

Almanac

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Firstborn for HUP

The University Hospital's first "test-tube" baby, Jillian Elizabeth Johnston, arrived at 2:21 p.m. Friday, September 23. The first couple to become parents in the new *in vitro* program headed by Dr. Richard Tureck of Penn Ob/Gyn are Linda and Robert Johnston of Woodbury, N.J. Five other women are awaiting delivery as well, Dr. Tureck said. Mrs. Johnston, 30, had damaged Fallopian tubes that prevented conception; but the HUP team — one of a handful in the U.S. and the only one in the region offering *in vitro* fertilization — successfully removed an egg, fertilized it with her husband's sperm in a glass dish, and implanted the embryo in her womb for what resulted in a "a normal delivery in every way." The baby girl weighed 7 pounds, 4½ ounces, and mother and daughter were "doing fine" at HUP over the weekend.

Council: Conduct, Interaction and Careers

Taking a new thrust recommended last year (*Almanac* February 22, 1983, p.3) the University Council Steering Committee has set an agenda for October 12 that uses the meeting as a forum for information and discussion. The topics for October are three:

Conduct: The new Vice Provost for University Life, James Bishop, will report on a summer retreat in which discussion of sexual harassment triggered wider concern for various forms of conduct and led to the publication of the *Conduct and Misconduct* statement of *Almanac* September 6.

Interaction: Professors Robert Lucid and Peter Conn lead off discussion on ways faculty and students do or could interact on campus.

Career Planning: Director of Placement Patricia Rose makes a presentation for discussion.

Council's meetings are being moved from the Law School to Room 1206 of Steinberg Hall-Dietrich Hall, the Wharton School's ren-

ovated and expanded home on Locust Walk west of 36th Street.

Each member of an academic department has a "constituency representative" on the Senate Executive Committee who simultaneously serves on Council.

Each nonacademic employee group also has a representative — one for administrative and professionals from the Administrative Assembly, for support staff from the A-3 Assembly, and for professional library staffs from the Librarians' Assembly.

As the Council increases its functions as a forum, topics will be announced in advance for those who wish to discuss issues with their representatives. When space and timeliness allow, past-tense coverage of debate on issues will also be expanded in *Almanac* so that constituencies-at-large can follow the debates.

The annual list of Council members and Council Committees' memberships will be published in October.

Two Resignations: Health and Crew

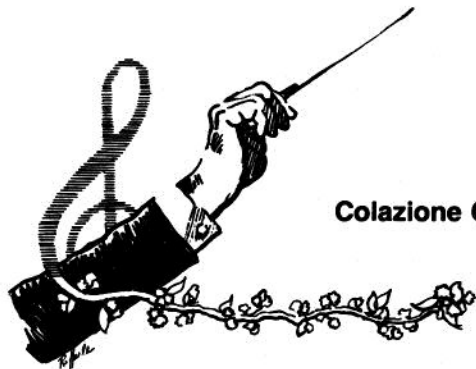
Crew Coach Ted Nash and Student Health Services Director Dr. Samuel Fager both announced their resignations last week. A story on Mr. Nash, and a statement by VPUL Jim Bishop and Health Affairs Vice President Dr. Thomas Langfitt, appear on page 4.

American Politics

Another all-University Forum is in the works, this one on the American political system. A look at the planning for Spring 1984 is on page 15.

INSIDE

- Academic Planning/Budget Report, p.3
- Of Record: For the Handicapped, p.4
- Building Penn's Image, p.5
- The University Press, p.6
- Ups and Downs of Public Lectures ... And Now the Forum; pp.11-14
- Centerspread: October On Campus



Colazione Campestre

When the General Consul of Italy entertains outdoors next Sunday, the guests of honor will be the Philadelphia Orchestra's Maestro Riccardo Muti and Mrs. Muti—and the ultimate benefaction will be to Penn's Center for Italian Studies.

Dr. and Mrs. Giuseppe Cassini's fundraising affair at their Villanova home is a *Colazione Campestre* or garden party, with strolling troubadours and an elaborate picnic catered by Ristorante Il Gallo Nero. (Among the dishes is *porchetta*, the whole

roast piglet stuffed with Mediterranean herbs, with *prosciutti* arriving directly from Italy for the occasion and straw-covered demijohns of wine from the producer's vineyard near Bologna.)

To subscribe (tax deductibly) to the October 2 occasion, contact the President of the *Amici* of the Center for Italian Studies, Dr. Joseph A. Raffaele, at P.O. Box 13000, Philadelphia 19101; or call Nanita Barchi at the Center, Ext. 8279, for more information.

SPEAKING OUT

Petition Re: ATO

The Penn Women's Alliance is circulating a petition (text below) to protest the weakness of the ATO sanctions. All members of the Penn community — faculty, staff and students — are welcome to sign. Copies of the petition are located on an outdoor table at 36th & Locust Walk and in the Women's Center on the first floor of Houston Hall.

—Vickie Bernstein, Wh '85

PROTEST OF ATO SANCTIONS

We, the undersigned members of the University of Pennsylvania community, express outrage at the weakness of the sanctions imposed on the individuals from the Alpha Tau Omega fraternity responsible for the alleged gang rape.

As recorded in the Inquirer Magazine (9/11/83), these sanctions amount to participation in group discussions, completion of a reading list and some community service. While we agree that the University should take such progressive measures, given the seriousness of the incident these sanctions alone represent little more than a slap on the wrist. Their function as a deterrent to the individuals involved, as well as the community at large, will be negligible. Additionally, their lenience will only perpetuate an atmosphere where sexual violence is tolerated and where women feel helpless to expect or receive justice.

Given the unusual circumstances of the judicial process, whereby the University administration assumed the powers of ultimate arbitrator and then twisted the judicial code so as to impose confidentiality, we find it necessary to record our anger at the resulting

lack of justice, as well as our continued hope that future acts of violence will not be similarly pardoned.

Adult Learners

The following letter was sent to School of Medicine Dean Edward J. Stemmler, M.D., and to Almanac for publication.

In the finest tradition of graduate education, three recent proposals for courses in Computer Science, Statistics, and Medical Consequences of Nuclear Weapons and Nuclear War were unanimously and enthusiastically approved by our Curriculum Committee. The distinguishing factor which sets this ordinarily commonplace event apart is the fact that these courses were conceived, planned, proposed and will be implemented by Garrett J. Derbyshire, Robert A. Greene, Mark A. Guenin, Patricia A. Hibberd, Ph.D., and Richard A. Steinman — all of whom are currently medical students. While it is true that Dean Burg and other faculty were secondarily involved as consultants, it was our students — *Adult Learners* — who acted primarily as self-directed, goal-oriented, highly motivated, experienced, committed and mature participants in the educational enterprise. The merits of Dewey's progressive educational theory, and Knowles' Adult Learning precepts, are clearly demonstrated by these students and their actions.

The University community must not only be proud, but in addition, mindful of this example of sound educational principle, applicable even more than already carried out to date.

—Alan Jay Schwartz, M.D., M.S.Ed.
Associate Professor of Anesthesia

Speaking Out welcomes short, timely letters on University issues. The deadline is noon Thursdays for the next Tuesday's publication.

Uses of 'The University'

All faculty and staff are reminded that University equipment, stationery, and campus mail service are to be used solely for University business by authorized University personnel and by officially recognized campus organizations.

In addition, the University name must not be used in any announcement, advertising matter, publication, correspondence, or report in connection with personal or unofficial activities of faculty members or staff, if such use in any way could be construed as implying University endorsement of any project, product, or service.

—Thomas Ehrlich, Provost

—Gary J. Posner,
Vice President for Human Resources

Class of 1987: Academic Profile

An article in *Almanac* September 20 reported on Undergraduate Admissions goals and a profile of the Class of 1987. A number of faculty have expressed an interest in further detail about the academic profile of the class. I am presenting this six year overview of the classes entering in 1978-1983.

—Willis J. Stetson, Jr., Dean of Admissions

Year	Percentile Class Rank	SAT Verbal	SAT Math	Average of Achievement Tests
1983	95th	600	670	630
1982	94th	600	650	630
1981	94th	610	660	630
1980	94th	600	660	630
1979	94th	600	650	620
1978	93rd	590	640	620

Blood Drive

The Penn Student Blood Donor Club, an arm of the American Red Cross, rotates times and sites of its mobile unit to make it convenient for everyone to roll up their sleeves and donate.

October 6 Vance Hall, 10 a.m.-3 p.m.

October 11 Dental School, 11 a.m.-4 p.m.

October 12 High Rise South, 2-7 p.m.

October 18 Hill House, 1-6 p.m.

October 27 Hillel, 1-6 p.m.

Counseling For Women

The Penn Women's Center offers free individual personal counseling for female employees and students at the University. The counselors are Ph.D. candidates at the Graduate School of Education supervised by the University Counseling Service. For an appointment call Ext. 8611.

Almanac

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ALMANAC, September 27, 1983

Report of the Academic Planning and Budget Committee

This is one in a series of periodic reports to the University community on the work of the Academic Planning and Budget Committee. Like previous reports, it was drafted by the chair of the Committee and approved by Committee members. It summarizes our work during the 1982-83 academic year and outlines our plans for the coming year.

The Committee settled its organizational arrangements last spring and this fall turned full attention to substantive issues. Meeting each week in two-hour sessions, three major areas were of primary concern: reviews of each School; the University-wide budget process; and financial assistance policies.

The Committee decision last year establishing subcommittees to examine individual Schools has proved to be enormously useful. As outlined in the Committee's last report (*Almanac*, September 14, 1982), subcommittees were initially created to review the Faculty of Arts and Sciences, the Medical School, the School of Social Work, the School of Public and Urban Policy, the School of Dental Medicine, and the School of Veterinary Medicine. In the spring term, each subcommittee assumed the additional responsibility of reviewing another School, allowing the Committee as a whole to consider all Schools in the University, except the Annenberg School, by the end of the year. The President and I previously reviewed at some length (*Almanac*, Tuesday, September 28, 1982) the decision regarding the phase-out of SPUP and the roles of both the subcommittee and the full Committee in advising on that decision.

All the subcommittees reviewed the key components of the Schools' academic programs and their financial implications. They gave particular attention to issues of academic quality, including considerations of intellectual directions, faculty size and tenure patterns, enrollment trends, and comparisons with peer institutions. Information was gathered from a variety of sources: interviews with faculty members, students, and administrators; data from individual Schools and central sources; national rankings and other reports. Three Schools—the School of Engineering and Applied Sciences, the School of Nursing and the School of Medicine—have already completed first drafts of their five-year plans, as called for in President Hackney's strategic planning paper, "Choosing Penn's Future." (The Committee also had a key role in advising the President on that paper.) The draft plans were examined as part of the review process concerning those Schools. The other Schools and Resource Centers expect to submit their draft plans this fall.

Each subcommittee prepared a report that provided the basis for discussion by the full Committee. Following those discussions, subcommittee members sought to meet with each School dean and key faculty members to review the principal issues and concerns that emerged. These meetings, which will continue this year, are designed to provide support for the planning processes now underway in each School. The role of the Academic Planning and Budget Committee, of course, is not to substitute itself for any School's planning process, but rather to view each School and its plans in terms of the University as a whole. So far, we think the approach has worked well.

The second major area of the Committee's concern has been the central elements of the University-wide budget process, particularly in terms of the most important variables—including both compensation and tuition policies. One of the key Committee decisions last year was to urge the University move to a 24-month budget cycle. This proposal emerged from the Committee's central premise—that academic considerations should be the primary factors in making budget judgments. A

major step forward was achieved this year, with the help of the Committee, when the University shifted the budget process from the spring back to the fall. Among other benefits, this shift allows decisions regarding searches for faculty positions to be coupled with the allocation of resources to support those positions.

Throughout the fall term, with substantial help from both the Budget Office and the Planning Office, the Committee analyzed the major budget issues facing the University for fiscal year 1984. During the spring, we began considering the central budget questions for fiscal year 1985. This process will continue through the fall, as we review the details of the fiscal year 1985 budget while beginning deliberations regarding the budget for fiscal year 1986. This schedule will allow us to complete the shift to a 24-month budget cycle by the end of the current academic year.

The third major area of the Committee's concern has been financial assistance policies in general, and ways in particular that the University can work collaboratively with students and their families to ensure that all students who are admitted can continue to afford a Penn education. The Committee has given the strongest possible support to maintaining need-blind admissions policies. At the same time, it has reviewed a number of attractive options for financing a Penn education for both undergraduates and professional School students. The Committee expects that these options will be reviewed with the University community this fall. At the same time, the Committee repeatedly underscored the need for increasing financial support for graduate students as one of the key University priorities.

Along with these three major areas of attention, many specific issues involving almost every aspect of academic planning and budget review occupied Committee time and attention. The design of a proposal that ultimately led to the four million dollar Faculty Development Grant for the Faculty of Arts and Sciences by the Pew Memorial Trust is one example.

At the end of the year, the Committee met with the President and other key administrators for a day-long session on a range of key questions concerning the University's basic priorities in the future, both academic and financial, including matters such as faculty teaching loads, undergraduate admissions arrangements, the coherence of the University's graduate programs, and, most fundamental, the scale and scope of the University's academic programs.

In the coming year, the Committee will continue to serve as both a concerned critic and as an identifier of emerging issues central to the choosing of Penn's future. It will review each of the School's and Resource Center's five-year plans. Along with consideration of the fiscal years 1985 and 1986 budgets, the Committee will work toward a more fully developed set of financial and staffing projections for the University as a whole. The Committee must also devote attention to the University's interdisciplinary institutes that cut across school lines. In short, it promises to be another busy year.

The Committee will have several new members in the fall. Special thanks are due to the departing faculty members—Ralph Amado, Benjamin Hammond, and Rosemary Stevens—as well as to the student members who have contributed so much to the Committee deliberations—Mark Feigen, Susan Keiffer, and Bruce Pollack-Johnson.

Tom Eulick

Guidelines for Addressing the Needs of Handicapped Students in their Academic Programs

The University of Pennsylvania is committed to providing an environment that is both inviting and accessible in all respects to students regardless of their handicaps. In this vein, a few comments may be helpful on "Academic Services for the Handicapped" (Please refer to *Handibook**, a guide to support services and resources for handicapped members of the campus community).

A. Resources

The Office of Affirmative Action, with its Programs for the Handicapped, provides overall coordination of University efforts, as well as individual counseling and assistance, including responses to requests for special equipment, readers for the blind, and interpreters for the deaf. Limited financial assistance is available for these services. Whenever you are in doubt about where to call for assistance or information, contact this office: 4 Bennett Hall, Ext. 6993.

The Programs for the Handicapped Office maintains a listing of handicapped students who have self-identified themselves confidentially through the admissions process and through individual requests to the office for supportive services. At regular intervals, the Office of the Registrar is advised of those handicapped students who have mobility constraints, so that communication is facilitated concerning scheduling of classes, physical accessibility and course changes.

At the school level, academic advisors and staff in the dean's office help handicapped students plan their programs and assist with special needs.

B. Appropriate Accommodations in Individual Courses

These are examples of ways in which accommodations can be developed:

(1) When reading lists are provided well in advance of a course, ideally during preregistration, there is time to have texts recorded for students with visual impairments and learning disabilities. With the assistance of Programs for the Handicapped, textbooks can be recorded through the services of Recording for the Blind. This process, however, takes approximately 8-12 weeks. Faculty are therefore encouraged to submit reading lists well in advance of the start of the semester so that visually impaired students are not disadvantaged by this time lag.

(2) When scheduling courses, departments can assist handicapped students by submitting accurate information to the Registrar in a timely fashion. This is particularly important when courses are changed or rescheduled.

(3) If particular classrooms are inaccessible to students with mobility constraints, it may be possible for the Registrar to move the class to an accessible location (Some classes, however, particularly laboratories, cannot be moved.)

(4) Transportation by way of the Handivan and Escort Service is available for movement about campus. The Office of Affirmative Action coordinates and authorizes requests by handicapped persons for these services.

(5) Other services and special equipment, such as the following, may be made available with the assistance of the Office of Affirmative Action: special housing and parking; elevator and door keys for key-controlled areas; orientation and campus mobility training for blind students, typists; research/editorial assistants; use of TTY telephone for communication by persons with hearing or speech constraints.

(6) Regarding examinations, some ways in which faculty can accommodate special needs are: providing extra time for taking course examinations; permitting students to take examinations in an alternative location to allow for the use of needed equipment (e.g. a Visualtek machine that magnifies print). In instances where an alternative site for an examination is necessary, an additional proctor may have to be provided. It may also be an appropriate accommodation for a visually impaired student to have questions for a written examination read to him/her and to have a student's answers recorded by a reader. In any event, when faculty are made aware of the student's need for an accommodation a discussion between the faculty member and student should ensue to determine the most suitable arrangements.

(7) Faculty should be aware of students in their classes with obvious handicaps, in order to help provide for their safe evacuation during emergency situations (e.g. fire, laboratory or bomb threat emergencies). Please ask your building administrator about specific emergency procedures for the handicapped in your building.

I have already heard of numerous ways in which faculty and staff have helped handicapped students. This responsiveness is most heartening.

Thomas E. Eulich

* The various schools, departments and offices within the University have been encouraged to obtain copies of *Handibook* from the Office of Affirmative Action at \$1 per copy for free distribution to their students, faculty, and staff. Individuals may also obtain copies directly from the office of Affirmative Action (4 Bennett Hall, Ext. 6993).

Resignation: Mr. Nash

Ted Nash, coach of men's crew for 18 years and of the heavyweight crew for 14, resigned September 19. The 48-year-old Olympic medalist "kept alive the rowing tradition at Pennsylvania for almost two decades," said Athletic Director Charles Harris.

Mr. Nash, who will train and coach teams for the Olympiad in 1984 at Los Angeles, praised faculty, staff and athletes he has worked with, and thanked especially the 3,000 Friends of Rowing for their "warmth and support."

As interim coach, Mr. Harris named the Freshman Coach Bruce Konopka, '78

On Dr. Fager's Resignation

With great sadness, we announce that Samuel S. Fager, M.D., has accepted a major position in New York and that, effective November 15, 1983, he has resigned as Director of the Student Health Service of the University of Pennsylvania, a post which he has held since 1979. Dr. Fager leaves Penn to become the Director of the Pediatric Ambulatory Care Center and Director of Adolescent Medicine at New York Hospital-Cornell Medical Center and Assistant Professor of Internal Medicine and Pediatrics at Cornell Medical School.

In the years he has been at the University, Dr. Fager has remolded the Health Service, improving and broadening the scope of clinical services, developing academic links and research opportunities, and emphasizing preventive medicine. He has provided increased information and education about health care problems and outreach activities to all parts of the student community. He has brought to the Service the compassion and sensitivity of a dedicated healer and a fine and caring human being, giving unstintingly of his time and effort whenever student, faculty or staff member has declared the need. He has been a central and valued advisor in times of planning and in times of crisis, and we shall miss him as a colleague and a friend.

At the same time, we are proud of Dr. Fager's contributions to the University and confident that he will bring his talent and creativity to the challenges that face him in this new role. On behalf of the President and Provost, and other members of the University community, we offer him our congratulations and best wishes as he leaves our University to move into his new position.

The process of selecting a search committee for a new Director of Student Health has already begun. We hope shortly to appoint an Acting Director of the Student Health Service who will serve until the search has been completed.

—James J. Bishop, Vice Provost for University Life

—Thomas W. Langfitt, M.D., Vice President for Health Affairs

Building Penn's Image by Ross A. Webber

A recent *New Yorker* cartoon pictured a regal monarch upon his throne lecturing a breeches clad minister on the King's objectives: "I seek wisdom, humility, and media exposure."

The King's goals would apply equally to this great University. The Office of Communications and the News Bureau strive to obtain the appropriate media exposure and to assist in building Penn's image around the world. We are launching a long-range plan aimed at that objective, and we will need even greater help from the campus community than we have received in the past. The raw materials for news stories about Penn are our people, their research and publications, their innovative programs and erudite commentary.

To improve Penn's visibility in the news media, we need more faculty and researchers who are willing to grant an hour interview to a newspaper reporter and to open a lab to a TV camera crew, who will spend a few minutes on the telephone with a national magazine reporter or make a day trip to New York for a few minutes on a national TV show.

We can't and shouldn't try to build our image on a catchy slogan or an expensive advertising campaign but rather on the substantive and interesting things that are happening here. We need to know what you are doing that may be important and newsworthy, and we need you to trust our professional judgment on how newsworthy it is and how it should be handled.

Some of us may be unaware that a research project we are engaged in could be a newspaper feature story or that a class or a workshop that we teach contains material suitable for a television interview show. On the other hand, others may have the mistaken impression that any story can be published if your P.R. man buys enough lunches or twists enough arms. The fact of the matter is that most news reporters operate as we do in our classrooms and offices, doing what they in their professional judgment believe is best to do.

Generally, news stories succeed or fail on their merit, although even a good news story can be lost on a day when better stories are available. Potential stories should be evaluated for audience, format and news value.

Only stories of general interest can be sent to general publications. If a story is only of interest to or can only be understood by a small group of people, it will need a publication with a focus that is equally specialized.

News stories contain a more general vocabulary and are considerably shorter in format than we in the academic world are generally used to. Major stories usually don't exceed 750 or 1,000 words, and the rule of thumb is the shorter they are, the more likely to be published. A major grant, even one for \$3 or \$4 million, will usually command only two or three short paragraphs in *The Philadelphia Inquirer*. Of the scores of stories about awards, appointments, lectures, and concerts that arrive daily at a major newspaper, the lucky few will receive a paragraph or two.

The final area, newsworthiness, is the most subjective, but basically, a potential news story should be based on new information, relatively important information, and information that is of interest to a mass audience. The best received stories are current research projects directed at improving man's life or helping him understand it better. These stories range from a more fuel efficient automobile to a possible new treatment for sickle cell disease, a new theory on why adolescents behave as they do to a new theory on how the universe was created.

Many other types of stories are newsworthy. They may simply require a more creative approach, a different format or a more specialized publication.

Word of Caution

Since Penn is a national institution, many of us on campus are particularly concerned about coverage by *The New York Times*. Such coverage is of course desirable, but a word of caution is needed. Any organization that measures its image or visibility by how often it is mentioned by *The New York Times* is bound to be disappointed because there are thousands of schools, businesses, service organizations and art institutions that want far more coverage from *The Times* than they are currently receiving.

There are several points to be made about Penn's visibility in *The New York Times* and in the news media in general. *The Times*, in addition to being a national publication, is also a New York newspaper and more concerned about its own city and region than any other. But it does not have a monopoly on its audience. People who read *The Times* generally listen to news on the radio, watch it on TV, and read news magazines and possibly a second or even third daily newspaper, and they can be reached through other media.

Unless you scan the entire *Times* for references to Penn, they can easily be missed. I recently talked to a group of Penn alumni in Madison Avenue advertising firms and they were unaware of two first page articles on Penn which appeared within the past six months. We tend to perceive selectively those articles closest to our interest and often miss those from more distant areas of the University. And unless you keep a running count, you might be surprised at the relatively frequent mentions of Penn in *The New York Times*, as well as in *The Wall Street Journal*, *Time* and *Newsweek* and by the AP, UPI and Knight-Ridder news services. In the last year we have also had people interviewed on NBC's Today Show, ABC's Good Morning America, and PBS's All Things Considered.

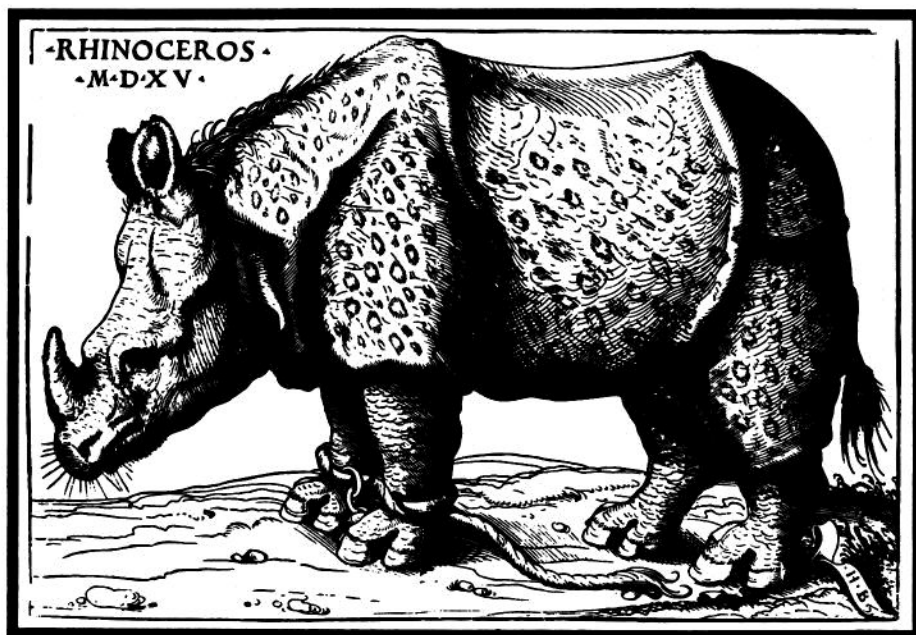
It may also be easy to overlook the extensive news coverage Penn receives in the greater Philadelphia area, which still represents our most important geographical constituency. The Philadelphia area is one of the nation's largest television markets, and it has dozens of newspapers and magazines including *The Philadelphia Inquirer*, which is considered one of the nation's best newspapers. Indeed, our success in the Philadelphia area has often led to national exposure because it is not unusual for a story to first appear in *The Inquirer*, next be picked up by AP, UPI or *The Inquirer's* own Knight-Ridder syndicate, and then appear in dozens of major publications across the country.

We also know that Penn has exposure on radio and TV stations across the country, but even ballpark figures about our visibility in the broadcast media are nearly impossible. We do, however, use a clipping service that scans the nation's press for references to Penn. What percentage of the total references they find and whether they find more than they miss is a matter of conjecture. But we have been receiving about 1,000 clips a month. These clippings come from small town newspapers and major metropolitan newspapers across the nation, general magazines and specialized magazines, academic journals and professional publications. They may be a brief mention of a Penn alumnus, student or faculty member, a reference to ENIAC or the nation's first university school of business. They may be ratings of a graduate school or an academic department or lengthy articles by our faculty or about their research or publications.

All this is not intended as a crash course on media relations. At its News Bureau, the University employs a staff of news officers, most of whom have had extensive experience as news reporters and editors. Since they are trained and experienced journalists, they can find and preview possible news stories, and they have sufficient knowledge of the news media to recommend which publications and reporters should be approached on particular types of stories.

As we embark on what we hope will be an era of even greater visibility for Penn, we in Communications Services look forward to a joint effort with the University community in helping Penn's image match its substantive achievements.

What's Happening at the University Press?



Courtesy of the Bildarchiv of the Nationalbibliothek, Vienna

DON'T LET ANYTHING STAND IN YOUR WAY!!

The illustration above is from a book jacket, not Tom Rotell's wall, and the legend is a promotional headline;* not an office motto. But the new director of the University of Pennsylvania Press comes from Columbia Teachers College Press with some of the determination the flyer proclaims, only he puts it more gently: "If a university's principle functions are to teach, to do research, and to publish, a vigorous press is absolutely necessary."

Thomas Rotell arrived in August to take over an operation that had already started on the upswing—its 20-book-a-year production rate of 1979 now exceeding 50 volumes a year, with more and better reviews in better media greeting its major titles. The University has made a commitment to seek a \$2.4 million endowment fund, as part of the 1983-86 effort called *Building Penn's Future*, to make the Press financially secure and ultimately independent of University subventions.

To this end, Mr. Rotell has made fundraising an immediate priority and at the same time begun to explore some untapped "markets" that also represent unmet needs in scholarly publishing.

In a year that has brought two substantial awards—one a \$75,000 challenge grant from the National Endowment for the Humanities (NEH) in March, the other a \$35,000 grant from the Andrew W. Mellon Foundation (dis-

tributed through the American Council of Learned Societies)—the new director's goal is to make the Press a distinguished scholarly publisher that also operates on a self-supporting basis. Already, the goal for this year's portion of the NEH challenge grant have been met with \$25,000—the first of several sums, on an ascending scale, to be raised over three years.

And, the specifics of a newly drafted five-year plan are being put into place. One is "making the Press an important publisher of scholarly, reference, professional, text, and trade books in selected market segments that offer promising publishing opportunities, as well as building a scholarly journal-publishing effort in fields where Penn is a leading educational force," he said.

While maintaining the Press's well known strength and presence in the humanities and social sciences, Mr. Rotell intends to expand the seasonal lists to include books in the biological and physical sciences, the computer sciences (specifically in their applications to research), business and economics, medicine, and law. Ultimately he would like to double the number of books published annually to about 100 titles. To do this he will actively seek authors both at Penn and elsewhere.

Traditionally, university publishing houses try to maintain some balance between publishing works by their own scholars and those at outside institutions. "Penn is no different," Mr. Rotell said. "Right now the majority of current titles are by outside authors," he added, "but the Press welcomes Penn scholars, and I am encouraged by the large number of Penn people who seek us out."

The Procedure at the Press

A manuscript comes to the Press in one of two ways: it is either actively sought or it comes in "over the transom." The initial review process, a reading by outside specialists to check for scholarly content, yields suggestions and recommendations on whether or not a book should be published. Two "positive" readers are required to pass on a manuscript before it goes to the Faculty Editorial Committee, which evaluates readers' reports and portions of the manuscript for a final recommendation on publishing. This year's committee is chaired by John A. Kastor (medicine) with members Richard R. Beeman (history), Malcolm Campbell (history of art), Renee Fox, (social sciences), Henry H. Glassie, III (folklore), Lawrence R. Klein (economics), Paul J. Korshin (English), and Robert Sharer (anthropology).

Editing and other changes made with the author's approval are the final steps before a book goes through actual production and the steps of identifying markets, promotion, and publicity. For each book, the Press depends on a combination of direct mail, space advertising in journals, reviews in newspapers and magazines, and conferences. (Conferences are also seen as a worthwhile opportunity for soliciting new manuscripts.)

In addition to unrestricted grants, subsidies, endowment, and sales, the Press raises money for publishing certain books through restricted title subsidies usually in the range of three to fifteen thousand dollars. For example, the NAACP contributed to the *Groundwork*, Charles Hamilton Houston and the *Struggle*

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ALMANAC, September 27, 1983

* For the University of Pennsylvania Press series on the Middle Ages and Early Renaissance, edited by Edward Peters; one new title is *Rhinoceros Bound*, Barbara Rosenwein's reassessment of the monastery at Cluny.

October on Campus

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October on Campus

The University Press continued

for *Civil Rights* (by Genna Rae McNeil); some money came from private funds as well. Contributions sometimes come from a scholar's home university. Reliance, Inc. subsidized a Wharton volume, *Toward a New U.S. Industrial Policy*, edited by Michael L. Wachter and Susan M. Wachter. The Langfitt symposium volume *Partners in the Research Enterprise* came from a fund set aside for this and similar purposes from SmithKline, Beckman.

New books are in the works, talked about as themes rather than titles at this stage:

- A policy agenda for removing obstacles to economic growth (a symposium volume from Wharton);
- What takes place between the disciplines of theatre and anthropology;
- What we may learn from the study of television in the American culture; and
- Popes and bishops and the first comprehensive study of the birth of papal states.

Soon, like the outstanding recent productions illustrated here by their jackets, these will be appearing at local outlets, including the University Book Store.

The most direct route for acquiring any titles put out by the Press remains its own customer service—addressed at 3933 Walnut Street or by phone to Ext. 6261.

From the same source, the new fall catalog is available, with both paper and hard cover books listed — *L.M.F.*

Some Books to Watch

Sister Carrie The 1981 *Pennsylvania Edition* that restores 36,000 words, and with them Dreiser's original deterministic vision, was hailed by Herbert Mitgang in a front-page article in the *New York Times*. The story was picked up in over fifty newspapers nationwide, and journal reviews are still coming in.

Theodore Dreiser: The American Diaries, 1906-1926 (edited by Thomas P. Riggio, with James L. W. West III as textual editor and Neda M. Westlake as general editor) won praise from Alfred Kazin in the *New York Times Book Review*; was the subject of lead review in the *Times Literary Supplement* that said *Diaries* "appeared to confirm the permanence of Dreiser's appeal"; and was selected by *Choice* as an outstanding Academic Book, 1982-1983. To come in November: *An Amateur Laborer*, the unfinished account of Dreiser's experiences after he returned to New York from Philadelphia in 1903 despondent, exhausted, and broke. The *Times* and *Inquirer* are already writing about its impending release.

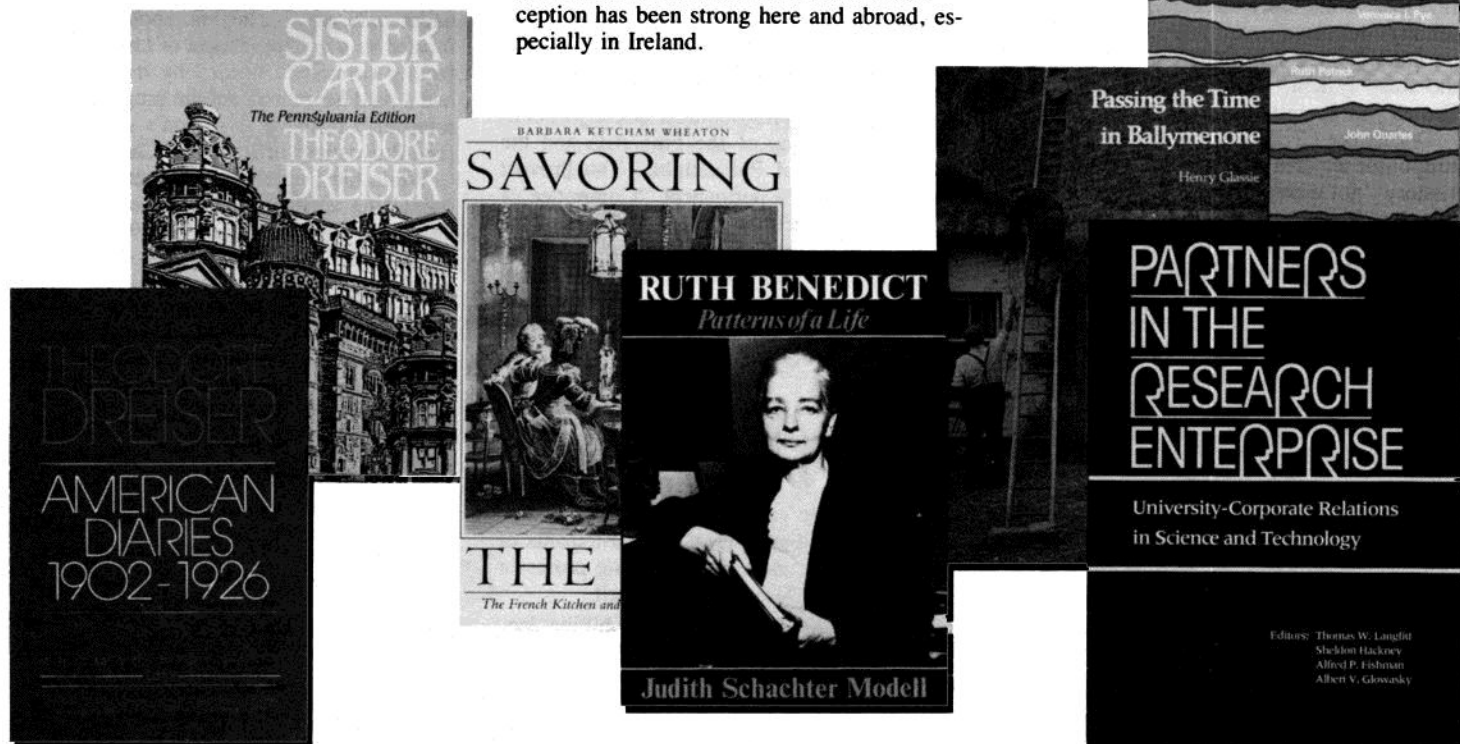
Savoring the Past: The French Kitchen and Table from 1300-1789, by Barbara Wheaton, published in May, 1983, was not only reviewed in the *New York Times Book Review* and the *Petit Propos Culinaire*, but made the author a Sunday subject for the *Inquirer* and the *Boston Globe*; then it was chosen by both the Metropolitan Museum of Art and Boston Museum of Fine Arts for their Christmas catalogs.

Ruth Benedict: Patterns of a Life, by Judith Schacter Modell, another May 1983 release, has been reviewed in the *Times Book Review*, the *Inquirer*, *Washington Post Book World*, *Science* magazine, and *Discover*. It was also excerpted extensively in the spring *Vassar Quarterly*.

Passing the Time in Ballymenone: Culture and History of an Ulster Community, by Henry Glassie, was the winner of the 1983 John L. Haney Prize in the Social Sciences and selected by *Choice* as an Outstanding Academic Book, 1982-1983. Its media reception has been strong here and abroad, especially in Ireland.

Groundwater Contamination in the United States, by Veronica I. Pye, Ruth Patrick, and John Quarles, is the just-released study commissioned by the Environmental Assessment Council of the Academy of Natural Sciences in Philadelphia—called the first complete overview of the groundwater problem.

Partners in the Research Enterprise: University-Corporate Relations in Science and Technology, edited by Thomas W. Langfitt, Sheldon Hackney, Alfred P. Fishman and Albert V. Glowasky, is result of the major conference held at the University in December 1982. It is expected to be received as the most complete and significant exploration to date of the issue.



When the School of Arts and Sciences set out to plan last year's successful Century IV lectures to celebrate the Tricentennial of Philadelphia, a sense of history prompted the organizer, Dr. Henry Teune, to ask Archivist Francis James Dallet about the University's past as a place of public lectures. Mr. Dallet's plunge into the files of over 200 years produced a paper which turned into the article below. On page 15, Almanac adds a preview of the second University Forum (scheduled for next spring), and lists some resources for staging and publicizing lectures on campus.

The Ups and Downs of Public Lectures at the University

Pennsylvania's sponsorship of free lectures open to the general public began in 1879, but the course of lectures in Classical Archaeology in that year could, in fact, claim antecedents in the eighteenth century.

The earliest public lectures which took place in the old Academy or College Hall in Fourth Street were given by people outside the academic family, who (once approved by College trustees) simply hired the facilities for their own purposes. Thus in 1786 an "Evening School" in German was held in the room in which the German School division of the University's own preparatory school met during the day. In 1799, artist-scientist Charles Wilson Peale gave a course of lectures on Natural History in the building, as did architect Benjamin Henry Latrobe in 1811. During the first half of the nineteenth century "outside" scholars delivered to the public their opinions on oratory, their knowledge of medicine and the solar system, and "religious lectures in French, for Protestants."

During the Civil War the Trustees decided to sponsor lectures on Physiology and Natural History "not within the hours of regular study but at such a time as might be convenient for other friends of Science in the city as well as the students themselves." It was hoped, in 1863, that Professor John Fries Frazer would take on this assignment; but when he declined, application was made in 1867 to Professor Joseph Leidy—who likewise found himself too busy to comply. They apparently felt that similar lectures at the Academy of Natural Sciences would, after all, absorb the same patrons.

Thus it was not until the archaeological lectures, by Leighton Hoskins in 1879, that both the student body and the general public were invited to come together under the auspices of the Trustees. At that groundbreaking series, the students were admitted free, but the public was asked to subscribe. Occasional lectures on random topics were offered in the years 1881 through 1884, with the sale of tickets defraying basic costs.

A Lecture Association

A new configuration emerged in 1887 under Provost William Pepper. From January through April, in the Chapel* in College Hall, the University presented a "Public Lecture Course" by five lecturers. Two were outsiders and the rest members of the Penn faculty—the professors of Hebrew, Assyrian and Arabic. The scholar from England's fee is unknown, but the visiting historian from the University of Rome was paid \$900 for 24 lectures. Admission to a single session was 50 cents and tickets were sold at a downtown music store.

In the following winter of 1887-1888, Provost Pepper repeated the successful effort by bringing to the campus, "at no expense to the University," the historian John Fiske and the classicist Hubert Smyth. This was possible because of a rather cumbersome joint sponsorship by the University, the College of Physicians, Historical Society of Pennsylvania, Academy of Natural Sciences, Franklin Institute, American Philosophical Society, Pennsylvania Academy of the Fine Arts and the Law Academy of Philadelphia. The Provost then established a permanent "Committee of Citizens on the Public Lecture Courses of the University," to secure lectures and guarantee deficiencies. Nudged by a gift of \$600 from Trustee Henry H. Houston for a series of lectures on Political Economy, the program was firmly established at last.

Dr. Pepper's Committee, officially The University Lecture Association, was made up of rich and socially prominent Philadelphians, both men and women, most but not all having some University affiliation. University faculty continued to be grouped on the platform with visiting celebrities, one of the participants of 1888 being our eminent pioneering professor of psychology, James McK. Cattell.

By 1890 the Association was billing lectures both on the "new" Penn campus in West Philadelphia and in downtown office build-

ings. It presented, among others, Rear Admiral Peary, philosopher Josiah Royce and author James Russell Lowell. The administrator, or Secretary, was Mrs. William Hunt, wife of a medical alumnus. By 1894 a \$5.00 season ticket admitted one to all lectures; the cost of a single ticket remained at fifty cents. One lecture that year, on Japanese art, was organized in conjunction with an exhibition at the Pennsylvania Academy of the Fine Arts.

The Department of Lectures

Thereafter, for reasons not entirely clear but doubtless connected with the preference of the new Provost, Charles Custis Harrison, to "run" all phases of University life without interference, Penn abandoned participation in this unwieldy civic program, which had been under only quasi-academic sponsorship, and formed its own Department of Lectures with a faculty committee headed by the Provost. It had a paid Secretary, but the program was administered from Mr. Harrison's sugar refining (and Provostial!) office at 400 Chestnut Street.

While the Department of Lectures was the organizing agency, the public lecturers heard during the next decade (1895-1905) were not paid directly out of University funds but via subsidies from various outside sources approached by the Provost:

- (1) The Board of City Trustees sponsored Penn's four "Franklin Lectures" in four different parts of the city in 1895, on the subject of "Electricity as a useful agent."
- (2) Harvard and Yale Universities joined with the University, each investing \$400, for a series of talks in 1896 by a Dr. Dörpfeld.
- (3) The American Society for the Extension of University Teaching sponsored also in 1896 writer Hilaire Belloc (on "The Crusades"); their name caused the program itself to be called the University Extension Lectures.
- (4) Friends of the Wharton School funded an independent series of five lectures on "The Dependent Classes of our Population."
- (5) An anonymous donor provided for lectures at Penn — directed, however, by the Board of Public Education — in 1902 and 1903.

* Today's Room 200.

The 1900-1901 Public Lecture Series was typical. Twenty-one meetings were held between November and March, on Tuesday afternoons, in the College Chapel. Each fell into one of four areas of inquiry: Archaeology and Fine Arts, History and Social Science, Literature and Philosophy, and Psychology and Physical Science.

The Public Lectures, to which the Provost seemed committed as a personal challenge, acquired more of a purely University character after 1909 as a result of funding from the George Leib Harrison Foundation, which C. C. Harrison had himself established in 1895 as a support arm for the Graduate School. While principally an endowment to provide scholarships and fellowships, the G. L. Harrison Foundation from 1909 to 1912 provided honoraries for courses of six or more lectures in eight subject fields: Classical Languages; English; History, Economics and Politics; Philosophy; Pedagogy; Physics and Zoology. The lectures were designed for campus consumption, but expressly invited were headmasters of local preparatory schools and high school principals. Members of the general public were, of course, welcome. Speakers came both from within and from outside the University.

The Faculty Lectures

Beginning in the 1913-1914 season, Free Public Lectures organized by the administration were established as, hopefully, a permanent educational function of the University. The offerings of distinguished visitors invited to the campus were, however, under the new alignment, fewer than and subordinated to a series of "University Lectures" established at the same time, to be delivered specifically by members of the faculty. Called almost at once "The Faculty Lectures," they presented during their first season twenty-nine "in-house" participants, representing the arts and the social and physical sciences. The audiences on Saturday afternoons in Houston Hall reached "far into the thousands," say the minutes of the day.

Perhaps addressing topics far removed from the terrifying news of the Great War in Europe, the 1915-1916 series included such topics as "The Photo-Play, The Drama and Education," "Property Rights of Women in Pennsylvania," "Recent Progress in Roentgen Rays" and "Folk Tales of India." The following year the Faculty Lectures took place on Monday afternoons and the five-month program was given over to one theme, "The His-

tory of Religions"—one lecturer addressing "Religion of the Germans." It was surely because of the War that the segment of the program called Free Public Lectures, which normally brought outsiders to the campus, presented few such visitors, a British member of Parliament in 1918 being an exception.

Penn's own teachers who remained on the campus carried on the Faculty Lecturers and, at the end of each academic year through 1919-1920, the Faculty Lecturers were printed, bound and distributed.

The Free and The Miscellaneous

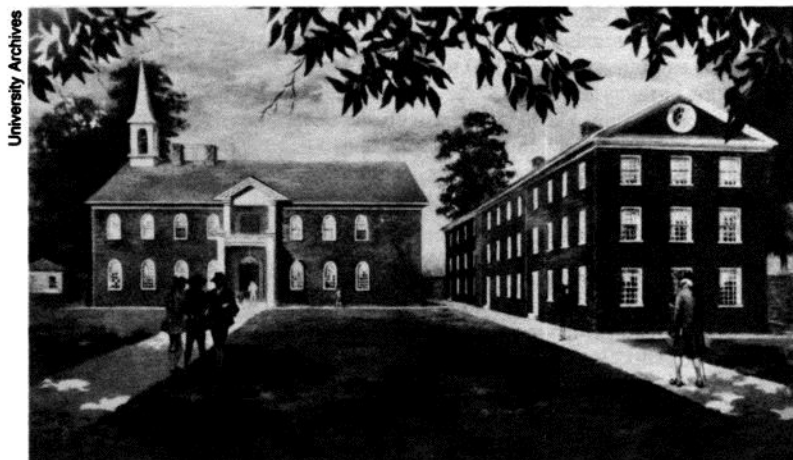
It was the *faculty* lectures series which, after World War I, became permanently identified as The Free Public Lectures, while the offerings of *visiting* dignitaries were announced as Miscellaneous Lectures. The faculty continued to speak in Houston Hall, but on Friday afternoons (it appears that every day in the week was tried at one time or another) and their talks took on a very popular tone: "What is Best in Home Lighting," and "Electronics and their Application to Commercial Devices." Meanwhile the visitors often addressed their Philadelphia audience in foreign tongues and/or on ideas from abroad.

(continued next page)



It All Started . . . when admirers of the eighteenth-century preacher George Whitefield (pronounced Whitfield) set out to build a hall in the center of Philadelphia for the occasional visits of the orator said to be so powerful he could be heard clearly by thousands in an open field. To occupy the proposed building the rest of the time, they promised to found a charity school. The building went up on schedule between 1740 and 1742 (one of Penn's oldest artifacts is a scrap of paper recording two shillings' worth of drink for the carpenters) but the school ran into difficulties. The building suited Dr. Benjamin Franklin and his friends as they undertook to implement his *Proposals Relating to the Education of the Youth of Pensilvania* by founding an Academy (later a College, still later the University) — and the bargain was struck that they would create the long-awaited charity school in return for the unused building at Fourth and Arch.

There is no record that The Reverend Mr. Whitefield ever lectured to the Youth, but his statue stands today on the "new" campus in West Philadelphia, speaking of history to passersby in the Quad. — K.C.G.



Efforts were made in the twenties to give some variety to the rather dull and thoroughly undergraduate ambience of Houston Hall. In 1922 the University again sought an outside co-sponsor and, in partnership with the Academy of Music, presented simultaneously with the seventeen lectures in the regular FPL list a sub-series of "Twelve Talks . . . by Professors in the University" in the new foyer of the Academy. Topics were similar to those offered on campus; they included "Radium," "What is Intelligence and Who Has It?" and "China in 1921."

As the University grew and prospered, so did the individual Schools and departments. Departments began, more and more, to issue their own invitations to colleagues elsewhere to lecture at Penn. Foreign governments established exchange lectureships and offered up their finest, at no charge. It was obviously time to coordinate the burgeoning activity which brought great numbers of brilliant people from all over the world to campus but whose real impact on the citizenry of Philadelphia it is now impossible to assess.

The Lecture Bureau

By 1925 a new "Lecture Bureau," a function of the office of University Recorder and embryo archivist George E. Nitzsche*, had come into being. The structure and thrust of the two main series, the FPL and the Miscellaneous, remained unchanged. It was principally to increase the public image of the Miscellaneous Lectures, and to coordinate with the two principal series all the other ad-hoc lectures, that Mr. Nitzsche was given his new command.

George Nitzsche was no shrinking violet. Broadbids announcing the appearance of "ranking scholars of the world . . . representing eight foreign countries" soon attracted attention. He booked Professor Manne Siegbahn of Uppsala to refute the "popular belief that the structure of the atom is a subject of interest only to those who dwell in the world of microcosmos," a Czech who expounded on "The Russian Mentality and Arts," and such widely known personalities as Count Leo Tolstoy, Jr. It was his Bureau which publicized the Provost's guest, the Armenian poet-in-exile Chobanian; the French department's Comtesse de la Gabbe (yes!) on the topic "Les Français chez eux" and a number of classical scholars who came to the campus in 1930 to celebrate the 2000th birthday of Vergil.

The Lecture Bureau also worked with the University's Art Association and with the old School of Hygiene in organizing lectures in public health. It gave special publicity to such ancient specialty programs as the Philomathean Society lectures.

Through all the noise and confusion, the two old series remained, alternating in venue from Houston Hall to Irvine Auditorium. Between 1931 and 1935 some 100-125 Free Public Lectures were offered, becoming ever more non-technical and of general public interest — and often illustrated with lantern slides and moving pictures. From 1936 through 1940 the FPL Series had appended to it a number of

"Morris Arboretum Lectures" at that location and a round of Symphony Orchestra Concerts sponsored by the Music Department. Faculty and students were admitted to all events without charge; the public paid.

The FPL Series seems to have been suspended during World War II, to be revived in 1944-1945 in Irvine Auditorium. During the next few years the FPL's were co-sponsored as at times in the past; the World Affairs Council was a favorite partner. At the same time, a multiplicity of student organizations made their own offerings.

The Benjamin Franklin Series

In April 1947, President McClelland appointed a committee to work with the Vice Provost on the revitalization of the University Lecture Series. The new program began in March 1948, renamed the Benjamin Franklin Lectures, as part of an annual plan for four to eight lectures "ranging widely over all the areas of human thought and activity, including both the humanities and the sciences." To address the first year's theme, "Changing Patterns of Contemporary American Civilization," came historian F.O. Matthiessen of Harvard, Dixon Wecter from the Huntington Library, and Penn's Detlev Bronk, among others. As before, the lectures were open to the public, but it was necessary to apply to the Secretary of the University for tickets owing to limited seating at the University Museum.

The Benjamin Franklin Lectures remained a regular feature of University life until 1953. James Michener, Lewis Mumford, Paul Tillich, David Riesman and Margaret Mead were among the participants. There were no funds to pay speakers' fees in 1954, but in the January-to-April 1958 season these lectures — reduced to four in number — were again

*Author of *The University of Pennsylvania, Its History, Traditions*.

scheduled. Still held at the University Museum, they featured such celebrities as Catherine Drinker Bowen, Jacques Barzun, I.M. Levitt of the Fels Planetarium, and Clifton Fadiman.

During the heyday of the Benjamin Franklin Lectures, Dean of the Graduate School and Vice Provost Roy F. Nichols lent his name and talents to their organization. It appears that the series ended in 1961-1962. The topic of the last season, "State of the Nation, Retrospect and Prospect," featured visiting lectures with only one or two faculty members involved.

The President's Lectures

President Meyerson initiated the President's Lectures in 1974, asking renowned members of the faculty to talk about their own work to colleagues and guests. To ensure a mixture of disciplines the President's office mailed hundreds of invitations as well as making "open" announcements that drew interested students and some members of the public. That office paid meeting expenses, but no honoraria, and the Lecture was in each case followed by a reception for special guests, and then by a small dinner at which the discussion continued.

The original plan to publish the Lectures as monographs lasted several years, but rising costs precluded its continuation. Many did appear, however, in specialized journals. In over a dozen such lectures between 1974 and 1981, Nobel Prize-winners J. Robert Schrieffer, Lawrence Klein and Baruch Blumberg, Trustee A. Leon Higginbotham, Jr., the Pulitzer Prize-winning composers George Crumb and Richard Wernick, and Professor Benjamin Hammond were among the President's Lecturers. The George Rochberg program, musical in nature, was taped and broadcast nationally.

Revised in a mode of celebration by Dr. Hackney, the President's Lecture last year featured Poet Daniel Hoffman's reading from his much-honored *Brotherly Love*.

—F.J.D.

Who Listens? . . .

The survival of the extracurricular lecture and its variants in seminar, forum or symposium—at a time when the public could stay home warm and dry before the television set—sent *Almanac* on a brief and highly unscientific survey for reasons why. Some findings:

First of all, the public lecture is *not* the phenomenon it was in the days of the Chautauqua circuit, before radio brought the chat to the fireside and television brought both "talking heads" and roving documentaries into the living room. Like theatre, the live lecture changed, according to Dean George Gerbner of the Annenberg School. "The public lecture doesn't succeed everywhere. . . . But people do go, and for the same reason they still go to the theatre when they could see movies or television—because it's not 'canned,' be-

cause something unexpected, something unpredictable *could* happen on a 'live' occasion. I call it 'risk'. The speaker takes a risk, the audience takes a risk, when the creative development takes place live before an audience."

Dr. David Burnett, who heads the College of General Studies—where the popularity of noncredit courses might trace some of its roots to the Extension Lectures of the nineteenth century—believes public lectures and series appeal because they meld or bridge disciplines. When students (and faculty) who have spent the day in the classroom turn up at night for extracurricular talk, they are, like the public who may be sitting alongside, taking their best opportunity to hear the latest and most multifaceted views on emerging fields. "It's in the lecture or series that you will find out

... And Now, The University Forum

The University today has no lecture bureau, but a new all-University umbrella for engaging town and gown on public topics came into being with last spring's forum on preventing nuclear war — concentrating some 30 lectures, seminars, panel discussions, film and a concert into a few weeks in late March and April.

The response to that forum — and to the One University idea of bringing many disciplines to bear on a single topic of national and international concern — prompted President Sheldon Hackney to propose late in the spring that the Forum become an annual affair at Penn. Next on the agenda, he suggested, could be an election-year look at improving the American political process.

Thus this fall a new committee assembled, headed by Law Professor Frank Goodman with Dr. Henry Teune of political science as vice-chair, to define and refine the topics for a Spring 1984 forum centering on American political systems. "You might give it a working title like *The American Political System: Its Problems and Prospects*," said Professor Goodman after the first meeting in mid-September, "with some special emphasis on the Presidency, its politics and functioning."

Sixteen faculty members, staff members and students are serving on the 1984 Forum committee, and they expect to outline a program based not only on their own proposals but those of other members of the University. As with the nuclear war forum of Spring 1983, the one on American politics would be a coordinated effort with individual departments and organizations sponsoring lectures, films, and other programs that bear on the central topic.

On the 1984 committee are, along with Professors Goodman and Teune: Richard Beeman and Lee Benson of history; Gregory Farrington of materials science, Karen Freedman of the Wharton School, Ira Harkavy of

the FAS Dean's office, Robert Inman of finance, Jack Nagel of political science, Janet Pack of legal studies and management, James Pierson of political science, Robert Lewis Shayon of communications, Paul Zingg and students Eric Schwartz of *Connaissance*, Steven Siegel of the Penn Political Participation Center, Ken Meyers of the Undergraduate Assembly, Bette Kauffmann of GAPSA, and Andrew Feiler of the Penn Political Union.

Professor Goodman said proposals for programs should be sent to his office at the Law School, Room 156 Law School, I4.

In announcing the forthcoming University Forum, Dr. Hackney said virtually all of the events in the 1983 forum, *Toward the Prevention of Nuclear War*, drew audiences at or near capacity — even in Irvine and Harrison Auditoriums, the two largest halls used as sites on campus. A tribute to Dr. Jonas Salk also filled the Academy of Music. No one sampled the audiences, but they were believed to have a "good mixture of Philadelphians as well as faculty, staff and students," according to Tony Marx, who coordinated for the President's office.

Looking Back at 'Nuclear War'

Last year's committee was chaired by Dr. Farrington of with Professor Britton Harris of SPUP as vice chair. There is some continuity for the new one in repeat service by Dr. Benson of history and Wharton student Andrew Feiler as well as by Dr. Farrington. Also on last year's committee were Professors James Bennett of regional science, Sidney Bludman of physics, Renee Fox of sociology, William Kintner of political science, Paul Stolley of Medicine, and John Weinkopf of Wharton; and students Robert Hanke of Annenberg School and Frank Luntz of the College.

... And Why?

first about cognitive sciences, or medicine and war," he said. When Dr. Burnett arrived on campus three years ago he found, for example, a thriving Saturday Seminar drawing an average of 500 people a week for "Social Imperatives and the Development of Science, Technology and Medicine."

For scientists who go to hear a paper presented even though they will also read, file and cite it when it comes out in print, the reasons are mixed. At Penn alone there are upwards of a thousand presentations a year and the off-campus Meetings of the professions are part of the lifeblood of scholarship. On campus, the weekly seminar may be the chief bond among researchers in a busy graduate group. "You may go for the person, for the topic, for the other people who are going, or all of the above," said

Benjamin Franklin Professor Robert E. Davies. Others emphasized being face-to-face to ask questions; to learn what's in the paper as much as year ahead of its publication; to understand the thinking behind a paper when it does appear. On this last, Dr. John Murphy confirms, "The paper when published will be different. In science it's a sin to give a promissory note, to say 'I'm working on X, and I think I will find out Y,' because one bad call could destroy your last ten papers and with it your reputation. At the meeting, the speaker doesn't have to be so protective.

"And that," he ended, "is not only why you go to listen, but also why you go to talk. The paper will be better after you have set it more freely before your colleagues and heard what they have to say."

— K.C.G.

To Stage a Public Lecture

If various campus calendar listings are even close to complete, the University's entrepreneurial departments stage easily 80 to 100 public or quasi-public events each month. Some are put together informally in space controlled by the Schools or College Houses, and many talks and meetings are held during the day in space found on the University Registrar's print-out of classrooms and lecture halls.

But for any extracurricular use of University space, and virtually all after-hours uses, the key office is Jan Bonner's in Operational Services.

Her phone number — Ext. 5917 — is the starting point for a checklist of what arrangements need to be made in the first place. In addition, she makes many of these arrangements for the host department or tells where to find special aids. She sees that a normally locked building is accessible that evening; that its heating or cooling stays on later than normal; that the room is tidied beforehand for visitors and afterward for next morning's classes; and that such paraphernalia as lecterns, microphones and waterglasses and pitchers are provided if requested. (For more elaborate aids, including tape/slide/videotape equipment, she keeps a list of resources available.) Ms. Bonner also alerts the University Police, who need to know not only for security reasons but because they sometimes get the after-hours calls asking where a publicized lecturer will speak.

To Publicize a Lecture

The News Bureau sends press releases to off-campus papers on major public lectures; three campus newspapers list those sent to them in time; and a vast network of bulletin boards and kiosks helps get the word around to campus audiences.

Notice Boards: *A Directory of Bulletin Boards*, just completed by the Council Committee on Communications, tells the location of all. Copies are available from the Office of the Secretary, 121 College Hall.

Campus Calendars: *Almanac* has two — a monthly pull-out poster and a weekly on-campus update for changes and additions. Deadlines for the monthly overview are roughly the middle of the month before. For the back-page weekly update, deadline is Tuesday noon a week before publication. The phone is Ext. 5274 but contributions must be in writing to 3601 Locust Walk/C8. *The Daily Pennsylvanian's* page 2 listings require copy by 3 p.m. two business days ahead of publication, and only free events are carried there. To take a paid ad, the deadline is the same — but call Ext. 6581 for rates and specifications. Address: 4015 Walnut Street. *The Penn Paper's* weekly inside-back-page calendar has deadlines on Thursdays a week before publication. Phone is Ext. 6185, address 410 Logan Hall/CN.

News Bureau: Phone Ext. 8721 or send notices to 410 Logan Hall.

ON CAMPUS UPDATE

For a master list of events in October, see the poster-calendar in this week's *Almanac*.

Talks in September

29 Foreign Relations of Nuragic Sardinia: Dr. Fulvia LoSchiavo, director of Antiquities of the Province of Sassari and Nuoro, Sardinia; 5 p.m. Classroom 2, University Museum (Graduate Groups of Ancient History and Classical Archeology).

Conscience and Witness: Al Butler, Mennonite member of the interfaith committee, will talk on the perspective of German religious groups celebrating their 300-year history in Philadelphia; 7:30 p.m. Christian Association Building (CA).

30 An Adaptive Array Imaging Process: Jenho Tsao, research fellow; noon, Room 554, The Moore School (Valley Forge Research Center Seminar, Systems Engineering Department).

The Reasons Why Multatuli wrote 'Max Havelaar': Dr. A. L. Sotemann, professor, University of Utrecht; 4 p.m. 742 Williams Hall (Dutch Studies Program).

Max Havelaar, a film, will be shown with introductory remarks by its producer, Fons Rademakers, and a talk by The Honorable

Corneille J. M. Kramers, Consul General of the Netherlands; 8 p.m. Room B-3, Fine Arts Building (Dutch Studies Program).

Religion

Newman Center in September

27 Bike for Peace: slides and discussions with some of the participants in the Moscow-to-Washington bike trip undertaken by Americans and Soviets in July as a statement for peace, 8 p.m.

28 Human Value Series: students present reflections on human values; this week Fran Olivieri will present the human value of faith, 8-9 p.m.

29 Christian Marriage in Contemporary Society: a discussion on "Theological and Historical Development of Christian Marriage", Sister Rose McDermott, 7:30-9 p.m.

C. A. in September

30 Communion Celebration: 12:10-12:45 in the Chapel of Reconciliation, 3rd floor of the Christian Association Building.

DEATHS

Elizabeth T. Badin, a retired custodian at the University for 13 years, died on September 1 at the age of 82. Mrs. Badin came to the University in 1954 and worked in the Physical Plant Department until her retirement in 1967. She is survived by her daughter, Ms. Elizabeth Keiser.

Florence Blackston, a retired custodian at the University, died on September 10, at the age of 66. Mrs. Blackston worked as a custodian in the Physical Plant Department from 1970 until her retirement in February of 1982. Her son, William, survives.

Mary A. Dallahan, a retired secretary, died on August 30 at the age of 75. Mrs. Dallahan came to Penn in 1967 and worked in the Department of Intercollegiate Athletics until she retired in 1975. She is survived by three sons: Francis J., W '64; Eugene M., C '66; and John J.

Memorial Service

A memorial service for the late Herman Levin, professor of social work, will be held Monday, October 3, at 6 p.m. in Bodek Lounge, Houston Hall. Dr. Levin died August 4 at the age of 62.

The Penn Bus operates on the schedule and route below from September 6 through December 22, with the exception of November 24, 25, 26 and 27. It resumes on January 2 and operates every evening through May 25. The Office of Transportation and Parking is located in Room P-107, Franklin Building, Ext. 8667.

