

Almanac

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Dr. Campbell

Class of 1965 Professor: Malcolm Campbell

The first holder of SAS's new Class of 1965 Endowed Term Chair is Dr. Malcolm Campbell, professor of history of art and a leading international scholar of 17th-Century Italian painting, sculpture, architecture and print-making.

A 1956 Princeton alumnus who also took his 1959 M.F.A. and 1962 Ph.D. there, Dr. Campbell joined Penn as an instructor in 1961—the year the class of 1965 arrived as freshmen. He became an assistant professor in 1963, associate professor in 1967 and full professor in 1978, serving also as a guest professor or fellow at such institutions as the American Academy in Rome and the Harvard Center for Italian Renaissance Studies in Florence.

As a teacher, writer and curator Dr. Campbell explores not only the art and artists of his period, but the changing ways in which family identity and state authority are reinforced through art patronage, which he calls "a visible force" in the Renaissance and Baroque cultures he studies. He is identified especially with Pietro da Cortona and his peers, and is an authority on Giovanni Battista Piranesi, serving as curator of the recent shows *Piranesi: Rome Recorded* and *Piranesi: The Dark Prisons*. At present he is preparing a new volume on the monumental frescoes of da Cortona and others of his time, and how they developed into a system of decorative arts.

A winner of Guggenheim, Fulbright and other awards, Dr. Campbell is an honorary member of the Philomathean Society, former president of the campus chapter of Phi Beta Kappa, and corresponding member of Italy's *Accademia Etrusca* at Cortona. He serves on

the Schools Committee of the Board of Trustees of the Pennsylvania Academy of Fine Arts and has been on the board of directors of PATHS (Pennsylvania Alliance for Teaching the Humanities in the Public Schools).

Dr. Campbell has also served as associate dean of SAS (1985-88) and held sub-deanships in its predecessor, the College of Arts and Sciences. Frequently chairing his department, he has also served as director of the Center for Italian Studies (1983-85) and created an arts component to Wharton's Advanced Management Studies Program.

The Class of 1965 professorship held by Dr. Campbell was one of five term chairs established in 1990 by the Class then celebrating its 25-year reunion. Through a record-breaking gift of \$10.1 million, the Class set up a term chair in each of the four undergraduate schools and a fifth honoring the College for Women, which existed for some 40 years as an independent college before merging with the College and other units to form what is now SAS. The Class of 1965 leaders responsible for the gift included Suzanne Denbo Jaffe, a CW alumna who majored in the history of art, and two Wharton alumni, George A. Weiss and James Riepe.

SAS Dean Rosemary Stevens called Dr. Campbell "one of our most distinguished scholars. It's nicely fitting, too, that this chair, a gift of the Class of 1965, goes to a professor who came to Penn when they did—and has served us ever since."

"This is a wonderful gift," said Dr. Campbell. "It will both broaden and accelerate my current work. More important, this chair is *endowed*; it will be there for scholars for all time."



Mr. Murray

Vice President for Business Services: Steve Murray

At the Trustees' Executive Committee meeting Friday, Steven D. Murray was promoted to Vice President for Business Affairs.

Mr. Murray, a 1968 graduate of the University of New Hampshire, joined the University in 1974 as director of transportation and parking. After taking his M.B.A. in the Wharton Executive M.B.A. program in

1982, Mr. Murray was appointed director of business services. He is now responsible for a \$70-million complex of operations including the Book Store, Computer Connection, Telecommunications, Penn-trex, Penn Children's Center, Class of 1923 Ice Rink, Penn Tower Hotel complex, Publications Services, Transportation and Parking, and Penn Mail Service.



Mr. Cribbins

Turnover in State Relations: Jim Shada to Paul Cribbins

James E. Shada, assistant vice president for Commonwealth Relations, will leave the University for health reasons later this month, Executive Vice President Marna Whittington has announced.

Paul Cribbins, who as director of Commonwealth and City Relations has been Mr. Shada's chief aide for the past four years, will continue to direct Commonwealth relations, she said.

Mr. Shada is a Wharton alumnus who took his M.S. in education at Penn also. He joined the Penn administration in 1960 as assistant dean of admissions, and was successively the associate director of financial aid, vice-dean of admissions and director of student financial aid before taking on the state relations post in 1974. He has been responsible for overall coordination of interactions

with state government, including strategies for securing the annual appropriation, liaison with executive departments of the Commonwealth and the two houses of its legislature, and coordinating faculty and administrative activities with the state government.

"Jim has worked tirelessly on the University's behalf, forging a strong relationship with our leaders in Harrisburg," said Dr. Whittington. "His energy and commitment have made him enormously effective, and have earned him the respect of our elected officials. We hate to lose him."

Mr. Cribbins, a 1975 graduate of the University of Wisconsin, was an analyst of the delivery of public services and related issues for North Carolina's Re
(continued next page)

From the Senate Office

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. We would be pleased to hear suggestions from members of the Faculty Senate. Please communicate your comments to Senate Chair David K. Hildebrand or Executive Assistant to the Faculty Senate Chair Carolyn Burdon, 15 College Hall/6303, Ext. 8-6943.

**Actions Taken by the Senate Executive Committee
Wednesday, September 16, 1992**

1. Academic Planning and Budget Committee. The Past Senate Chair reported that committee members are very concerned about the budget situation. Emerging matters that require faculty involvement will be brought to SEC's attention.

2. Discussion with the President. Most of the discussion centered on the University budget, the Commonwealth appropriation, the extent of University support in the legislature, and possible resolutions of budgetary difficulties. President Hackney enumerated the status of construction projects, those put on hold, those slowed and those going ahead. He briefly described the status of the Mayor's Scholarships as well as the ongoing search process for an executive vice president in which the Senate Chairs, among others, will participate. The president said he is unaware of any hiring freeze and any budget cuts will be targeted rather than across the board.

3. SEC Agenda for 1992-93. Lengthy discussion ensued on possible major topics of University-wide concern that SEC might wish to consider, with some members emphasizing the importance of a faculty voice in shaping the future of the University and others emphasizing the need to decide the best way to accomplish it. Suggested topics included: the relationship of the Medical Center to the University and the effects of the Medical Center expansion plans on the rest of the University; the need for high amounts of startup funding for basic science faculty and the effects of increasing competition; the proposal to change Locust Walk; and educating trustees about this academic enterprise. SEC members were asked to bring proposals to the next regular SEC meeting scheduled for October 21.

4. Nominations. SEC nominated faculty to the Penn's Way subcommittee of campus leaders, to the new Trustee Committee on Internationalization, and Senate standing committees.

The following was published on the editorial page of The Philadelphia Inquirer on Thursday, September 17, 1992.

A cow's best friend

Don't abandon Penn's vet school

Listen up, Harrisburg, this shouldn't be so hard to figure out: *A big farm state should have an excellent school for training veterinarians.* Fortunately, Pennsylvania has just such a school—one of the nation's best—at Penn. By providing treatment, training and research, this vet school is a life-support system for the state's largest industry: agriculture.

Without question, the \$15 million that the state gives the school annually is one of the best investments that it can make. To put it in a context, annual sales of Pennsylvania dairy products alone are 100 times that amount. Which makes it so perplexing, so dumbfounding that Gov. Casey proposed giving the school no state aid—zilch—for the budget year that began July 1.

We believe that the state would never dream of abandoning this school if it were in State College, rather than in the Philadelphia area, yet the legislature still hasn't agreed on its continued funding. Separately, the House and Senate both proposed funding the school at a somewhat lower level than last year, but they never worked out their differences. This month, legislative leaders should get with it.

When the governor originally proposed that the vet school get nothing, he argued that other states don't subsidize elite private schools, and that Pennsylvania can't afford to keep doing it either. But the situation of this particular school is unique. Most vet schools are land-grant institutions that get more money from their states than Penn's vet school gets from Harrisburg.

Actually, many legislators understand the extraordinary importance of the vet school—and the justification for continuing state support. (The state has been providing about 40 percent of the vet school's operating budget.) There is far less consensus about what to do about non-restricted state aid to 11 private colleges and universities, including Penn, Drexel University and University of the Arts. So far, the House has followed Mr. Casey's suggestion of giving them nothing, whereas the Senate supported a slight reduction in funding from last year's level.

To suddenly cut off this aid would cause severe fiscal problems for the affected institutions, which shouldn't be penalized for the vagaries of state policy. A gradual phasing out of the special subsidies—some private colleges get them, some don't—makes more sense. The one exception would be the vet school, which directly supports the state's No. 1 industry and where a major funding reduction would simply be crazy.

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Commonwealth Turnover *from page 1*

search Triangle Institute for three years before taking a J.D. at Syracuse University. He has since served with the special prosecutor's office of Onandaga County, New York; with the Institute of Transportation Research and Education at Research Triangle Park; and in two posts with the Philadelphia City Council—one as secretary/administrator to the Committee on Law and Government on the staff of Councilman John C. Anderson, and the other as legislative assistant to Councilwoman Augusta A. Clark. He was admitted to the Pennsylvania bar in 1982.

Search for an Executive VP

President Sheldon Hackney has announced that a search is underway to find a permanent successor to Dr. Marna Whittington as Executive Vice President of the University. Dr. Whittington resigned, effective September 30, to join the investment management firm of Miller, Anderson and Sherrerd (*Almanac* September 15).

The search process will be coordinated by Acting Executive Director of the Office of the President, Ms. Linda Hyatt, and is being supported in its initial phases by an outside executive search firm. President Hackney said he expects to name Dr. Whittington's successor within the next few months, following the normal consultative procedures for such an appointment.

Hurricane Andrew and the Mail

As a result of the devastation of Hurricane Andrew, the United States Postal Service (USPS) has informed Penn Mail Service and other large mailers that third class mail delivery has been suspended, and normal mail delivery in the zip codes listed below has been disrupted. To serve residents in this area, the USPS has set up central locations at which residents are retrieving their mail. As you can imagine, long lines are commonplace.

In order to reduce the volume of "non vital" mail entering this area, the USPS has requested that mailers refrain from sending promotional and or solicitational mailings to this area as they will not be guaranteed delivery. There have been reports of sporadic flare-ups as a result of individuals waiting in long lines at these distribution points only to be handed a large quantity of these "non vital" or "junk" mailings. Please keep this in mind when preparing any large scale mailing for the immediate future.

The affected zip codes are:

Homestead, FL—
33030, 33031, 33032, 33033, 33035,
33039, 33090, 33092

Quail Heights, FL—
33157, 33158, 33170, 33177, 33187,
33189, 33190

Others in FL—
33034, 33176, 33186, 33196, 33197

Any questions concerning this situation may be addressed to Penn Mail Service, P-241 FBA/6280, Ext 8-8665.

Thanks for your cooperation.

— Jim Bean, Manager, Penn Mail Service

State Funds, City Scholarships

In his report to the stated meeting of the Trustees Executive Committee Friday, President Sheldon Hackney gave an upbeat report on the fall start-up, but cited two problem areas:

Appropriation: Given the election year, he said, it could be months before anyone knows how much, if any, of Penn's state appropriation will be restored. On the plus side, he said the budget in place protects the academic core and the people of Penn—"its most important asset"—and meetings with state legislators over the summer have made clear that "they understand the importance and appropriateness of state support to Penn and to private higher education generally. The Governor, too, bears us no animus, but feels driven by the state's extraordinary fiscal situation. The many letters and editorial expressions of support from our friends and alumni are essential in this process, and I want again to thank all those who have come to our support."

Scholarships: On the continuing lawsuit over the Mayor's Scholarship Program at Penn, Dr. Hackney noted the decision of Judge Diaz that the matter should go to trial. "We are confident of the merits of our case," he said. "In the meantime, we and the City of Philadelphia have moved aggressively to strengthen our implementation of the program and intensify our recruitment of students from the local community. This is our *civic* and *social* obligation, our commitment to Philadelphia, independent of *legal* agreements with the City, and it is an obligation we welcome."

Funding Classrooms, Labs

Also at the stated meeting, the Executive Committee approved unanimously the use of \$1 million in Provost's instruction improvement funds for Phase I of the Classroom Improvement Program. In this phase, the University will upgrade lighting and room finishes in classrooms and labs of Bennett Hall, David Rittenhouse Laboratories and Stiteler Hall.

Other financial actions also passed unanimously:

- \$860,000 from general University funds for the completion of a long-range Land Use Plan;

- \$500,000 from Revlon Campus Center project funds for further planning and design studies and preconstruction management services;

- \$7,894,127 funded by the School of Medicine for the construction of Biomedical Research Building "shell floors" for use by Anatomy, Biochemistry & Biophysics, Dermatology, Human Genetics departments and the program in Human Gene Therapy;

- \$588,850 by the School of Medicine to purchase a tandem mass spectrometer and a laser desorption mass spectrometer for the Protein Chemistry facility; and

- \$561,000 from available School of Medicine resources for renovations in the Anatomy-Chemistry Building for the Cell and Developmental Biology department.

The trustees also approved a revision of the capital budget for construction of swing space for HUP, adding an additional below-ground ambulatory care floor of 26,500 square feet and bringing the cost up by \$5.9 million to a total of \$54.7 million.

Almanac inadvertently omitted a sentence in this notice last week. We republish it in its entirety with our apologies for the error. —K.C.G.

Master's Degree Rescinded

There has been an allegation of plagiarism in a master's thesis, submitted in partial fulfillment of the requirements for a master's degree at the University of Pennsylvania. The Master's degree had already been awarded by the Graduate Council of Faculties. A faculty panel that investigated the allegation found support for the allegation. A copy of the investigative report was sent to the person who was the subject of the allegation. The holder of the degree in question chose to return the master's degree to the University. The master's degree has been rescinded.

— Janice Madden, Vice Provost for Graduate Education

Speaking Out

Demotion for Plagiarism

A very serious precedent has occurred here at Penn concerning the operation of the Just Cause Procedures (*Handbook for Faculty and Administrators, Revised 1991*, pages 47-51) and the appropriate punishment for a faculty member convicted of plagiarism. This is an activity that would cause dismissal of a student and has caused removal of faculty from tenured positions at other institutions, such as Harvard.

President Hackney wrote in *Almanac* of July 14, 1992 that a chaired professor of the School of Veterinary Medicine has been found to have committed plagiarism:

"Regretfully, I am informing the Penn community that after a very lengthy process, involving the first use at this University of a Group for Complaint (comprised of faculty members chosen by the faculty of a school to bring a complaint), a chaired professor in the School of Veterinary Medicine has been found to have committed plagiarism. Following our Just Cause Procedure (*Handbook for Faculty and Academic Administrators 1989*, as revised), the Committee on Academic Freedom and Responsibility of the School of Veterinary Medicine has recommended to the Trustees that the professor be removed from the endowed chair, that he be demoted in rank from professor to associate professor, that he not hold any administrative position in the School in the future, and that a notice be placed in the journal where the plagiarized paper was published stating the correct attribution of authorship.

"In deference to faculty self-governance, the Trustees have accepted these recommendations from the Committee on Academic Freedom and Responsibility of the School of Veterinary Medicine, and they have been put into effect. The

Trustees would have preferred a more severe penalty since they feel that plagiarism strikes at the heart of ethical faculty behavior and the values of the University."

This statement follows the publication on page 26 of the account of the Stated Meeting of the Trustees on "Faculty: Appointment and Promotion Report" from April 10, 1992 to June 1992, submitted for Trustee approval on June 19, 1992.

"A change in rank for Dr. Robert H. Whitlock, Marilyn M. Simpson Professor of Equine Medicine to Associate Professor of Clinical Studies (New Bolton Center in the Standing Faculty of the School of Veterinary Medicine) effective July 1, 1992."

This action leaves him with tenure and without reduction of his salary.

I do not understand why an admitted plagiarist who was not found worthy of remaining a full professor with a named chair nor of holding any administrative position in the School of Veterinary Medicine in the future should, however, be considered worthy of remaining a member of the tenured faculty as an associate professor. I certainly do understand the reasons why the Trustees "would have preferred a more serious penalty," but were unable to impose one (see *Handbook*, as revised 1991, page 51). I strongly believe that they should not have accepted the recommendation of the Committee on Academic Freedom and Responsibility of the School of Veterinary Medicine, but should have remanded the matter back to the Committee. Professors can have no credibility if their integrity cannot be trusted, and surely plagiarists should have no place among the community of scholars in a University.

— R.E. Davies
Former Chair, Faculty Senate

Call for Input: Just Cause, Other Personnel Procedures

I have recently been appointed by the Provost as Chair of the Task Force on Just Cause and Other Personnel Procedures and would be grateful to receive any suggestion for improving the Just Cause procedure (*Handbook for Faculty and Academic Administrators 1989*, revised 1991, pg. 47-51). In particular, what are the views of members of the academic community on a punishment that involves a reduction of academic rank? I know of no previous precedent at the University, nor is it one that has been approved by the Faculty Senate or by the American Association of University Professors.

— R.E. Davies, Chair, Task Force on
Revision of Just Cause and Other Personnel Procedures

Summary Annual Report: Retirement, Health and Other Benefits

Summary Annual Reports for the Retirement Plan for Faculty and Executive, Professional and Administrative Staff, TIAA/CREF Tax Deferred Annuity (Supplemental Retirement Annuities) Plan, Health Benefits Program for Eligible Employees of the University of Pennsylvania and the Dependent Care Expense Account for Plan Year ending December 31, 1991.

This is a summary of the annual reports for the Plans named above of the University of Pennsylvania for the Plan Year beginning January 1, 1991 and ending December 31, 1991. These Plans are sponsored by The Trustees of the University of Pennsylvania whose federal employer identification number is 23-1352685. The annual reports have been filed with the Internal Revenue Service as required under the Employee Retirement Income Security Act of 1974 (ERISA).

It is also required under the terms of the Employee Retirement Income Security Act of 1974 that these Summary Annual Reports be furnished to plan participants. To facilitate publication, the reports for the Plan Year ending December 31, 1991 have been combined. Consequently portions of this summary may refer to plans in which you are not currently participating. If you are uncertain about your participation, please consult your 1991 Benefits Statement mailed to you last March with your Open Enrollment Packet or contact the Benefits Office at (215) 898-7281.

Retirement Plan, Faculty and Executive/Professional/Administrative Staff

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by the Teachers' Insurance Annuity Association of America/College Retirement Equities Fund (TIAA/CREF) and individually-owned, fully-funded custodial accounts sponsored by the Vanguard Group of Investment Companies and the Calvert Group. The total premiums paid for the plan year ending December 31, 1991 for TIAA/CREF were \$23,121,691.50.*

Supplemental Retirement Annuities: Basic Financial Statement

Funds contributed to the Plan are allocated toward the purchase of individual annuity contracts issued by TIAA/CREF. The total premiums paid for the Plan Year ending December 31, 1991 were \$1,775,725.72.

Health Benefits Program: Insurance Information

The Plan has contracts with Independence Blue Cross/Pennsylvania Blue Shield and with six health maintenance organizations (HMOs) of the Delaware Valley to pay all health insurance claims covered under the terms of the Plan. The total premiums paid for the Plan Year ending December 31, 1991 were \$23,708,387.

Because the Independence Blue Cross/Pennsylvania Blue Shield contracts are so-called "experience-rated" contracts, as opposed to the HMO contracts which are "community-rated" contracts, the Independence Blue

Cross/Pennsylvania Blue Shield premium costs are affected directly by the number and size of claims the University participants "experience." Of the total \$23,708,387 premiums paid, a total of \$15,971,668** were paid under Independence Blue Cross/Pennsylvania Blue Shield "experience-rated" contracts and a total of \$18,238,351 benefit claims were charged by Independence Blue Cross/Pennsylvania Blue Shield under these "experience-rated" contracts for the Plan Year ending December 31, 1991.

Dependent Care Expense Account

The Trustees of the University of Pennsylvania maintain a program providing reimbursement of dependent care expenses funded through salary reduction agreements for full-time and part-time faculty and staff. The University provides these benefits in accordance with the terms of the Plan.

Your Rights to Additional Information

You have the right to receive a copy of the full annual reports, or any part thereof, on request. Insurance information is included in those reports. To obtain a copy of a full annual report, or any part thereof, write or call the office of the Vice President of Human Resources, Room 538 A, 3401 Walnut Street, Philadelphia, Pennsylvania 19104, (215) 898-1331, who is the Plan Administrator. The charge for the full annual report for the Health Benefits Program will be \$1.50; the charge for every other full annual report will be \$2.00; the charge for a single page will be 25 cents.

You have the legally protected right to examine the annual reports at the University of Pennsylvania Benefits Office, Room 527A, 3401 Walnut Street, Philadelphia, Pennsylvania 19104.

You also have the right to examine the annual reports at the U.S. Department of Labor in Washington, D.C. or to obtain copies from the U.S. Department of Labor upon payment of copying costs. Requests to the Department should be addressed to Public Disclosure Room, N4677, Pension and Welfare Benefit Programs, Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20216.

— Office of Human Resources/Benefits

* This figure does not include payments to the Vanguard Group and the Calvert Group. Payments to the Vanguard Group were \$12,421,600 of which \$6,645,762 comprised institutional contributions. Payments to the Calvert Group were \$847,147 of which \$472,936 comprised institutional contributions.

** This figure represents actual payments made in 1991. It includes 1990 premiums paid in 1991 and excludes 1991 premiums paid in 1992.

OF RECORD

A Reminder from the Office of Risk Management

Policy on University Drivers/Safety Training

The Offices of Risk Management and Fire and Occupational Safety remind the University community that all faculty, staff and students must have attended a University drivers' safety program within the last three years if they are assigned by a division or department to operate a vehicle loaned to, leased or owned by the University on University-related business. Included within this policy are all faculty, staff or students who are authorized by a division or department to rent a vehicle for which the division or department reimburses for the rental charges.

Any department or division which sustains collision damage to a vehicle operated by a driver who has not attended this program will incur a 100 percent deductible for the replacement of or repairs to the vehicle. In the case of rented vehicles, the division or department which authorizes the rental will receive reimbursement for rental company charges as the result of damage to the vehicle during the rental contract only if the driver has attended the drivers' safety program. Departments and divisions will be given a reasonable opportunity to schedule new drivers to attend a basic drivers' safety lecture sponsored by our offices and conducted by a National Safety Council expert.

The program is two and a one-half hours long and includes a presentation, film and demonstrations on safe operation and maintenance and vehicle accident procedures. Materials will be provided to attendees, including a vehicle accident kit. Following the program, attendees will receive a certificate of attendance, which will be delivered to their department heads

or supervisors. The costs of the presentation and materials are borne by the Risk Management and Safety Offices.

Programs are offered throughout the year in a central campus location and at various times to accommodate University drivers. Accommodation will be made for current personnel who are on leave or otherwise unable to attend a course before an unexpected driving assignment upon notification to Risk Management by the division or department supervisor.

It is the responsibility of departments, and division supervisors to ensure compliance with this program. All scheduling should be conducted by the supervisors who must account for attendance in the event of an accident for which a claim for reimbursement is made to the Office of Risk Management. Supervisors should call Mildred Gunn at Ext. 8-4327 to schedule drivers for one of these programs and she will provide a selection of dates.

This policy does not relieve a department from responsibility for reporting all accidents involving vehicles operated by its personnel, regardless of whether the driver attended the drivers' safety program. Risk Management must receive notice of an accident within 24 hours of the accident. Failure to report an accident may result in a loss of insurance coverage, including liability protection, for the University and its representatives.

The drivers' safety policy is set forth in Section One of the Fire and Occupational Safety Manual and is referred to in the University Financial Policy Manual, Risk Management Section, Policy No. 2607. Car rental insurance policies are set forth in Policy No. 2356 of the Financial Policies Manual, Travel and Entertainment Section. Questions regarding this policy should be directed to Ron Jasner at Ext. 8-9460 (e-mail: Jas-ner@A1@BENHUR).

Higher Education and Society: Four Crises

*President Sheldon Hackney's Address to the Graduate and Professional Student Welcoming Assembly
Wednesday, September 9, 1992, Dunlop Auditorium*

Welcome! Today's ceremonies are only the second occasion in the long history of the University of Pennsylvania that it has convoked an opening assembly of graduate and professional students. That the inspiration for doing so came initially from the student leadership of the graduate and professional community itself adds significance to the fact that we are participating in one of the most traditional of academic celebrations. Despite their newness, these ceremonies, with their pomp, music, academic costumes and relative formality, are a celebration of the very traditional paths of research, scholarship and professional excellence upon which you are now embarking. It is altogether fitting that we should do this and that we should be comforted and reassured by our long-standing traditions and institutional history. As you move through the years of study and training that lie ahead of you, each of you will become more deeply and personally committed to the scholarly and professional features of American higher education. Yet, as you set out upon your academic and professional careers, you will also find yourselves struggling as we all do to understand and interpret the political, economic, and intellectually forces which today beset that system and challenge its traditional prestige and privilege. The public manifestations of those forces are well known. In the early '80s former Secretary of Education William Bennett attacked colleges and universities as elitist, unresponsive, greedy, and arrogant. Allan Bloom, with his book, *The Closing of the American Mind*, precipitated a torrent of criticism of higher education for losing its way educationally and straying from a core curriculum rooted in the classics of western social and political thought. *Profscam*, by Charles J. Sykes, appealed to a public attuned to scandal by fulminating against a professorate that he portrays as "selfish, wayward, and corrupt." More recently, Dinesh D'Souza, in his book *Illiberal Education*, has used half-truths, innuendo and McCarthyite reasoning to accuse universities of an uncontested "political correctness" reflecting an alleged liberal dominance of the classroom for purposes of ideological indoctrination. Add to all this, recent scandals in intercollegiate athletics, misconduct in research exemplified by the David Baltimore case, an unseemly preference for publicity over scholarly publication as in the cold fusion fiasco, Congressman Dingell's attacks on the recovery of indirect costs for federally funded research, and Governor Casey's belief that private higher education is undeserving of public support, and one could be forgiven for inquiring as to the sanity and sobriety of anyone seeking to spend yet more years in the seemingly besieged bastions of academic society. Your parents and friends may have even expressed some similar sentiments. What is going on here? And how will it affect *your* education at Penn, *your* plans, and *your* prospects?

One way to think about the swirling waters of contention that surround us all is as a series of interrelated crises. (My apologies to Richard Nixon: I count only four crises to his six, and they are not, strictly speaking "mine" but "ours"!)

For better or for worse, these crises and our collective responses to them will determine the shape, value and utility of the education you will receive here and the academic careers that may follow for many of you. The first, and most immediate of these crises, is the "crisis of resources." Wherever we look in higher education today, resources are becoming tightly constrained. During the 1980's colleges and universities could rapidly increase tuition to recover ground eroded by the high inflation of the 1970's and by the dramatic cutbacks in Federal funding of student financial aid. Today, public and parental pressures do not permit tuition increases much in excess of inflation, so the growth in tuition revenue has been sharply curtailed. This may be a modest contribution to keeping higher education affordable, but it also sharply constrains a major source of resources. At the same time, other sources of revenue are also being constrained: the rate of recovery for the indirect costs of federally-supported research is falling, federal and state financial aid monies and research dollars are disappearing and private support is increasingly limited by a recessionary economy. Yet, costs continue to rise. And it is not just the costs of paper clips and computers: Many of our facilities constructed in the post-Second World War period are nearing the point of renovation, replacement or, more importantly, many of our peer institutions and potential peers have come to understand that colleges and universities at the top of the heap compete on quality more than price. This is the same phenomenon that we have

seen in health care: if a new gas station opens up across the street from my filling station, prices will eventually fall, because gasoline stations compete on price, not quality. But if a new heart surgeon or orthodontist moves into town, prices will rise, because medical services compete on quality. Similarly, universities at the high end of the spectrum compete on quality, and the single biggest determinant of their institutional quality is the quality of their faculty and the research facilities that they provide to support the faculty. That means labor costs are not only our biggest expense, but the cost most susceptible to competitive pressures. Here at Penn, we are fortunate to be weathering the crisis of resources relatively well. We have planned and budgeted carefully for many years and have been spared the pain of suddenly trying to reform spendthrift ways and lax budget processes. Still there is always the unplanned, the unexpected and the unpredictable: the Governor's elimination of \$38 million in Commonwealth support for fiscal 1993 is but the most dramatic example.

But money is not the only crisis that confronts us. There is a simultaneous "crisis of confidence" in higher education not unrelated to that which is also afflicting the professions of law, business, medicine and journalism. Here, the thought may be father to the reality. From Bill Bennett to Dinesh D'Souza to Congressman Dingell, a decade of political and ideological "university bashing" has taken its toll. Only 25% of the public have confidence in higher education, down from 47% a decade ago. While that is still better than Congress at 10%, the loss of prestige, support and understanding can have a pernicious effect on the institution itself. The increasing brevity of presidential tenures at leading institutions is only a superficial symptom. More profound and more difficult to measure is the negative impact on the confidence, self-image and sense of competence of teachers and administrators throughout the higher education community. It is hard to continue to believe that one is doing a good, even a superb job even when it is true when all around critics are saying the emperor has no clothes. Even the most self-confident, experienced and resilient among us will begin to have doubts.

The irony in all this is that these two intertwined crises of the moment mask a significant achievement. By and large, American higher education has responded strongly and successfully to the "educational crisis" of the 1980's. Over the past decade, standards in both undergraduate and graduate education have risen, curricula and general education requirements have been reformed, the fundamental role of research in the life of the institution has been strengthened, the participation of senior faculty in undergraduate teaching has been broadened, the inclusion of teaching criteria in tenure and promotion decisions has been made routine, the caliber and diversity of the student body has improved, and the high standards in doctoral and professional programs has been strengthened. We have reexamined the role of the undergraduate major, integrated liberal and paraprofessional education, brought the educational experience into the residential setting, insisted on a diverse and mutually respectful campus community, promoted volunteerism and community service, and begun to internationalize our student body and curricula. In short, we have cleaned up our educational act. Those who once criticized us for being too lax have been silenced by the seriousness and effectiveness with which most schools have responded. The danger is that all these successes are not only masked, but actually threatened, by the financial and political crises of the present. To some of higher education's critics it has appeared in recent years that the very traditions and deepest intellectual commitments of Western civilization were threatened by the rather narrow and distorted sense they have of contemporary academic life. And it is true that some of our difficulties reflect fundamental intellectual challenges to the very notions of truth, knowledge and science upon which academic life has rested for centuries. It is too early to know whether we are living through a fundamental "paradigm shift" in which a different set of methodological and epistemological assumptions will replace those on which we were nurtured. But the signs of tension, debate and fundamental reconsiderations abound in every discipline, from law and philosophy to physics and engineering.

Still, I will leave it for some future historian to make the case that our contemporary troubles are merely the expression of such a fundamental intellectual shift. Rather, I think our crises of confidence and resources

and the earlier crisis of the educational experience are symptomatic of the fact that a larger social crisis is already upon us. Universities that don't respond effectively to that larger crisis won't survive because they won't have the political, media, alumni and donor support to do so. The LA riots last spring and the dissatisfaction of the electorate with "business as usual", the intractable budget deficits in Washington, the ubiquity of negative campaigning, the sense that America has "lost its way," the sudden rise of a potential "man on a white horse" like Ross Perot, are all evidence for the belief that our society itself is moving through a fundamental crisis of confidence and resources, and that social crisis is bound to impinge on the university in many ways. I hope all this talk of crises has not depressed you. On the contrary, it should have whetted your appetites. While some may regard our situation today as threatening or even catastrophic, I regard it as exciting and challenging. Rarely in its history has higher education had so much knowledge and energy to offer in solving society's problems. Rarely has our society been as clear and forceful in asking for our help. Not

since World War II have political and community leaders in Harrisburg, Philadelphia and Washington made so explicit their expectations that we will put our knowledge and resources to work in the service of society. With such a commitment will come the financial resources and renewed confidence to pursue our academic and professional tasks. With it, too, will come the opportunities for exciting research, enthusiastic teaching, and effective service that will mark your careers. I welcome you to our community in a time of multiple crises and exciting challenges. And I welcome you enthusiastically. For I cannot think of a more stimulating and important place for you to be than right here, right now where the tasks are daunting and challenges great. More importantly, the opportunities for growth and self-discovery and service are even greater.

Welcome and good luck!!

Note: Provost Michael Aiken also addressed the graduate assembly, speaking extemporaneously on University intellectual life.

Strategies for Success in Graduate School

Vice Provost for Graduate Education Janice F. Madden's Address to the Graduate and Professional Students

For the first time, you are engaging in studies and research that will be judged not relative to your classmates, but relative to a larger profession. The competitiveness and real risk of failure to "be the best" paralyzes many of the very best. Relative to other levels of education, the drop out rate is much higher. A recent study of graduate education at our peer institutions revealed that only 56% of students entering Ph.D. programs in English, History, and Political Science were awarded the Ph.D. It is very difficult to know who will succeed. Some of the very brightest, most promising students perform superbly in courses but never finish the Ph.D. thesis. They become a part of the larger group of ABDs (All But Dissertation). Of those that finish the Ph.D., the number of graduates who never produce additional research exceeds the number that go on to illustrious academic careers. We do not understand what makes the difference.

There is very much about the successful education of researchers that remains a mystery to me. The goal of graduate education is clear: to produce researchers who will make substantial contributions to their fields. How to achieve that goal is less clear. Today, however, I want to focus on what we do know about completing doctoral degrees. There are things that you can do to make sure you attain a Ph.D., rather than join the large group of permanent ABDs.

Advising

Make sure that you *always* have an advisor—and more than one if possible. Your advisors are the faculty personally responsible for telling you how you are doing and what you need to do to progress.

Your advisors should be available to meet with you as needed. When you are taking courses, they should guide your course selection each semester. As you progress through the program, they should assist in shaping your research agenda. After you have finished courses, your advisors should assist you to find a subject area, define and refine a specific research question, and respond to drafts of your dissertation proposal and of dissertation chapters. As you near completion of your dissertation, your advisors should guide your job search, including advising you on where you can reasonably expect a job, assisting you in preparing the credentials needed for your application, writing personal letters of reference, and making personal inquiries with their own professional contacts.

You should take an active role in determining who your advisors will be. You obviously need to select faculty who are actively engaged in research close to your own interests. The faculty you choose should be responsive to you. On a subjective level, they should be people that you respect and with whom you can establish professional dialogue. In addition, check the graduate student grapevine to find out about their record with other students. How have their other students fared? Have they completed? How long did it take? Does the professor set reasonable standards: sufficiently high that her/his recommendations will carry weight later on, but not so high that no one every completes in a timely manner? What does the professor expect from advisees? Does he/she set deadlines for outlines and chapters? What is the placement record for her/his students?

The persons who serve as your specific advisors may change as your interests change or become clearer.

You also must take responsibility for making the advising relationship work.

Make appointments with your advisor to keep advisor up to date on

your progress, and remember that your advisor deals with many students. He or she will not remember your last conversation. Start with a summary of where you were at the last meeting.

Discuss your plans for your entire graduate career, especially time schedule, financial support, and work commitments.

Follow your advisor's suggestions. If you disagree with the advice, you must either get your advisor to change his or her position or you must get another advisor. You cannot expect a faculty member to continue to devote time to your work and career if you ignore their input.

Course Strategies

Consciously use your courses to prepare yourself for writing a dissertation.

Don't take incompletes; complete each course as you register for it.

Read the papers and books assigned in your courses with an eye to thinking of ways to study the same question differently. Take note of how ideas are expressed and the form in which the papers are written. Keep notes on these considerations. But, do not fall into the graduate student habit of only looking at a study to list all its problems. This strategy is ultimately paralyzing. Every study/approach has its advantages and disadvantages. You will not be able to come up with a research plan that does not have problems. Rather, focus on what else can be done.

Consider possible dissertation topic interests and devote course term papers to those topics.

Other Strategies

You should attend the seminars/workshops/colloquia that provide opportunities other than classes for students to learn of faculty interests. Seminars represent less of an investment of your time than a course to search for faculty that can help you. Furthermore, by attending seminars, you will learn seminar skills that are important in your own future work roles.

Discuss your work with other students; form academically-oriented support groups. Camaraderie with your classmates provides the best cure to the isolation that is often experienced by graduate students in the humanities and social sciences.

Read the materials provided by your graduate group and fulfill rules and requirements. If properly designed, they impose a clear set of steps to completion of the doctoral degree and give you feedback along the way.

Assist a faculty member in his or her research; ask about joint authorship. This will improve your letters of recommendation from the faculty member and publications will improve your resume.

Do not take outside jobs unless you are starving; it is far too easy to devote time to projects with immediate results and put longer term, harder intellectual challenges, like finishing a dissertation, on the back burner. But do engage in family, social, and recreational activities that keep graduate school in perspective.

For the first time in your life, it is no longer enough to be the smartest kid in the class. As you write a dissertation, you take on generations of knowledge. It can be a heavy burden for those whose entire identity depends on being the best. We hope that you will be the best, but most of us do not achieve that level of eminence. For most of us, there is somebody that can do our jobs better than we do—but luckily enough they are otherwise engaged! You will find your niche. Remembering this will help you keep your sanity and keeping your sanity assures you of finding your niche!

DISCUSSION CONTINUES PAST INSERT
ALMANAC September 22, 1992

Four texts from the Freshman Convocation are published here: the Provost's and the Senate Chair's below, the President's starting on page 8, and on page 9 the traditional profile of the class with a salute by the Vice Provost for University Life

Welcome to a Community of Explorers

*Provost Michael Aiken's Address to the Freshman Convocation
Sunday, September 6, 1992, Irvine Auditorium*

As Provost, I am delighted to welcome you, the 240th class to have entered this University. The generations who have preceded you here have been many, and their influence great, and although the world they lived in may have been quite different from yours, they, like you, shared the same hopes and dreams, the same questions and concerns.

Going away to college is a rite of passage regardless of whether it occurred in 1755 or in 1992.

Students—and their parents—worry about their living on their own for the first time: will they be able to make the necessary adjustments? Will they like their roommate? Will they be able to make new friends? Most importantly, will they be able to meet the new challenges they are sure to confront?

Pulitzer Prize winner Jonathan Freedman once described going to college as being similar to going to war, only the war is within yourself:

You will be invaded by foreign ideas, by fears and self doubts. You will be uprooted from your past and thrown together with strangers from different backgrounds.

Sometimes you will feel part of a great university and sometimes you will feel like a displaced person.

Universities are quite extraordinary places where you are encouraged to question, to doubt, and to seek answers—and where, in turn, *you* are questioned, challenged, and constantly tested. At Penn you will be offered opportunities to be stretched, intellectually and emotionally, in all directions. You will encounter scholars and teachers from all over the world who bring the excitement of their research into the classroom and who will demand the best from you. You will meet, as well, students from diverse social and economic circumstances, of differing ethnic and religious backgrounds.

Such opportunities, such diversity, though sometimes bewildering and not always comforting, provide an exhilarating richness and a chance to

develop not merely skills, but a perspective that will sustain and amplify your life in the years ahead. You have joined a community of explorers who seek new discoveries—of knowledge, of the world, and of themselves. We invite you to do so as well.

It was Confucius who said:

Only one who bursts with eagerness do I instruct; only one who bubbles with excitement do I enlighten. If I hold up one corner and a person cannot come back with the other three, I do not continue the lesson.

These next few years should be a period when you continue to master the art of learning, when the focus of your education shifts from the passive acquisition of facts to the active application of ideas. Your education here should provide you with a well-developed ability to reason and an unwillingness to accept only received opinion. Dare to change, to open yourself up to the unknown. Experiment, test, rethink.

Do not close your mind to discovery. While you cannot hope to learn all there is to know at this or at any university, ours is a world in which none of us can find any sanction for ignorance, insensitivity, and indifference.

Those of us who teach and work at Penn and the generations of students who have preceded you here are deeply aware of the privilege it is to be a part of this great University and its traditions of excellence. But that privilege also carries with it responsibilities: to treat other human beings with dignity and respect; to conduct oneself at all times with the highest moral and ethical standards; and to continue to be open to new perspectives and knowledge.

Ours—and now yours—is a rich and proud heritage. We are pleased you have joined our intellectual community and we look forward to sharing with you the excitement of research and the pursuit of knowledge, of understanding, and of truth.

Greetings to the Incoming Frosh

The Freshman Convocation Address of David K. Hildebrand, Chair of the Faculty Senate

*The Waltz of the U-Hauls is done;
The next freshman year has begun.
They travel in packs;
They gorge midnight snacks.
Do all of them take Econ 1?*

On behalf of the faculty of the University of Pennsylvania, welcome to Penn. In your time here, you'll deal with a remarkably varied and interesting collection of faculty members. Virtually all of them are deeply engaged with ideas. Most of them are dissatisfied with the current state of knowledge. And they all have mastered the skill of learning, to the extent that humans can do so. I've been privileged to get to know quite a few of them; I bid you, do likewise. Yes, this is a research university; yes, faculty are busy people. But many of them will gladly spare some time for a student who wants to explore.

Most of you will spend about one-twentieth of your expected lifespan as students at Penn. At the risk of pulling a Polonius on you, let me offer a few suggestions about what you might do in that time.

I hope you'll take time to explore yourself. What intrigues you? What

challenges give you a feeling of anticipation? What is your idea of a good life? When I was an undergraduate, after the last glacier had receded, a cynical definition of college was "four years of subsidized irresponsibility." Not true then, certainly not true now; yet there is some time here to consider yourself.

I hope you'll take time to explore ideas. Please consider taking a course each semester simply because it interests you, not to improve your grade average, not to get into grad school, but just to widen your intellectual range. The supply of fascinating courses here is more than ample.

I hope you'll take time to involve yourself. You all have skills and abilities that can improve the common well-being. Penn offers many opportunities for using those abilities for the benefit of the wider community. It is very nearly a moral imperative that you do so.

And I hope you'll take time to play. Sometimes I think Penn students aren't so much pre-law or pre-med as pre-burnout. This is a good school and this a good city for exploring, for whimsy, and even for occasional creative goofing off. Go ahead.

Welcome. Go to it. Learn. Change. And enjoy.

DISCUSSION CONTINUES NEXT PAGE

New Circumstances, New Responsibilities

President Sheldon Hackney's Address to the Freshman Convocation

What a pleasure it is to welcome the class of 1996 to the University of Pennsylvania, as you link your lives to a tradition of greatness 252 years in the making, as you join a university with a future that will be even more illustrious than its past. It is good to have you here. You have worked hard to get here, and we have worked hard to get you here, to assemble the most talented and interesting and energetic and diverse class possible.

There may once have been a time when going away to college was a retreat from the real world, a brief insulated respite during which one acquired some of the ornaments of a genteel life, made a few useful friends and indulged in a last carefree frolic before taking on responsibilities in the rough-and-tumble world of affairs. That can probably still be done in a few of the more remote and provincial and boring centers of learning (I will mention no names here), but you have clearly chosen to come to where the action is. You have chosen to come to urban America, to a research university and to a setting that will invite you to become involved in the life of the institution, in the life of the community of which we are an important part, and in the world around us. I hope your metabolism is prepared for four fast-forward years.

Moreover, you arrive at college at a time when it is no longer the preview of coming attractions but the main feature. Given the learning society that is an increasing reality of our post-industrial world, schooling is integral to life. One out of every four Americans is involved in schools either as a student, teacher or staff member. Think of that! As we are more and more enmeshed in a high-tech economy, in the global market place and in a bewilderingly complex society, higher education takes on added importance as the source of new knowledge, as the preparer of knowledge workers and as the critic and explicator of society and culture.

It should not surprise us to realize that, having moved from being one of the sideshows of life to performing under the Big Top, we have become too important for society to ignore. Indeed, university-bashing has become a recreational sport for politicians and polemicists. We have lost our immunity.

If, as some prominent people think, there is a cultural war raging in our society, the college campus is a prime battleground, so you will need your helmets and flak jackets. You should prepare to protect yourselves from the crossfire as the Red Guard of the politically correct and the Storm Troopers of family values lob mortar shells and fire Saturday night specials at each other across the neutral territory defined by our Guidelines on Open Expression and our cherished tenets of academic freedom. All is not quiet on the Western culture front.

The animus directed at universities would not be as sharp as it seems to be if the mood of the country were not so sour, but sour it is, and it is sour for good reason. The country is in trouble. The current recession has wiped out all of the gains in personal income of the 1980s, and average household income has gone down for the first time in ever so long. We have more people living in poverty than at any time since before Lyndon Johnson launched the War on Poverty in 1964. In addition, there is a skewed distribution of wealth and a growing underclass. Our consciences are tested by the homeless, and we are beset by crime and drug-infested neighborhoods. One quarter of the children in America under the age of six are growing up in poverty, with all of the dire consequences such a chilling statistic implies for their futures and our future as a society. Twelve percent of Americans have no health insurance, servicing the national debt takes up an ever larger portion of the annual federal budget, squeezing out much needed investments in infrastructure and human resources, the balance of trade bounces along in the negative part of the chart and Washington is in gridlock. No wonder political alienation was so high and Ross Perot was so appealing, and no wonder that anger boiled over into violence in Los Angeles in the wake of the decision in the Rodney King case last May. No wonder American discontent goes far beyond the usual worries about jobs and the economy during a recession. There is in the country a more fundamental sense that we have gotten off track as a society, that, on the way to becoming that shining "city on a hill" that John Winthrop in the 17th century wanted us to be, we have lost our way.

A cursory tour of the international horizon might produce a similarly

gloomy picture. The former Soviet empire is suffering through the turbulence of transition, including serious economic privation and nationalistic tensions. Ethnic violence is flaring up in hot spots all over the world, and it has been raised to a macabre art in the "ethnic cleansing" being practiced by the Serbs in the ruins of Yugoslavia. The Shining Path guerillas terrorize Peru. Saddam Hussein terrorizes the Kurds and Shiites of Iraq. Civil unrest, repression of minorities, and social violence seem to be present in most corners of the globe. There are the horrors of famine and the AIDS plague in Africa, not to mention worries about an increasingly fragile global environment. One could argue with good reason that this moment in history is the nadir of the post-World War II world. We are presented with an awful paradox: as the world shrinks due to instantaneous communications, advanced transportation systems and the exigencies of an increasingly integrated global economy, the world becomes more fractious and more dangerous.

Nevertheless, despite grave troubles both foreign and domestic, I sense something else in the air, something much more hopeful and inspiring, and it springs from the vastly enhanced possibilities that are the companions of the discord and confusion of the current scene. The world is no longer locked in the sterile and terrifying Cold War. Democracy, with all its imperfections but all of its promise, is providing new hope around the world for millions of people previously suppressed by totalitarianisms of one form or another. South Africa is at last launched on what I think is an irreversible course toward a nonracial democracy. The Arabs and Israelis are finally talking with each other and pushing the Camp David peace process laboriously and fitfully in the right direction. Along with the pain in Eastern Europe and the former Soviet Union, change is in the air. The New World Order, which has been hypothesized but not yet described, is a real possibility. It is out there to be defined and shaped and brought into a hopeful being.

At home, the public may be sour, but it is ready for leadership. It is ready to go to work solving the problems that beset us. I believe it is ready to sacrifice to make America a stronger and more just society, but only if the sacrifice is equitably shared and the goals are clear.

"New circumstances require new responsibilities." We find ourselves in that position today. The future is undetermined. I cannot remember a moment in my own lifetime when there were fewer constraints on the future course of history, when there were more opportunities to nudge our community, our country, our world into new pathways. I have a long list of prescriptions for the ills of our world. Your prescriptions may be quite different. The important thing now is that we engage ourselves in the collective task of renewal, investing ourselves as well as our resources in the reinvigoration of our communities and the preservation of our social and physical environment.

You arrive at Penn when it is in the process of redefining the relationship of a university to its community, a process that will require a recasting of our thinking about the mission of the University. Universities are being held accountable by society as they never have been before for contributing in new and direct ways to the solution of society's high priority problems. I believe the proper response to this new accountability is not to become defensive and argue that our role is education and research and beyond that the public should send the money and continue our privileges and leave us alone. We must instead ask ourselves how we might integrate social service into our research and teaching operations, and how we might in our daily operations behave in ways that help to reinforce the strengths of the community around us while still achieving our goal of being an international center of learning.

More than 4000 Penn students, faculty and staff are volunteering their time through scores of outreach programs that are a significant force for the good in West Philadelphia and beyond. You will have opportunities to serve through programs coordinated by Dr. Ira Harkavy and the new Office of Community Partnerships, through the Program for Community-Student Involvement directed by Todd Waller, through the Wharton West Philadelphia Project, through PennLincs, through Say Yes to Education and through numerous other avenues of involvement. Look for them. Accept

the challenge and I promise you that you will be rewarded by countless satisfactions and by a remarkably exciting kind of learning experience.

You are also arriving at Penn during a presidential election year when there is more than the usual amount of interest in public policy and public service. There will thus be more than the usual number of opportunities to enlist in the new generation of leadership that must translate the promise of American life into terms that are appropriate for the 21st century and then make that promise a reality for all Americans. I have felt at Penn and elsewhere over the last few years a rising tide of interest in public service in the broadest sense, and a growing degree of commitment to living lives that combine the personal with the communal. I sense in the American public now the makings of a renewal of devotion to the commonwealth. That is to be celebrated.

For good or ill, the spasm of privatistic self-indulgence that was the decade of the 1980s is over. There is, perhaps, a case to be made for the '80s as the decade that produced the world of terrifying fluidity that we face today, but we can only look kindly on the '80s in retrospect if we are

able to precipitate out of this flux of possibilities a new society and a new world that more closely approximates the mythic "city on a hill." That will be the task of your generation and a new generation of leaders who must seize the possibilities of this moment.

The United States is still the richest and most powerful nation on earth; it is still the last, best hope for a new birth of freedom. If it is to sustain that historic vision, you will need to do your part, here at Penn and in your years beyond Penn. In thinking about your own values and your own commitments in the current circumstance of a frightening world nonetheless full of wonderful possibilities, you should bear in mind the wise words of our founder, Benjamin Franklin, in his essay of 1749 that was the intellectual and moral charter of the Charity School and Academy that became the University of Pennsylvania: "the great aim and end of all learning" is to enable one to serve humanity.

I welcome you to that task in Benjamin Franklin's university in late 20th century America. Good luck.

Summoning the Class of 1996

The Freshman Convocation Address of Kim M. Morrison, Vice Provost for University Life

Good evening! I too am delighted to welcome you to Penn in this first, formal and only gathering of your class until Hey Day, when your senior year will be ushered in with far less formality. For new students, a convocation is a kind of ritual—you are a group of people gathered in answer to a summons. But what then is the purpose of this summons, and who are you, the group of people who have answered it?

You come to Penn from far and wide, more than 2250 of you chosen from one of the largest applicant pools in our recent history. You represent 48 of our 50 states and more than 50 nations from around the globe and from virtually every continent.

You are a class of rich diversity—in ethnicity as well as geography. Nearly one third of your class have identified themselves as members of racial minority groups including African-American, Mexican-American, Native American, Vietnamese, Korean, Japanese, Chinese, Puerto Rican and Filipino freshmen. 43 percent of you are women. And nearly 12 percent of you are daughters and sons of alumni of Penn, with family blood running a vibrant red and blue.

You are a class of strong academic talent with 140 of you designated as Benjamin Franklin Scholars and 21 of you designated as University Scholars. 180 of you have won major scholastic awards or recognition from your high schools.

You are a class of tremendous leadership potential, already clear from the large numbers—405 of you—who have made your mark as heads of student government, class presidents, National Honor Society presidents and Girls' or Boys' State participants. More than 200 of you have been editors-in-chief of campus publications, an ever-increasing number. One third of your class have been star athletes in athletic competition, and 26 of you are considered to have world class or Olympic potential.

You are a class with significant talent in the arts; more than 21 percent have demonstrated your ability in performance, with 56 of you having state, national or professional experience. You are a class used to hard work. More than 200 of you have worked at least half-time during high school and 17 of you have owned and operated your own businesses.

Collectively, then, you are a group of people with impressive abilities, gathered together, summoned to be a class that will make its own mark on our community.

You are also a group of individuals, each with a unique set of talents, aspirations and accomplishments. Consider that you are:

- 1) a track star from Illinois who has broken national records;
- 2) a young man from New Jersey who was a quarter-finalist in the United States Table Tennis Open in 1991;
- 3) a member of Ghana's national Tae Kwon Do team;
- 4) a young man from Pennsylvania who runs a neighborhood skateboard ramp and plays drums in his own band;
- 5) an award-winning pianist from Hong Kong;
- 6) a student from Connecticut who is president of a national award-winning madrigal singing group;

- 7) an aspiring scientist from New York who is also a artistic glass blower;
- 8) a mathematician from China who was a gold medalist in the 22nd International Physics Olympiad;
- 9) a young man from Tennessee, one of ten Rotary Scholarship winners to spend a year in Ukraine;
- 10) a student from New York, asthmatic since birth, who was the winner of the Elks National Foundation Most Valuable Student Scholarship;
- 11) a Romanian freedom fighter, a student leader in the 1990 democratic movement in Romania;
- 12) a student—our only student—from Turkey who was the youngest representative to the Hugh O'Brien World Leadership Congress;
- 13) a young woman from Pennsylvania, the sixth generation of her family to attend Penn, who is a direct descendant of Benjamin Franklin.

You are all of these and more—a class of differing talents, of varied experiences, of many lives—and you offer a wealth of opportunities to share and learn from one another. And by your presence here tonight you answer the summons of this convocation—a summons that is not simply heard in the sound of the carillons ringing, or the call of the marching band, or your RA telling you to be there, or the tearful or relieved good-byes as parents depart—a summons not merely contained in the shape of the envelope that appeared in the mail last April, or the words of advice and expectation offered by relative, teacher or friend, or the sense that you must carry on or begin your own tradition.

The purpose of this summons is to start afresh; to take the strength and resources you bring, individually and together, to form a community; to live and grow and risk and change together and to make this community work—to show it can be done, for if not here, then where? As members of the world community, we have seen in the last two years the heady surge of freedom in Eastern Europe and its promise in South Africa and the appalling destructiveness of deep-seated ethnic divisions, both abroad and at home. These are the poles, the heights and depths, through which human behavior swings. These next four years provide you with a microcosmic multi-ethnic international community in which to exercise your imagination, your intellect, your developing aspirations and your problem-solving skills. Do these here, and you can do them anywhere.

Your summons is to test your knowledge and expand your mind, to adapt your skills to deal with all the differences among you and to find the common bonds that unite, to use your talents in the service of community of University and city so that you will leave here prepared to be citizens and leaders in nation and world.

You have responded to the summons to contribute your energy and your effort to this academic community, and in the formal ritual of this convocation, we are here to welcome you and wish you luck as you become active participants and members of the University of Pennsylvania Class of 1996. It's good to have you here!

DEATHS

Dr. James Brennan, 76, Emeritus Professor of Radiology, passed away July 5. He came to the Penn in 1966 and retired in 1984. He is survived by his daughter Martha E., his son James T., Jr., William R. Gagne, Philip Gagne, Elizabeth Gagne, wife Elizabeth, as well as four grandchildren.

Josephine DePriore, 85, former keypunch operator in the Registrar's office, died July 6. She came to Penn in July 1958 and stayed until her retirement in 1972. Her survivors are her daughter, Delores Bristow, eight grandchildren, Mark, Geoffrey, Stuart, Robin, Chris, Jill, Susan and Donna, sisters, Julia Hartman, Rosa Lippo, and brother, Harry Matthews.

Robert Garrett, 65, a former night supervisor in the Parking Department, died August 2. He came to Penn in 1953 and stayed until his retirement in 1989. He is survived by his wife, Canary.

Anna Byrd-Hill, a custodian in Physical Plant, died June 20, at the age of 75. She came to Penn in 1961, and worked as a housekeeper in the Vet School until her retirement in 1983. She has no known survivors.

Teresa Houton, 68, a former Physical Plant housekeeper assigned to Rittenhouse Labs, died July 13. She was at Penn from 1958 until her retirement in 1979. She is survived by her sons, John, Michael, and Cornelius, her daughters, Sally Springer, Mary Herbert, Teresa McGuire, and Catherine Valois, nine grandchildren, two great-grandchildren, and a sister, Anne Dougherty.

Bruce Jeffreys, a former Physical Plant custodian, died July 14 at the age of 66. Mr. Jeffreys came to Penn in 1958 and stayed until his recent retirement in January. While at Penn he held several positions such as janitor at the Faculty Club, supervisor of the old Lippincott Building as well as a security guard. He is survived by his wife, Dorothy.

Mae Klusman, 62, died August 18. She was formerly a clerk in the Department of Residential Living. She is survived by her husband, James J., her daughter, Sandy Fagan, her son, James, Jr., and brothers Edmund, Jr., and Sidney.

Sunmee Lee, 27, a Ph.D. candidate, died September 7. Ms. Lee took her B.A. at Seoul National University in Seoul, Korea and her Master's degree in Communications at Annenberg. She is survived by her husband, Soowon Lee.

Vincent J. Pelligrini, a superintendent in residential maintenance, died August 1 at the age of 49. He had been at Penn since 1980. Mr. Pelligrini had also been a Philadelphia policeman for seven years, served in the U.S. army, and was a self-employed plumbing and heating contractor. He is survived by his wife, Donna M., his daughter, Donna Marie, his father, Casper J., and his mother, Frances Keyfauber.

Clare Spackman, 82, associate professor emeritus of occupational therapy and a founder of the World Federation of Occupational Therapists, died August 6. A graduate of the Philadelphia School of Occupational Therapy, Professor Spackman received her B.S. and M.S. in Education from Penn, in 1941 and 1942 respectively. She was assistant director of the Philadelphia School from 1944-67, and was on the faculty of Penn's School of Allied Medical Professions from 1950 until 1970. Professor Spackman wrote and published extensively, co-editing the standard text, *Willard*

and *Spackman's Occupational Therapy*, and the internationally known *Principles in Occupational Therapy*, which was translated into Spanish and Japanese. She also directed the Philadelphia Curative Workshop, an innovative unit featuring work conditioning and work hardening for industrial accident patients that was considered by colleagues "50 years ahead of its time." She received numerous awards and honors including designation as a Distinguished Daughter of Pennsylvania. Professor Spackman is survived by two nieces.

Memorial Service

A memorial service will be held on October 1 for Dr. James L. Rosier, Professor of English, who died September 7 (see *Almanac* September 15). The service will begin at 5 p.m. in the Rare Book Room of Van Pelt Library.

The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of September 1, 1992 and September 20, 1992. The University Police actively patrol from Market St. to Baltimore Ave. and from the Schuylkill River to 43rd St. in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on Public Safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at Ext. 8-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Simple Assaults—1, Threats and Harassment—3

9/08/92	9:20 PM	Magee Dorm	Annoying/unwanted telephone calls received
9/12/92	5:27 PM	Hopkinson Dorm	Robbery-Gun point at MAC machine/no injury
9/14/92	9:43 PM	Grad B Tower	Complainant Receiving hang-up calls
9/16/92	6:48 PM	3744 Spruce St	Complainant struck in face/actor fled area

38th to 41st/Market to Baltimore: Sexual Assaults—1, Robberies (& attempts)—4, Simple Assaults—4 Threats & Harassment—6

9/03/92	4:03 AM	4303 Market St.	Domestic fight/wife taken to HUP
9/03/92	7:05 AM	4000 block Locust	Robbery-gun point at mac machine/ no injury
9/04/92	7:47 PM	123 S. 39th St.	Complainant threatened by husband
9/07/92	12:03 PM	4311 Spruce St.	Student assaulted by unknown person on stairs
9/08/92	3:41 PM	Levy Building	Harassing phone calls received at home & work
9/11/92	10:16 PM	200 block 40th	Actor pulled complainant's hair
9/13/92	12:04 AM	40th & Market	Male grabbed bag and fled
9/13/92	2:00 AM	40th & Spruce	Male harassing female
9/15/92	9:48 AM	4041 Spruce St.	On-going dispute over parking space
9/16/92	11:33 AM	Van Pelt House	Harassing phone calls received
9/17/92	10:08 PM	Penn Police HQ	Assault/refer to Victim Support Services
9/18/92	3:30 PM	3900 block Chestnut	Males fighting on highway/1 taken to HUP-ER
9/18/92	9:27 PM	41st & Baltimore	Purse taken at gunpoint/no injury
9/19/92	8:41 PM	Low Rise North	3 juveniles hanging on window/left area
9/20/92	11:29 PM	4000 block Spruce	Males attempted to rob complainant/ 3 arrests

41st to 43rd/Market to Baltimore: Robberies (& attempts)—1

9/19/92	2:55 PM	45th Regent St.	6 Males attempted to rob complainant/1 arrest by PPD
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30th to 34th/Market to University: Threats and Harassment—1

9/20/92	10:11 PM	Hill House	Complainant receiving unwanted calls
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Outside 30th - 43rd/Market to Baltimore: Robberies (& attempts)—2

9/07/92	6:49 PM	4844 Osage Avenue	Tenant vs Landlord
9/14/92	11:52 PM	13th & Walnut	Complainant receiving threats off campus
9/17/92	9:09 AM	47th & Kingsessing	Female with knife demanded money/fled area
9/20/92	1:25 AM	44th & Market	5 males arrested after robbing 7 complainants

Crimes Against Property

34th to 38th/Market to Civic Center: Burglaries (& attempts)—8, Total Thefts (& attempts)—36,

Thefts of Auto (& attempts)—1, Thefts from autos—4, Thefts of Bicycles & Parts—6, Forgery & Fraud—1, Criminal Mischief & Vandalism—2, Trespassing & Loitering—1

9/01/92	9:36 AM	Vance Hall	Wallet taken from room
9/01/92	9:43 AM	Anat-Chem Wing	Room entered/nothing taken
9/01/92	9:49 PM	200 block 37th	Secured bicycle taken from rack
9/02/92	11:40 PM	Johnson Pavilion	Front brakes taken from secured bicycle
9/04/92	11:13 AM	Johnson Pavilion	Wallet taken with contents
9/04/92	3:05 PM	Johnson Pavilion	Unattended bag taken from desk in library
9/04/92	3:32 PM	Leidy Lab	Unauthorized person removed from building
9/04/92	3:43 PM	Law School	Unattended wallet and contents taken from desk
9/04/92	4:16 PM	Law School	VCR taken from secured office area
9/05/92	4:17 PM	Steinberg Center	Rear window broken and items taken
9/05/92	8:16 AM	3409 Walnut St.	Window broken/cash taken
9/05/92	3:54 PM	Law School	Unattended purse taken from library area
9/07/92	5:29 PM	Kings Court	CD player taken from unsecured room
9/08/92	9:17 AM	Vance Hall	Two printers taken from secured room
9/08/92	4:59 PM	Houston Hall	Counterfeit checks/forged signature
9/09/92	8:52 AM	Anat-Chem Wing	Fax machine and calculator taken
9/09/92	10:51 AM	Stemmler Hall	Currency and two match box cars taken
9/09/92	4:18 PM	Law School	Cash taken from unattended wallet
9/09/92	4:56 PM	Phi Gamma Delta	Bike taken from residence
9/10/92	1:32 PM	Houston Hall	Unattended wallet taken from food court
9/11/92	1:28 PM	Bookstore	Canvas bag taken from secured locker
9/11/92	2:38 PM	Steinberg/Dietrich	Wallet taken from office
9/11/92	3:35 PM	Steinberg/Dietrich	3 pens taken/left unattended
9/13/92	9:25 PM	Kappa Sigma	Bike taken from residence

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9/14/92	10:31 AM	Bookstore	Unattended bag taken from locker
9/14/92	2:37 PM	3537 Locust Walk	2nd Flr window broken by can of deodorant
9/14/92	5:35 PM	Lot # 27	Currency taken from glove compartment
9/14/92	7:04 PM	Gimbel Gym	Clothing taken from locker
9/15/92	12:44 PM	Houston Hall	Wallet taken from Hall of Flags
9/15/92	3:00 PM	Houston Hall	Sneakers taken from retail establishment
9/15/92	4:17 PM	Meyerson Hall	Unattended property taken from room
9/15/92	10:57 PM	Houston Hall	Secured bicycle taken from rack
9/16/92	1:29 AM	3424 Sansom St.	Black cat sign taken/2 males apprehended with sign
9/16/92	13:13 PM	Stemmler Hall	Four VCRs taken during one month period
9/16/92	2:08 PM	Vance Hall	Purse-Contents removed during class
9/17/92	8:11 AM	3400 block Walnut	Food/cash taken from vendor truck
9/17/92	2:04 PM	Christian Assoc.	Wallet taken from unattended backpack
9/17/92	5:27 PM	Gimbel Gym	Wallet left unattended on gym floor
9/18/92	8:17 AM	McNeil Building	Phone removed from wall outside of room
9/18/92	9:08 AM	English House	Dining main hall/door lock tamperedwith
9/18/92	6:35 PM	Stemmler Hall	Lock pried/bike taken
9/18/92	7:33 PM	Van Pelt Library	Unattended wallet taken
9/19/92	4:20 AM	Phi Gamma Delta	Male observed taking bike/arrested
9/19/92	4:52 PM	3700 block Walnut	Items taken from vehicle through open window
9/19/92	6:35 PM	Van Pelt Library	Unattended wallet/contents taken
9/19/92	9:35 PM	Greenhouses	Lawnmower taken
9/20/92	9:23 PM	Meyerson Hall	2 wheels taken from secured bike
9/20/92	11:31 PM	3400 block Walnut	Window broken/steering column damaged

38th to 41st/Market to Baltimore: Burglaries (& attempts)—13, Total Thefts (& attempts)—38, Thefts of Auto (& attempts)—1, Thefts from autos—10, Thefts of Bicycles & Parts—10, Criminal Mischief & Vandalism—2

9/01/92	12:40 PM	Harnwell House	Tag taken from vehicle
9/01/92	5:09 PM	Harrison House	Bike taken from entrance
9/01/92	7:51 PM	Sigma Alpha Eps	Auto stolen from location
9/02/92	1:11 PM	3925 Walnut St.	Unattended/unsecured bike taken from front of store
9/02/92	3:23 PM	3927 Walnut St.	Stereo Equipment taken
9/02/92	9:18 PM	Kappa Alpha	Arrest at scene, actor taken to 18th District
9/03/92	10:44 AM	Lot # 15	Personal items taken from vehicle
9/03/92	2:07 PM	Pi Kappa Alpha	Personal property taken from fraternity
9/04/92	4:05 PM	4010 Spruce St.	10 Speed bike taken from arcade
9/04/92	5:54 PM	237 S. 41st St.	Bike taken from residence
9/05/92	12:20 PM	Lot # 14	Rear window broken/currency taken
9/05/92	9:47 AM	3900 block Sansom	Car window smashed/currency taken
9/05/92	9:46 AM	3900 block Sansom	Car window broken/nothing reported stolen
9/06/92	8:20 AM	3900 block Chestnut	Custom made windows taken
9/06/92	3:05 PM	Phi Kappa Psi	Watch taken
9/07/92	5:27 PM	Sigma Nu	Secured bicycle taken from rack
9/08/92	2:51 AM	3801 Chestnut	Unattended wallet taken
9/08/92	9:58 AM	Evans Building	Copier and radio taken from secured room
9/08/92	12:59 PM	Sigma Alpha Epsilon	Unsecured bike taken from lobby
9/08/92	3:50 PM	3926 Pine St.	Computer and Printer taken
9/08/92	7:03 PM	Harrison House	Secured bicycle taken from rack
9/08/92	7:17 PM	119 S. 39th St.	Purse taken from beneath register
9/08/92	10:50 PM	1925 House	Computer taken from basement storage area
9/09/92	10:27 AM	4015 Walnut St	Speaker and fire extinguisher taken from auto
9/09/92	11:43 AM	Hamilton Court	Jewelry taken from room
9/09/92	12:11 PM	Pi Kappa Alpha	Numerous items taken from location
9/09/92	12:31 PM	Pi Kappa Alpha	Numerous items taken from location
9/09/92	8:01 PM	4042 Walnut St.	Various items taken overnight
9/10/92	11:59 AM	Pi Kappa Alpha	Mountain bike removed from residence
9/10/92	9:31 PM	Sigma Chi	License plate taken from vehicle
9/10/92	9:42 PM	Sigma Alpha Epsilon	Duffel bag with contents taken
9/11/92	10:52 AM	4037 Spruce St.	Bike taken from house
9/11/92	4:18 PM	Superblock	License plate taken from vehicle
9/11/92	9:01 PM	3900 block Pine	Actor took bike and fled area
9/12/92	2:02 AM	3932 Spruce St.	Room entered and articles taken
9/13/92	3:54 PM	39th & Spruce	Actor took rug, recovered by complainant/actor fled
9/13/92	5:46 PM	Sigma Chi	License plate taken from auto
9/13/92	7:59 PM	Zeta Beta Tau	Unsecured watch taken
9/14/92	3:10 AM	211 S. 42nd St.	House entered/2 bikes taken/one recovered
9/14/92	12:57 PM	Sigma Nu	Screen removed/items taken
9/14/92	1:06 PM	Alpha Tau Omega	License Plate taken from vehicle in lot
9/15/92	5:37 PM	Eisenlohr Annex	Wallet taken from room
9/15/92	10:51 PM	4057 Ludlow St.	Air conditioner kicked out of window/property taken
9/16/92	3:31 AM	Sigma Alpha Epsilon	Unauthorized male in house apprehended with property
9/16/92	6:40 PM	Veterinary Hospital	Unattended wallet taken from room
9/16/92	8:08 PM	Veterinary Hospital	Unattended wallet taken from room
9/18/92	1:30 PM	3925 Walnut St.	MAC card taken from wallet/used
9/18/92	8:51 PM	3943 Baltimore	Unauthorized calls made on calling card
9/18/92	11:40 PM	Sigma Chi	Rear left window broken/nothing taken
9/19/92	1:19 PM	Sigma Chi	Vehicle entered and articles removed
9/19/92	2:46 PM	3900 block Locust	Property taken from football field
9/19/92	3:48 PM	3900 block Locust	Room key taken from football field
9/20/92	12:02 AM	3926 Pine St.	Bike taken from open door of apartment

41st to 43rd/Market to Baltimore: Burglaries (& attempts)—6, Total Thefts (& attempts)—4, Thefts of Auto (& attempts)—2, Thefts from Autos—2, Criminal Mischief & Vandalism—2

9/01/92	7:23 PM	4103 Locust St.	Various items taken from residence
9/02/92	12:42 AM	Divinity School	Undetermined items taken/per Phila. Police
9/02/92	1:10 AM	200 block 43rd	Auto broken into/2 juveniles apprehended
9/03/92	4:05 PM	4000 block St. Mark	Passenger side vent window broken/ nothing taken
9/03/92	9:18 PM	200 S. 44th St.	Passenger side vent window broken/one arrest
9/09/92	3:17 AM	4431 Spruce St.	Unknown male removed VCR from residence
9/09/92	3:32 PM	4200 block Locust	Rear window broken to vehicle
9/10/92	3:17 PM	4100 blk Woodland	Vehicle stolen
9/10/92	4:36 PM	225 St. Marks St.	Articles taken via broken rear window

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PENNLincs: Tutors Wanted

The PENNLincs Science Mentoring Program is now recruiting Penn students to volunteer one hour a week during the fall semester in nearby public elementary and middle schools.

Teams of Penn students study science and math hands-on with small groups of children. All travel expenses and supplies are reimbursed and work-study positions are available. To sign up now or for further information, please call Sarah Price at Ext. 8-3123 or 8-2861.

Mandatory OSHA Training

The Occupational Safety and Health Administration (OSHA), requires *mandatory training for all University employees who work with human blood, blood products, body fluids, and human tissue specimens.*

The Office of Environmental Health & Safety (OEHS), will offer Bloodborne Pathogens Training for all affected workers on September 24 from 10:30-11:30 a.m. in Lecture Hall B in the John Morgan Building.

This training will review OSHA's regulation *Occupational Exposure to Bloodborne Pathogens* as well as Penn's Biosafety program. Information about *free Hepatitis B Vaccination* for all employees will also be discussed.

Contact Barbara Moran at Ext. 8-4453 with any questions.

PSA Services: Temp Help

On September 21, 1992, Penn Student Agencies (PSA) will once again offer their temporary employee and messenger services. PSA's temporary employment agency, PENN Temps, has three levels of service: Level 1 for errands, filing, stuffing envelopes, etc. costs \$8.95 per hour; Level 2 for receptionists, moving, etc. costs \$9.95 per hour; and Level 3 for heavy typing, word processing, etc. costs \$10.95 per hour.

Those offices using PENN Temps' services for more than 10 hours per week for 2 or more weeks receive a discount to the next lowest price level (except level 1). To receive this service offices must contact PSA 48 hours in advance and ask for PENN Temps and may not request the worker for more than 15 hours per week. PSA's messenger service offers daily runs to many on campus locations, delivering up to 15 documents by 5:00 pm. A standard contract runs for \$250 per semester. Per use delivery costs \$ 6 for 1-5 destinations, \$ 8 for 6-10 destinations, and \$10 for 10-15 destinations. For more information on either PENN Temps or Messenger Service call PSA at Ext. 8-6815.

Children's Recreation Classes

The Department of Recreation will offer Saturday morning classes in gymnastics, fencing, and beginning swimming for children starting Saturday, October 3, 1992, and running for 10 weeks. There are a limited number of spaces available in each class and registration is on a first-come, first-served basis. Registration is at Gimbel Gymnasium, Ext. 8-6101. The deadline for registration for this session is September 30, 1992. The age requirements are: ages 5-12 for gymnastics, ages 5-15 for swimming and ages 8-13 for fencing. Classes are \$90 per session. Additional information is available from Gloria Chapman at Ext. 8-6101.

Escort Service in Review

The campus escort service, revised along with PennBus service over the summer, is being fine-tuned this fall in response to recent comment from the Undergraduate Assembly. Transportation Director Robert Furniss said. Changes are chiefly concerned with the walking escort service areas between 38th and 40th Streets, from Chestnut to Spruce.

An open meeting has been set for Wednesday, September 23, at 5:30 p.m., with location to be announced in *The Daily Pennsylvanian*.

Update

SEPTEMBER AT PENN

FILMS

29 *Black Athena*; noon; Bowl Room, Houston Hall (Greenfield Intercultural Center).

FITNESS/LEARNING

23 *Sobriety Group*; noon-1p.m.; 301 Houston Hall (F/SAP).

Diagnosis and Recognition of Addiction; Richard F. Limoges, The Institute of Pennsylvania Hospital; 1-2 p.m.; Seminar Room, 4025

Chestnut St. (Marriage Council).

24 *Loving Limits Support Group*; noon-1 p.m., 301 Houston Hall (CCRN).

28 *The Discovery of Diets and Malnutrition in Colonial India*; David Arnold, School of Oriental and African Studies, University of London; 4-6 p.m.; Seminar Room 107, Smith Hall (History and Sociology of Science).

29 *Caregiver's Support Group*; noon-1 p.m., 301 Houston Hall (CCRN).

30 *Walk/Run for Your Life: Tips for Healthy Ankles and Feet*; Keith Larsen, physical therapist; noon-1 p.m.; Ben Franklin Room, Houston Hall (F/SAP).

Sobriety Group; noon-1 p.m.; every Wednesday; Bishop White Room, Houston Hall (F/SAP).

SPECIAL EVENTS

26 *Community Retreat*; reflecting on the traditions left to the Church by John Cardinal Henry Newman; noon-7 p.m.. Info: Ext 8-7575 (Newman Center).

TALKS

23 *Safety "How To" for Building Administrators*; John Kuprevich, Commissioner of Public Safety; noon-1 p.m.; Public Safety Training Room, 3914 Locust Walk Annex (Victim Support/Special Services).

24 *Cohort Study of Dysplastic Nevi and Melanoma*; Alan C. Halpern, Dermatology, Pigmented Lesion Clinic/HUP; 9-10 a.m.; 313 Nursing Ed. Bldg. (Internal Medicine).

Dermatology II: Skin Cancer; Leonard Szubow, dermatology; noon-1 p.m.; Surgical Conference Room, Gr. White (Internal Medicine).

25 *Hard-to-Find Noses for Hard-to-Place Grannies*; Bruce Kinosian, director, Hospital Based Home Care; noon-1 p.m.; Agnew-Grice Conference Room, 2 Dulles (Internal Medicine).

29 *Freud's Stories of Censorship: Entertainments with Children of Both Sexes and a Clown*; Alexander Welsh, Yale; 4 p.m.; Penniman Library (English).

The AIDS Epidemic: Science, Medicine and Metaphor; June Osborn, Chair, U.S. National Commission on AIDS; 5 p.m.; Dunlop Auditorium, Medical School (HUP).

30 *How Do Physicians Decide Which Kind of Life Support to Withdraw?*; David A. Asch, medicine; noon-1 p.m.; first floor, Colonial Penn Center (LDI).



Almanac

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9/14/92 8:55 AM 319 S. 43rd St. 2 bikes taken from house
9/16/92 3:57 PM 4112 Spruce St. Bike taken from residence
9/18/92 11:41 PM 300 block 43rd Male observed breaking into auto/arrested

30th to 34th/Market to University: Burglaries (& attempts)—1, Total thefts (& attempts)—21
Thefts from Autos—4, Thefts of Bicycles & Parts—3, Criminal Mischief and Vandalism—2,
Trespassing & Loitering—1

9/02/92 6:03 PM Hill House Stereo with CD player taken during move in
9/03/92 2:11 PM Hayden Hall Bike frame damaged
9/04/92 9:05 PM Lot # 5 Car stereo taken from vehicle
9/07/92 12:36 PM Lot # 2 Window broken/various items taken
9/08/92 12:06 PM Bennett Hall Unattended bookbag taken from secured area
9/09/92 4:29 AM 34th & Spruce Male with stolen newspapers arrested
9/10/92 12:32 PM Chemistry Building Male attempted to remove bike tire/left area
9/10/92 2:32 PM Morgan Building Portable radio taken over summer
9/10/92 3:26 PM 34th & Walnut Wallet with contents taken
9/11/92 12:04 PM Lot # 5 Articles removed from vehicle
9/11/92 12:13 PM Rittenhouse Lab Secured bike taken from rack
9/12/92 10:46 AM Hollenback Center Items taken from secured locker
9/14/92 12:41 PM Franklin Field 3 aluminum benches taken from field
9/14/92 4:36 PM Hill House TV removed from basement storage
9/15/92 1:34 PM Hutchinson Gym Wallet taken from gym floor
9/15/92 1:55 PM University Museum Wallet and contents taken from room
9/15/92 2:18 PM Bennett Hall Wallet and contents taken from room
9/16/92 10:06 AM Music Building Unsecured bike taken from hallway
9/16/92 12:24 PM Lot # 5 Numerous work tools taken
9/16/92 3:27 PM Chemistry Building Secured bike taken from rack with lock
9/16/92 4:33 PM Hollenback Center Unauthorized male in locker room
9/17/92 10:49 AM Franklin Field Marriott Food stands broken into/nothing taken
9/17/92 3:30 PM White Trng House Storage locker door forced/clothing taken
9/17/92 3:58 PM White Trng House Unattended knapsack taken from lobby
9/18/92 6:47 PM Hutchinson Gym Unattended knapsack taken from basketball court

Outside 30th - 43rd/Market to Baltimore: Burglaries (& attempts)—2, Total Thefts (& attempts)—4,
Thefts of Auto (& attempts)—1, Thefts of Bicycles & Parts—1, Criminal Mischief & Vandalism—1

9/11/92 1:05 AM 426 S. 42nd St. Window damaged via brick
9/14/92 10:24 AM Boathouse Tools taken from secured cabinet/secured house
9/14/92 5:59 PM New Bolton Center Animal removed from unit/fence pulled down
9/15/92 3:34 AM 400 S. 40th St. Male in stolen auto/arrested
9/17/92 2:25 PM 3924 Spruce St. Air conditioner pushed out of window/items taken
9/18/92 3:20 PM 36th Powelton Credit card taken and used
9/19/92 1:50 PM 4525 Spruce St. Lock cut/bike removed from fire escape

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly Conduct—4, Alcohol & Drug Offenses—1

9/01/92 10:31 AM Steinberg/Dietrich Male cited for disorderly conduct
9/07/92 3:18 AM Quad Office Male attempted to enter without proper ID
9/07/92 5:26 PM Civic Center Blvd. Intoxicated driver backed into M1 vehicle
9/17/92 7:28 PM Houston Hall Male wanted on warrant/taken to 18th district
9/20/92 2:32 AM Steinberg/Dietrich Intoxicated males cited for disorderly conduct

38th to 41st/Market to Baltimore: Disorderly Conduct—2, Alcohol & Drug Offenses—1,
Weapons Offense—1

9/06/92 2:44 PM 3925 Walnut St. Disorderly Male taken to 18th District
9/07/92 2:04 AM 200 block 40th St Driver struck parked auto/left scene/arrested
9/17/92 1:42 AM 39th & Sansom Male jumped on police vehicle/ citation issued
9/17/92 6:19 PM 200 block 41st St Male with gun arrested/no injuries

18th District Crimes Against Persons

Schuylkill River to 49th Street and Market Street to Woodland Avenue
August 31 to September 6, 1992: 12 Incidents, 3 Arrests

8/31/92 10:17 AM 555 S. 43rd St. Robbery
8/31/92 4:03 PM 4618 Chester Rape Attempt
8/31/92 6:50 PM 204 S. 40th St. Robbery
8/31/92 11:30 PM 4725 Pine St. Purse Snatch
9/01/92 3:41 PM 4712 Chestnut St. Aggravated Assault
9/02/92 11:43 AM 100 S. 45th St. Robbery
9/03/92 4:02 AM 4304 Market St. Aggravated Assault
9/03/92 7:03 AM 4000 Locust Robbery
9/04/92 9:58 AM 4500 Woodland Robbery
9/04/92 2:56 PM 4800 Woodland Aggravated Assault
9/05/92 4:20 AM 4046 Spruce Rape
9/06/92 3:00 PM 4800 Market Robbery