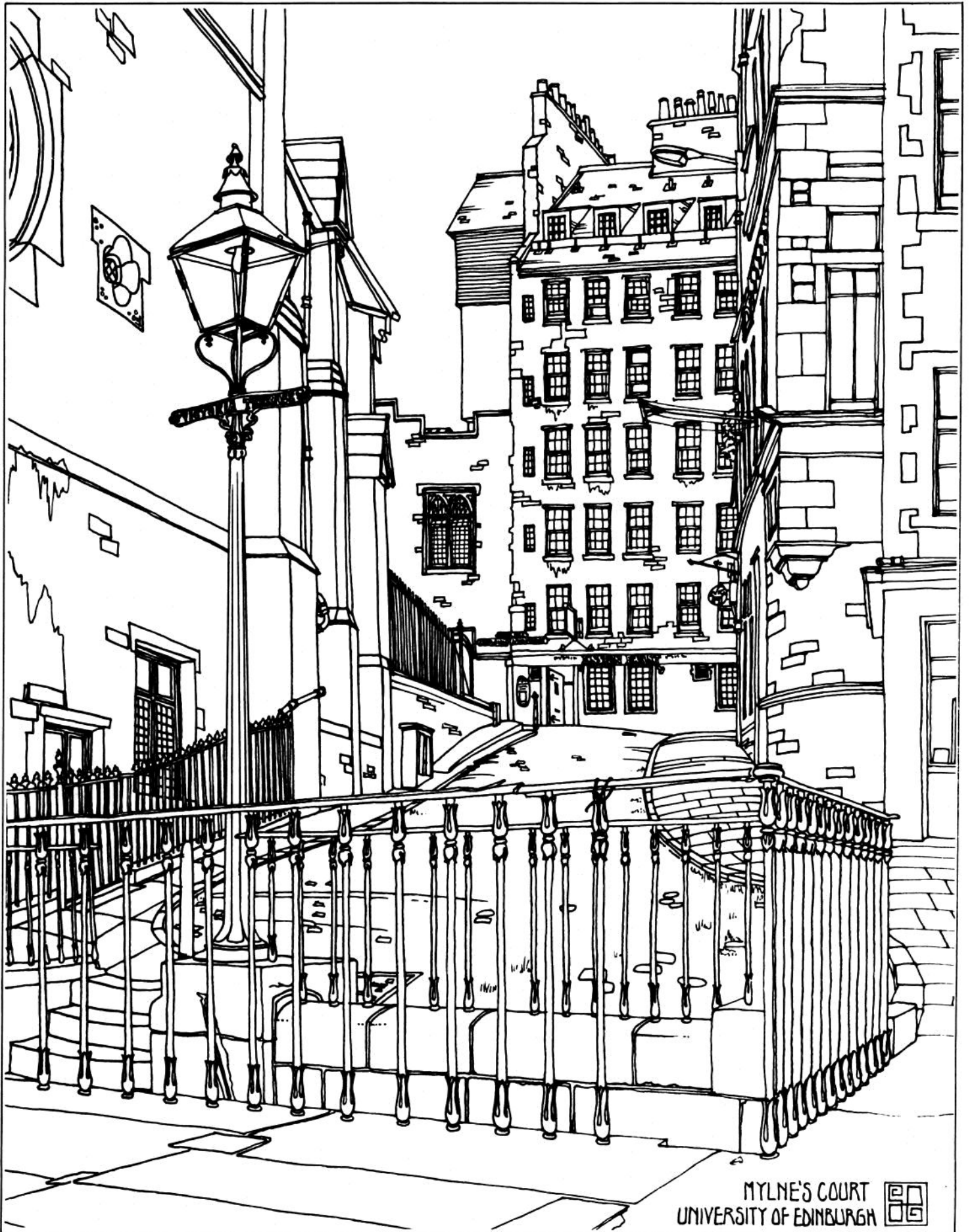
## The Edinburgh- Pennsylvania Exchange Program

Thanks to a generous grant of \$150,000 from the Pew Memorial Trust, the Pennsylvania-Edinburgh Exchange Program continues to flourish and enrich the life of each institution.

The mutually supportive ties between Pennsylvania and Edinburgh extend throughout each institution and have continuously engaged the interest and involvement of the universities' senior leaders. Two recent events that typify this: first, the awarding of an honorary Doctor of Science degree last May to John Burnett, Principal and Vice-Chancellor of the University of Edinburgh,

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MYLNE'S COURT  
UNIVERSITY OF EDINBURGH



## Edinburgh *continued*

who was the speaker at the 50th Anniversary Convocation at Pennsylvania's Morris Arboretum; the second, the invitation of Thomas Ehrlich, Provost of Pennsylvania, and Robert Dunlop, University Trustee, and a longtime supporter of the Exchange Program, to participate in the 400th Anniversary Celebration of the founding of the University of Edinburgh last July.

During its eight years of existence, the Edinburgh-University of Pennsylvania Exchange Program has enabled 269 undergraduates, roughly half from each institution, to spend a year of study and cultural enrichment at the other university. The Program provides an unusually varied educational experience to exchange and resident students alike, and has expanded still further the ties that have linked Edinburgh and Pennsylvania for over 200 years.

### **Penn Undergraduates in Study Abroad Programs During the Academic Year 1982-83**

Exchange with Universite de Technologie de Compiègne, France	0
Exchange with Edinburgh University, Scotland	18
Munich, Germany (cooperative program with Wayne State University)	8
Paris, France (cooperative program with Columbia University, held at Reid Hall)	38
Madrid, Spain (cooperative program with New York University)	7
Bologna, Italy (cooperative program with Indiana University)	3
Exchange with International Christian University, Tokyo, Japan	2
Exchange with University of Ibadan, Nigeria	3
English Department Program at King's College, London, England	30
Programs not sponsored by Penn	approx. 50
<b>TOTAL</b>	<b>approx. 159</b>

## Thouron Award

During 1982-83 the Thouron Award program provided for the twenty-second consecutive year an unparalleled opportunity for Pennsylvania seniors and students in the graduate and professional schools to continue their education at the postgraduate level at British universities and for British students to pursue graduate degrees at Pennsylvania.

From a group of 415 applicants, ten new Thouron Fellows were selected in London in January 1983, joining seven fellows whose awards have been extended. The American Committee, meeting at Seaview Country Club, New Jersey, in February 1983, had a difficult time deciding on the twelve winners

from the 103 outstanding young Pennsylvanians. These twelve will join seven Thouron Fellows who have been granted extensions to continue their work in British universities during 1983-84.

The highlight of the year came at Pennsylvania's Commencement ceremony in May when the honorary Doctor of Humane Letters Degree was conferred upon Professor Esmond Wright, long-time member of the British Thouron Selection Committee, and its chairman since 1973. A former Member of Parliament and member of the history department at Glasgow University, Professor Wright more recently has been Director of the Institute of United States Studies, University of London.

### **The Office of International Programs Staff**

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Constance Simmons	Secretary

## The International Dimension

At a time when the University of Pennsylvania community is becoming increasingly aware of the international expertise of its faculty and students and the critical need for a global perspective in American higher education, the Office of International Programs is undertaking to facilitate increased communication about international resources on campus by transforming the "OIP Newsletter" into *The International Dimension*, and planning its publication on a monthly basis. Regular features will be a calendar of events and brief articles on faculty research, exchange programs and curricular innovations. If you have questions or wish to submit material for publication, please contact Dr. Joyce Randolph or Ms. Ann Kuhlman, 133 Bennett Hall/D1, extension 4661.



If you would like to receive *The International Dimension* please return this form to Ms. Ann Kuhlman, Office of International Programs, 133 Bennett Hall/D1.

Name: \_\_\_\_\_

Department Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_