

Almanac

Tuesday, February 11, 1986

Published by the University of Pennsylvania

Volume 32, Number 22

Library Construction Closings

In order to complete major building repairs on air handling equipment and on ceiling areas and light fixtures, it is necessary to turn off all heating and air flow and close Van Pelt Library for the following periods:

Friday-Tuesday, March 7-11 (first part of Spring Break)

Saturday-Wednesday, May 10-14 (Intercession)

Until this academic year, we have done everything possible to avoid closing for any extended period, which we recognize causes great inconvenience to the Penn user community. That will continue to be our approach in the future.

The closings this academic year involve urgent and large-scale building work, which cannot be postponed and which cannot be handled a few hours at a time. With the May closing, all the basic work is scheduled for completion and we do not anticipate a need for any additional time.

Library staff very much regret these difficult interruptions of service. We appreciate your past cooperation and will do everything possible to accommodate special needs. Both I (Ext. 7091) and Patricia Renfro (Ext. 7557), are available Monday through Friday up until 5:30 p.m. as contact persons to handle any specific problems anticipated as the result of these closings.

—Joan Gotwals,
Deputy Director of Libraries

First Look at Federal Budget Cuts

Preliminary analysis of the federal budget President Ronald Reagan announced to the nation February 4 shows short-term reductions that "will have disastrous long-term implications" for higher education and the nation, President Sheldon Hackney said in press statements the morning after the telecast.

He said need-based student aid faces a reduction of about 40 percent as the Supplemental Educational Opportunity Grant program and the federal contribution for the National Direct Student Loan program would be eliminated; the Work-Study program cut by 20 percent; and the Pell Grant program cut by 30 percent.

Analyses are being made now of the potential impact on Penn both the aid cuts and a projected 12 percent cut in biomedical research funded through the National Institutes of Health. Additional fallout of the Gramm-Rudman Act, signed recently to mandate a balanced budget, includes federal administrative proposals to reduce overhead payments on sponsored research.

Meanwhile, Dr. Hackney was meeting Monday with the executive board of the American Association of Universities to discuss responses to the federal budget proposal which Congress will debate over the next few months.

Counting the impact of Gramm-Rudman, Dr. Hackney said the across-the-board cut for higher education could come to 25 percent.

"While all segments of American society must help reduce the federal deficit," he said last week, "previous cuts in student aid have already had a major impact on colleges and college students nationwide. Further ones will make it even more difficult to make quality education available to middle class and financially disadvantaged students."

"What appears to be a problem only for those in higher education will be felt in future decades by all Americans," he continued, "if we turn our backs on our responsibility to educate our best students."

Council: Freshman Halls Proposal

At Council Wednesday, February 12, the major proposal on the agenda is to create Freshman Halls as recommended in last year's SCUE Report. In a report carried in full on page 3 of this issue, the majority of the President's Seminar on the Freshman Experience recommend the experience for all freshmen—but two members dissent in writing (pp. 4-6).

Vice President Gary Posner, Campus Security Director John Logan and VPUL James Bishop will lead a presentation to Council on campus security, and Professor June Axinn will give the first progress report of the new committee that is coordinating advice on the Sexual Harassment Survey published last fall.

Ending Sit-in at Day 18

After a symbolic 18 days, the Penn Anti-Apartheid Coalition ended its sit-in, but at a final rally Monday the leadership called for supporters to assemble at the entrance to College Hall Friday, February 14, at 2 p.m. for the start of a new initiative.

On page 5 of this issue the Coalition summarizes the 18 days students spent in the main corridor of College Hall.

INSIDE

- Senate: Resolutions on Rules and Chair's Analysis of Senate Functions, p. 2
- Council: Report of the President's Seminar on the Freshman Experience, p. 3
- Dissents to the Report, pp. 4-5
- Sit-In: Beyond the 18 Days, pp. 5-6
- Deaths, United Way Awards, p. 6
- Seed Grants for Cancer Research, p. 6
- Coming Picture in Penn Real Estate, p. 7



The Wharton School has released sketches of the Executive Education Conference Center going up by July between Locust Walk and Spruce Street facing 38th. This view of the \$17.6 million center is roughly from the Class of 1920 Commons. Based on preliminary designs, the project by The Hillier Group of Princeton, N.J., has already won an award for excellence from the New Jersey Society of Architects.

SENATE

From the Chair

From the Mail

The responses to my December 6, 1985 letter to the members of the Faculty Senate has brought in many reflections of the faculty beyond those mentioned last week.

It seems that the most important reason why many faculty members cannot attend the Wednesday afternoon biannual meetings is that the meetings conflict with other scheduled obligations. More than 26% of those responding made that point clearly. The next cause seems to be that for one reason or another the meetings of the Senate remain unnoticed by a large number of our colleagues, and therefore the meetings do not enter at all, or at least not in time, in their notebooks. Both these points are quite important of course, and an effort is being made to do something about them. Nonetheless both points are among what I was expecting to hear with a positive or negative reply.

What surprised me, however, were a number of ad hoc points made by colleagues who were answering the eight questions of the letter. Several colleagues of the standing faculty asked what the Faculty Senate is, while others said that they did not know that they were members of the Faculty Senate and were therefore invited to participate in the plenary meetings of the Senate. Furthermore, some colleagues also volunteered the opinion that we do not need the Faculty Senate, and/or the plenary meetings, proposing instead a number of written ballots on the issues that confront the faculty each year.

These comments provide a good opportunity to restate some of the essentials about the Faculty Senate and its plenary meetings. The Faculty Senate in its present form was established in 1952 after concerted efforts of the faculty. With the trustees' and administration's recognition, the Senate is here for the purpose of "providing opportunities for its members to discuss and express their views upon any matter that they deem to be of general interest to the faculty, and to make recommendations and pass resolutions on such matters." It has the power to make recommendations directly to the President, the Provost and the Trustees, and in many instances, it has done just so. The Senate is also expressly empowered by the statutes to "request reports from the university administration."

The Senate usually works through its standing committees the existence of which clarifies the essential areas of Senate concern. The six standing committees are (1) the *Committee on Academic Freedom and Responsibility* which stands watch on any claims of violation of academic freedom or responsibility (8-b-iii), (2) the *Committee on the Economic Status of the Faculty* which represents the faculty in the determination of University policy on salary issues, including employee benefits (8-d-ii), (3) the *Committee on the Faculty* which focuses on faculty matters such as rules and processes on promotion, (4) the *Committee on Administration* which concerns itself with administration processes and resource allocations, (5) the *Committee on Educational Policy and Students* which concentrates on matters involving students' interaction and educational processes, and (6) the *Committee on Publication Policy for Almanac*, which represents the faculty in editorial oversight of *Almanac*. In addition, the Senate facilitates the operations of the Grievance Commission which deals with specific faculty grievances.

The Senate operates through its Executive Committee and its chair and secretary. Its most frequent form of interaction with the administration is through the *Consultation Subcommittee*, which includes the Chair of the Senate, the Chair-elect and the Past Chair of the Senate. The Consultation Subcommittee meets at least biweekly with the President and the Provost.

The Senate holds at least one general meeting each semester to conduct business and to vote on resolutions to be submitted to the administration or the trustees.

Is the Senate useful to the faculty or important to this university? As one who has only recently become involved with the Senate and University Governance in general, but one who had an intensive course of study of university matters for about three years, I can confidently state that the Faculty Senate is extremely important to both the university in general and the faculty in particular. First of all, I learned from experience that the wrong advice given to the administration can produce havoc in the

ranks of the faculty. Second, when a Senate recommendation deals with faculty matters and has the strong support of the faculty it is usually quite instrumental in forming university policy. Third, in matters that need negotiation and/or involve other parts or constituencies of the university, the faculty's voice can only be heard when it is well organized, centrally advanced, and forcefully negotiated. Fourth, in times of adversity for groups or individuals, the Senate's voice represents the best defender of the faculty in terms of its handling as a group by the administration or the outside world, or in terms of rendering justice to individual faculty members through due process.

Are the general membership meetings useful? It is important to remember that the Senate has really no coercive power at all on this campus. We can offer only the power of persuasion and the demonstration of solidarity behind a reasonable resolution. As yet we have not discovered a better way of carrying on a discussion and an exchange of opinion than in a general meeting. It is for this primary reason that the general membership meetings are so important. The early leaders of the Senate were wise indeed to specify this form of interaction as the best for the Senate.

In closing, I would like to mention that the membership of the Senate includes all the standing faculty (professors, associate professors and assistant professors). The membership is only about 1,750 and with all the conflicts in scheduling activities, and trips outside the campus, no more than one third to a quarter of the membership is really available for participation at any given time. When circumstances, or crises, make this possible, the Senate is in its greatest moments, and all who had the privilege of participating remember these moments with emotion and pride.

Anthony R. Tomazinis

TO: Members of the Faculty Senate
FROM: Anthony R. Tomazinis, Chair
SUBJECT: Proposed Rules Changes at Special Meeting
Monday, March 17

In accordance with Section 15 of the Rules of the Faculty Senate the following proposed amendments of the rules are being published at least one month in advance of the special Senate meeting scheduled for Monday, March 17, 3-5:30 p.m. in 200 College Hall, during which the proposed amendments will be discussed and acted upon. (Resolutions #1 through #4 recommended by the 1984-85 Senate Committee on Administration appeared in *Almanac* October 29, 1985, Resolution #5 recommended by faculty members appeared in *Almanac* November 5, 1985.)

Resolution 1. Resolved, that the twelve at-large seats on the Senate Executive Committee be abolished and that the Executive Committee consist of 45 members—36 elected by constituencies defined in the *Almanac* October 1, 1985 (printed below); 6 officers, past officers and officers-elect; and 3 representatives of assistant professors.

Resolution 2. Resolved, that the Nominating Committee should consist of twelve persons elected by the Senate from nominees chosen by the Executive Committee from its membership and from nominees put forward by petition.

Resolution 3. Resolved, that there be a Committee on Committees consisting of the Chair and Chair-elect of the Senate and seven members of the Executive Committee elected by the Executive Committee. The Chair of the Committee shall be selected by the Executive Committee upon the recommendation of the Chair of the Senate.

Resolution 4. Resolved, that nominations for constituency representatives shall not be considered valid unless accompanied by a statement that the nominee has agreed to stand for election.

It will also be moved that the administrative arrangements suggested in the report to accomplish these changes be accepted for those of the above resolutions that the Faculty Senate approves.

Resolution 5. Resolved, that the Nominating Committee be instructed annually by the Chair of the Faculty Senate to nominate two candidates for every vacancy in the position of Chair-elect, Secretary-elect, four at-large members of the Executive Committee, three members of the Committee on the Economic Status of the Faculty, and three members of the Committee on Academic Freedom and Responsibility.

Last spring following the University Council's discussion of the Report of the Student Committee on Undergraduate Education, President Sheldon Hackney created three bodies labeled Seminars rather than committees or task forces. Their assignments were to familiarize themselves with certain aspects of the report, and stand ready to give advice when called upon. Dr. Iraj Zandi heads one on the University and the community; Dr. Alice Kelley chairs one on faculty-student relations; and Dr. Nicholas Constan, Jr., leads the one which reports (below) to Council on February 13. The Seminar on the Freshman Experience began weekly meetings in April 1985; after a summer break it resumed weekly sessions that produced the following report and statements of dissent. In the Seminar on the Freshman Experience are Professors Michelle Fine, John D. Keenan, David Pope, Robert Regan, Neville Strumpf, and Michael Zuckerman; Undergraduate Deans' Representatives Ivar Berg, Diane Frey, Marion Oliver and Cora Ingram; students Stacey Stevens (Wh. 87), Ned Rote (C 86) and Shannon Butler (GAS 89); Vice Provost James Bishop, and President's Assistant Paul Zingg.

Recommendations on the Freshman Year

The Seminar launched its discussion of residential options for freshman by reviewing *The SCUE White Paper on Undergraduate Education's*, "A Cohesive Residential Program for Pennsylvania: The Freshman Option" (summarized in *Almanac*, March 19, 1985). We generally endorse the arguments of that document. The Seminar recommends that all freshmen (except the small number who for legitimate reasons wish to commute from their Philadelphia-area homes) should be accommodated in living/dining/activity groups. Having considered and rejected a range of designations for such living groups—Freshman Colleges, Houses, Academies—we suggest, tentatively, that they be called Freshman Halls. The ideal size of a Freshman Hall would, we believe, be between 130 and 160 freshman (plus faculty, staff and student advisors to be housed with them) but existing architectural structures will dictate wide variations from that ideal. (Hill House's attempt to divide its residents into four living groups proved unsuccessful: Staff and students there concluded that "architecture is destiny", and, with some reservations, we agree with that judgment.) We propose the creation of the following Freshman Halls in existing structures, but we suggest that future development and renovation aim for sizes within our ideal limits:

- Hill House
- King's Court/English House
- Harrison House I (four floors)
- Harrison House II (four floors)
- McKean-Baldwin-Class of Eighty-Seven
- Rodney-Coxe-E.F. Smith-Wilson-Morgan
- Bishop White-Birthday-Mask & Wig-Provost Tower-Graduate
- Thomas Penn-McIlhenny-Warwick-Ward-Chestnut
- Cleeman-Magee-Ashhurst
- Morris-Bodine
- Butcher-Speakman-Class of Twenty-Eight
- Brooks-Leidy-Franklin-Foerderer

(If our recommendation that freshman be excluded from College Houses is implemented, at least one additional Freshman Hall, perhaps to be housed in a high rise, will be required.) Public spaces for designated purposes—in most cases for multiple purposes—which will contribute to the integration of the Hall should be provided if such spaces do not already exist. In some instances such spaces (e.g., dining facilities) will necessarily be shared, but every Hall should be afforded significant public spaces which belong to its residents exclusively.

A particularly desirable public space, as the experiences of King's Court/English House and Hill House have demonstrated, is the private dining room. Small dinners after such functions as lectures and meetings will insure that residents of a Freshman Hall interact with one another and their faculty, staff, and student resident-advisors, but they can also conduce to interaction across living-group boundaries; women's groups and intramural athletic groups have successfully demonstrated the usefulness of such invitational dinners. Since not every Freshman Hall will

initially have such facilities of its own, special provisions should be made to insure the availability of appropriate spaces for small dinners in conveniently located facilities outside the living group's residential area.

In addition to public spaces which it can claim as its own, each Freshman Hall should have at its disposal resources, both monetary and material, to implement programs of significance. One of our members, Michael Zuckerman, has argued persuasively that the freshman residents of a Hall must have the sense that internal governance is largely in their hands; to communicate this sense and develop the cohesiveness it will symbolize, the University must entrust to those freshman something to govern: Resources must be placed at their disposal before they can engage in the process of disposing of them. (A letter from Professor Zuckerman is appended to this report.) The University must consider how it should finance such a program, one which will manifestly involve considerable expenses. The cost of the program should not, we urge, be imposed upon the freshman residents as an additional and special fee for living in a Freshman Hall.

The processes that generate the character of a Freshman Hall must engage the hall leader and all his or her associates, but it must most essentially engage the student residents. Although the residents should avail themselves of the advice and guidance of the hall leader and all the officer's associates, it should be their prerogative and responsibility to establish policies and allocate resources, subject under unusual circumstances to veto by the hall leader, who should bear the responsibility of insuring that the Hall does not violate University regulations.

Persons who are chosen to be leaders of Halls should possess a strong commitment to "Living/Learning" as a potent instrument for shaping the intellectual and personal development of students; they should be committed to student self-governance; they should understand the developmental needs of college-age students; they should be strongly motivated to recognize and understand behavioral disorders; they should be prepared to intervene in crisis situations; they should perceive themselves as advocates for their own freshman and all freshman; and although they may in some circumstances be compelled to present that advocacy confrontationally, they should be disposed to work collegially with all elements of the University community. Above all, however, the leader should be personally involved in the University's primary function: teaching and learning. Faculty members are, therefore, obviously desirable candidates for this role, but others who are engaged part-time in teaching will also fulfill the requirement.

Many well-qualified persons may perceive the responsibilities of such an office as onerous, its rewards unclear. We urge, therefore, especially in the early phase of the program, that the President or Provost personally invite experienced faculty and staff members to undertake this responsibility and persuade them of the advantages of doing so.

(continued on page 4)

Dissent on Freshman Halls' Governance

October 9, 1985

My principle fear regarding the Freshman Academies as currently designed is not that they will prove overstructured or overstructuring—though I do have fears along those lines as well—but rather that they may turn out to be understructured and understructuring. That is, I think they may turn out to be little more than new names for old experiences. The buildings and rooms will still be the same, 18-year-olds will still be 18-year-olds, and the rest of the University will still be the rest of the University. If I read the White Paper correctly, the one alteration of any consequence which it proposes in the reality of the freshman residential situation is a shift to self-government. And as virtually all the incoming freshman will already know, from all the years of “student government” they’ve already experienced in grade school and junior high and high school, that’s pretty vapid stuff. The epithet in my day was Mickey Mouse. The lingo has probably changed, but we’d understand each other after an instant of translation.

The only way self-government can be vitalized—at least, the only way we can have any influence upon its vitalization—is by putting something in place to govern, or self-govern, I should say. If all we ask of the administration is that they rename the freshman dorms, they will receive our request gravely and nod sagely and allow as how that could be done (though it will be very delicate and complicated). I think we must ask much more than that. I think we must provide some stake, some resources at risk or up for grabs, which would make student engagement in self-government an enticing and significant investment of their time and energy and which would promise some significant payoffs for that investment. I think every Freshman Academy* ought to be allowed a substantial slug of money to allocate as it sees fit—VCRs in every suite, free tickets en masse to rock concerts, parties, tree planting on the lawn, lecturers, charitable contributions to South Africa—I don’t know what all, and wouldn’t try to anticipate. I don’t know what would be a suitable sum, and I don’t know whether it ought to be distributed automatically or competitively (according to the merit of proposals) or some combination of the two (an across-the-board grant to every Freshman Academy and then some other chunk up for grabs on the basis of proposals, over and beyond the basic allocation). I suspect that the very divergence in the use of funds would begin to define divergence in the characters of the various Academies*, and that these might even be self-perpetuating over time, much as the various Colleges at Oxford and Cambridge have different reputations and attract different clienteles on the basis of such reputations.

Anyway, I am not at all sure the administration would spring for such a program—it would, necessarily, be costly—but I am fairly sure that only something like such a program would have a chance of enticing an experience of and commitment to self-government in more than mere rhetoric and for more than the usual handful of self-selected *apparatchiki*.

And more than that, it might actually speak—or, perhaps better, effectively silence—the fears that were recurrent at our meeting last week, that we were fixing something that wasn’t broken and jeopardizing an experience that worked very well for our students. I think the best way to address such anxieties is to put something even more attractive and exciting and galvanizing in place of the present system; and if weird expenditures, rip-roaring battles over people and policies, and the like emerged, I think that would afford its own attraction and excitement, and word of that excitement would circulate in the channels where we want it to circulate. The crux of the present satisfaction here seems to me to be that this is a fun place to be as well as a satisfying one. Upping the ante on freshman funds and setting that upped ante at the disposal of the freshman would, it seems to me, simply enhance the fun.

—Michael W. Zuckerman

Two Dissents on Mandating Residence in Freshman Halls

January 12, 1986

I write to register my distress with and dissent from one very crucial provision of our recommendations, the one which mandates that all freshman be placed in Freshman Halls . . .

I begin with our own report’s beginning, in which we declare our desire that virtually all freshman should be accommodated in living/dining/activity groups. Clearly, our desire arises from a concern for the experience of community and connectedness of our freshman, and I can sympathize with that concern. I cannot for the life of me see, however, why my colleagues believe that our hypothetical Freshman Halls alone ought to be considered capable of providing such community and connectedness, while our very real and flourishing college houses must be placed off limits for freshman though they have been affording just such closeness and collegiality to undergraduates, including notable numbers of freshman, for years.

There are, Carol Kontos tells us, 200 freshman currently living in the college houses. I suspect they are there for at least 200 different reasons, and I would think that the very diversity of motives ought to be something we at once honor in principle and heed in practice. I tremble enough already at the coerced community our Freshman Halls will impose on 1800 freshmen. I quite balk at our disallowance of any escape routes from such obligatory commonality for so much as a mere tenth of our incoming students. Even as our admissions office trumpets our advancing successes in attracting ever-more-diverse and strongly individuated entering classes, we are preparing to confine them in this utterly exitless uniformity. And for what? Not even to disallow idiosyncratic experience. Just to disallow a somewhat different sort of communal experience. Just, so far as I can see, for an abstract administrative principle.

Even a number of my colleagues who voted for the prohibition of freshman in the college houses were queasy about the impact of that prohibition on some number of entering black students. You yourself expressed such reservations eloquently, in your observation that there may well be some number of incoming blacks who truly need the support and the assurance that DuBois House affords. And I don’t quite see how you can say that and still insist on abstract indenticality, especially when the University is properly willing in so many other regards to recognize that it is not enough merely to admit blacks and then throw them on their own devices and the undifferentiated mercies of the system.

But the matter goes beyond even such obligations, I think. There are surely other blacks who, so far from needing special support during an interim of adjustment, need rather not to be kept in a holding pattern for a year when their preparation and sophistication have already brought them to a position to take on greater challenges. Just as DuBois can be a supportive bastion for some, it may be an ideological crucible for others, and be both for others still. And others besides blacks among our entering freshman may also need the stimulation and challenge of other houses and projects—Van Pelt, Arts, Languages, whatever—and be precociously ready for the company of upperclassmen, rather than requiring the supportiveness of an all-freshman environment. I do not see how we can in conscience impede their development, either personally or intellectually, when we affirm our devotion to such development in the design of the residential experience and when we set our admissions office the precise task of identifying and recruiting the young people already most precociously advanced in these regards. To enroll 2000 of the most competent young people in the country each year and then expect that some among them won’t trust their own competence sufficiently to seek more strenuous challenges and more expansive opportunities seems to me fatuous. It also seems to me a way to lose a lot of the most exceptional young people among the very ones we seek.

Finally, just as some of the most adventuresome and excellent of our freshman may need the opportunity to join college house communities rather than Freshman Hall communities, so too the college houses, by all accounts, need the complement of freshman they now attract. Several of the house masters have told us as much (and the Council of Masters has

* Since changed to Freshman Halls.

explicitly voted so) and the reasons far transcend sheer numbers of heads for beds. From comments I have heard from several people responsible for the direction of one or another of the college houses, freshman provide enthusiasm, shock troops, continuity, all manner of subtle but essential services that could not readily be supplied simply by putting 200 upperclassmen into those places. Freshman—even precocious freshman—are different, and the differences are important to the houses as well as to the freshman.

—Michael W. Zuckerman, Professor
and Undergraduate Chair of History

January 29, 1986

This note is written to express my concerns with the Report of the President's Seminar on the Freshman Experience. My primary objection to the statement is the requirement that "all freshman (except for the small number who . . . commute) should be accommodated in living/dining/activity groups," thereby excluding first-year students' right to enter a college house.

We came to the idea of "Freshman Halls" (although I do wish we or someone would officially adopt gender neutral language—freshperson doesn't do it) because we worried that first-year students experience alienation from community and are denied active voice in governance. In response, we developed a residential model for building community and for empowering students. In the name of trying to generate nurturing possibilities, we have now erred by imposing *one* exclusive way to be nurtured—the Freshman Hall. To disallow those students who want to join a college house because of a sister who "loved it," a friend who lives there, an unreliable rumor, a thoroughly reliable reputation, or because s/he is Black and desires a residential experience among Blacks at a predominately white institution, seems entirely counter to our original intention. The point was community and empowerment, not a coercive

"it's good for you, despite what you think" experience.

I support converting all first-year student residences into Freshman Halls, as long as provisions are made for those students who desire to join college houses. I concur with Michael Zuckerman's sentiments, expressed in his 1-12-86 letter.

My second concern is more a plea than dissent. This involves the need for Senior Administrative Fellows (or whatever) to support the extraordinary work that's involved in "Hall Leader" responsibility. As a faculty resident in the Quad, with a full and experienced staff, I am now responsible for the living/learning/psychological/social/academic lives of students. I, along with Linda Brodkey, Mark Stern and Susan Seifert, continually express our sense that there is too much to do in the Quad, with not enough people to do it; that many of the problems occur between halls and in common outside space for which no Hall Leader would be responsible. Carol Kontos and her staff at Residential Living have been responsive to our needs. The tasks are nevertheless extraordinary; the need for resources and support equally so. To be responsible for large numbers of first-year students going through the transition of leaving home, coming to college, and coming of age will be no easy task. I heartily recommend that there be serious consideration of the kinds of financial, personnel and other resources necessary to support Hall leaders in their efforts. Carol *et al* are there when "local" Residential Living staff don't/won't, or are not able to provide. We need to consider what back-ups the Freshman Halls will have. A fearless leader with terrific ideas, enthusiasm and vision may mean more, not less, work for Residential Living. I do not mean to be a wet rag with respect to Great Men/-Women. I do mean to alert you/us to the need for remembering all the unsung heroes/heroines who covertly pick up the pieces so that Great Men and Women can continue to look Great.

—Michelle Fine, Assistant Professor
of Psychology and Education

Beyond the 18 Days in College Hall

The divestment movement at the University of Pennsylvania is growing stronger. A decision was made last week by the Penn Anti-Apartheid Coalition to continue the sit-in at College Hall for at least eighteen days from its start on January 22. The number eighteen was chosen as symbolic of the eighteen months the Penn Board of Trustees would like to wait before reconsidering whether the situation in South Africa warrants divestment.

Response to the sit-in in particular, and to the anti-apartheid movement in general, was quite widespread and favorable. The Penn Anti-Apartheid Coalition received endorsements from Congressmen Bill Gray and Bob Edgar and a special message of encouragement on February 3, from Senator Ted Kennedy which said in part:

. . . I hope that the campaign for voluntary divestment will continue on every campus, in every boardroom, and in every community in America. Each of us in our own lives and in our own activity should withdraw from any actions that gives any economic aid or comfort to the apartheid system.

I do not accept the argument that such efforts will inflict unacceptable pain and suffering on South African blacks. I prefer to listen to the leaders of the non-violent movement against

apartheid in South Africa from the churches, from the labor unions, from all sectors of the anti-apartheid struggle who told me that they would rather make some sacrifices now in the hope that someday their children will be free.

Nor do I accept the notion that the prudent role for us is to be neutral or to do nothing. We are already doing something in South Africa. Our commerce, our economic cooperation, our involvement, all contribute to the survival and



Laib Kaminsky

(continued from page 5)

continuation of the only explicitly racist society left on the face of the Earth.

Participation in the sit-in was not limited to students. On Sunday, February 2, 48 Penn alumni, from the classes of 1927 to 1983, signed an Inquirer ad reading:

We the undersigned are representatives of thousands of alumni of the UNIVERSITY OF PENNSYLVANIA who were shamed by the trustees' recent action in rejecting the call of Bishop Desmond Tutu on the greatest moral issue of today. We believe the University betrayed its mission in this action and urge the trustees to reconsider immediately and determine now to divest from South Africa.

City Council members David Cohen and Angel Ortiz, State Representatives Dave Richardson and Chaka Fattah, State Senator Roxanne Jones, South African exile Dennis Brutus and poet Tafa Mhosa addressed the protestors and sat in as well to show their support. Also sending messages in support of anti-apartheid efforts were City Councilman John White and State Representative Babette Josephs. There is a list of 174 names of people who have participated in the sit-in. More than 200 checks have been sent to the Trustees for "\$0.00" with a message to divest now in the memo spaces.

By February 4, the administration had very nearly met the Coalition's demand for negotiations between the seven student activists who occupied President Hackney's office on January 17 and a majority of the members of the Trustee Committee on Responsibility. Barbara Stevens, assistant to President Hackney, announced on Friday, January 31, that a meeting had been arranged, in response to the Coalition's demands, to take place on February 20. The Coalition does not consider this concession a complete victory, however, since the names of the seven Committee members who will attend the meeting were withheld. The duration of the sit-in was in part influenced by the delay in releasing these names.

The Coalition staged a rally February 10 at noon to continue the call for total divestment beyond the symbolic 18 days of this one protest. Each rally is but one event—and this 18 days has been but one interval in a continuing struggle which will not end until our University ends its complicity with apartheid.

—Penn Anti-Apartheid Coalition

Night Work

Thursday as the anti-apartheid sit-in wore on, the administration instituted a lights-on policy overnight in the main corridor of College Hall, citing safety hazards for sleepers and those who might trip on them at the start of the workday.

Faculty and staff arriving Friday morning found the first-floor walls covered with clear signs of nocturnal activity—about a hundred of them in felt-tip and Xerox: The political *Mommy, keep the lights on. I'm having awful nightmares about apartheid . . . and Smile. Botha loves you.* and the fiscal *How much of my tuition goes to pay our electric bill?* and *Is PECO in the portfolio?* vied with the studious *When God said 'Let there be light,' She didn't mean when people are sleeping and Franklin discovered electricity and now you're wasting it.* A testy *It is gratifying to know that we have driven you to cheap tactics* was mass-produced for multiple posting. VPUL James Bishop's authentic signature was on one red-lettered *To the group sleeping in College Hall: You light up my life.* And that Debbie Boone lyric was the protestors' serenade that greeted President Sheldon Hackney as he arrived for the day. —K.C.G.

Seed Money for Cancer Research

The University of Pennsylvania Cancer Center, through an American Cancer Society Institutional Research Grant, will provide support to full-time University faculty for biomedical research. "Seed money" grants (\$3,000-\$7,500) will be awarded for the exploitation of new developments in cancer research. Applications will be judged on the basis of scientific merit and the role that research will play in the development of new research. Priority is given to new faculty.

The Scientific Review Committee of the University of Pennsylvania Cancer Center will review applications and establish priorities. Interested faculty members are invited to obtain application forms from Dr. Jules Heisler, Associate Director for Administration, University of Pennsylvania Cancer Center, 7 Silverstein/4283 (HUP Ext. 3910). The deadline for applications is April 10, 1986. Awards will be for a one year period, not renewable, and will be effective July 1, 1986.

DEATHS

Dr. Lowell M. Clucas, a visiting assistant professor of history, died on January 9 at the age of 42. Dr. Clucas came to the University from San Francisco State College in July 1983. He has taught Byzantine History, Byzantine Greek, Western Civilization and Medieval History. He has written three books on these subjects, and has published extensively in Byzantine History. He has also lectured at the University of Maryland in Berlin, Germany, the University of Washington, and the University of Los Angeles. He is survived by his wife, Sarah Bassett Clucas.

Fannie M. Tate, a clerk in the office of Alumni Records since 1974, died on January 16 at the age of 53. Ms. Tate is survived by her sister, Ms. Audrey Burns, and her stepmother, Mrs. Ruby Peterson.

Randy Schilling



United Way Victory Party

The United Way award winners from departments with over 75% participation gathered at the Faculty Club on January 30 to celebrate the conclusion of the University's Pacesetter's campaign.

Left to right: Sheldon Hackney, President, is joined by Thomas W. Langfitt, Campaign Co-Chairman; Stanley (Skip) Jarocki, Intercollegiate Athletics (80%); Anthony Merritt, Research Administration (90%); Pat O'Neil, Radiation Safety (80%); Valerie Brodie, Corporate and Foundation (100%); Ross A. Webber, Campaign Co-Chairman; John W. Hayden, Alumni Relations (100%); Ava Zamichelli, LRS (100%); Manny Doxer, Provost's Office (85%); Barbara Murray, Museum (80%); Virginia Scherfel, Facilities Management (81%); Charlotte Settini, President's Office (100%); Ercelle Ridley, Human Resources (100%). Award winners not shown in picture: Deborah Blackmore, Planned Giving (100%); Milly A. Brill, Insurance (83%).

The Coming Picture in Penn Real Estate

At last week's Community Relations Breakfast in Stouffer House (a monthly meeting with neighbors, sponsored by the Council Committee on Community Relations), three reports summed up Penn's real estate plans and construction starts along campus borders . . .

North/East: Shopping and Parking

The Redevelopment Authority has chosen Penn to develop the site at 34th and Chestnut Streets (now a permit parking lot), and the plan is for a parking garage that may have either University physical plant operations or commercial office space on the ground floor. Paul Levy, Penn real estate consultant, said he hopes work can begin this summer or early fall.

Mr. Levy also gave more details on the 34th and Walnut Street wraparound just begun (see model), which will combine Penn office space with retail outlets chosen to "fill in the gaps" identified by University and community members in last year's survey. Men's and women's clothing, sporting goods and computers led the list of retail goods that respondents from Penn, Drexel, the Science Center and the local communities wanted most.

The University information center that makes the project a new "gateway" to the campus will not only have information about Penn for visitors, but will supply information to Penn people and neighbors about Philadelphia-wide events and activities.

The food court that is taking more detailed shape is expected to have eight to ten outlets—likely to have ethnic and health foods among them—with an emphasis on fast lunches and fast dinners.

Southward: Seven Health Care Units

On the former PGH site south of the Schools of Medicine and Nursing, Executive Director Duane Perry of the Health Care Group said the Veterans Administration will break ground this Friday for the first of seven units which will cost \$250 million and are expected to provide some 2000 new jobs.

Some \$25 million of the total will go for streets, parking and site improvements for the complex as a whole.

About 1200 parking spaces are in the plan. Mr. Perry said these and a planned high-speed rail stop reaching from the South Street Bridge to the Civic Center Museum should solve access problems, and that traffic studies show the area streets will not be overtaxed by the restoration of activity after seven years. The high-speed line is to connect with the airport and other commuter lines.

The seven facilities and their projected construction starts are:

Veterans Administration 240-bed nursing

care unit: Groundbreaking this Friday, February 14.

Penn's Clinical Services Building (including the Howard Hughes Institute): Fall 1986.

CHOP outpatient unit: Early 1987.

Children's Seashore Hospital (long-term care unit for chronically ill children, relocating from Atlantic City): early 1987.

Barnes Organization's 100-bed nursing home: Late 1987.

Noguchi Institute, a Japan-based medical research unit: Early 1988.

HUP unit still in planning.

Westward: Divinity School Property

A longstanding question mark for the University and the community, according to Penn Real Estate Director Chris van de Velde, has been the former divinity school at 42nd and Spruce Streets which Penn bought in the mid-seventies. It was transferred to University City Associates, the Penn holding company for commercial properties, and has been leased in recent years to three educational tenants—a parent-infant center, a private "new school", and a magnet school of the Philadelphia public system.

An assessment last year showed the building to be costing the University considerable money, he said, "and would have cost more but for deferring maintenance to a caretaking level with only essential repairs to keep the doors open."

A campus-community task force, involving primarily the nearby Spruce Hill Civic Association, began looking for solutions early last spring. Two conclusions of the task force were that there should be no new building (the

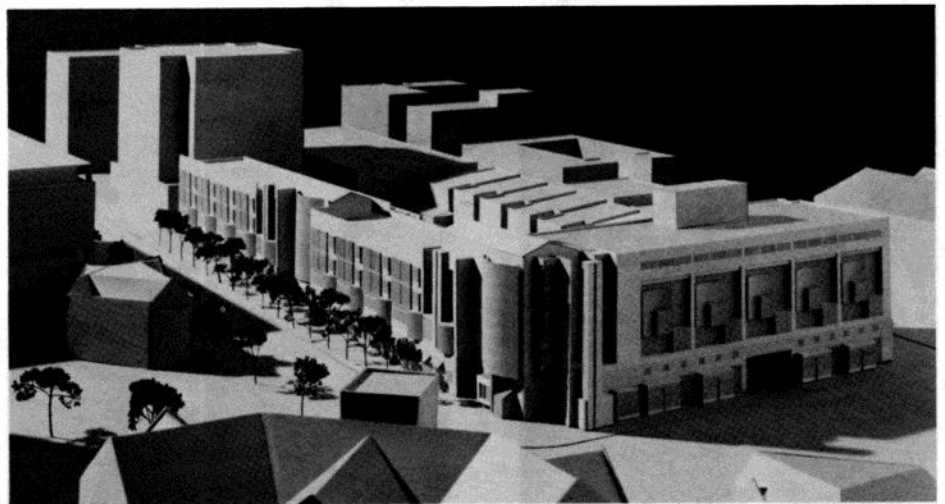
grounds represent needed open space); and that the present tenants are considered assets.

Friday the plan sketched by Mr. van de Velde called for keeping the present three educational units but rearranging their space uses; building two modest classroom structures in tucked-away sites in a style blending with its Gothic architecture—and adding a fourth school so that total rentals can cover costs. Present rates of \$1.78/square foot will gradually increase to perhaps \$3 in three years, which he said the tenants believe they can manage.

The fourth school will be the private School of the Performing Arts, affiliated with the Philadelphia College of the Arts but losing its South Broad Street quarters to PCA's need for growing room. With all-educational tenants the site may now be transferred back to the University and have the advantage of tax exemption.

Some of the existing units will trade spaces, taking less but more usable square footages, Mr. van de Velde said, and some will schedule classes in the two 3000-square foot stuccoed frame buildings slated for construction by September. Biggest change: the former Chapel will become a theater, possibly to be called the Chapel Theater. The performing arts school will use it for productions but is expected also to make it available as an auditorium for the other schools and may schedule it for community theater groups unconnected with the site.

To inquiries about adding pressure to the area's parking shortage, Mr. van de Velde said evening theatre would probably have no effect (a permit lot empties out at night) but the daytime pressure needs to be studied and solutions found.



Philadelphians approaching the campus from Center City will see this facade at 34th and Walnut Streets as construction proceeds on the \$15 million office and shopping complex scheduled to open in the summer of 1987. The rooftops in the foreground are Bennett Hall's in this three-dimensional model of the design by Geddes, Brecher, Qualls and Cunningham.

Update

FEBRUARY ON CAMPUS

FILM

12 *Minnie the Moocher and Many Many More and I Be Done Been Was Is*; 7:30 p.m., International House. Other show times: *February 14*: 4, 7:30 p.m.; *February 15*: 7:30 p.m. General admission \$3, students and senior citizens \$2.50. Information: 387-5125, ext. 222 (International House).

FITNESS/LEARNING

Computing Resource Center

12 *How to Buy a Microcomputer*; noon, Room B-26, Graduate School of Education. Information: Ext. 1780.

14 *Special DEC Rainbow User Group Meeting*; 7-8:30 p.m., Room B1, Vance Hall. Information: Ext. 8509.

17 *Administrative User Group*; noon, Room 236 Houston Hall. Information: Ext. 1780.

18 *Sci-Mate, Ver. 2.0 Demonstration*; noon-4 p.m., Conference Room, Van Pelt Library. Information: Ext. 1780.

Mime and Music

Moebius, a Canadian-based mime troupe (left), performs at the Annenberg Center February 21 and 22 in the Theatre for Children Series. The program contains a series of short sketches ranging through the areas of comic, serious and astonishing; animals and people are portrayed in both realistic and make-believe situations. The 2 p.m. show Saturday precedes a *Family Fun Day Party*, the first of several events planned by the Center to lead up to the second Philadelphia International Children's Festival, June 4-8. The party, 3-5 p.m., features live entertainment, an aerobic dance demonstration, clowns, a stilt walker, jugglers and refreshments. Tickets are \$7.50 (orchestra) and \$6.50 (balcony) for the show and party. Call Ext. 6791 for more information.

The University Museum celebrates Black History Month February 22 with two hours of some of the best jazz ever played, performed by jazz world immortals.

Film and jazz collector David Chertok and musicologist and jazz historian Harrison Fidley, Jr. will discuss the music and the musicians after the film. Tickets for the 2:30 p.m. show are \$2, \$1 for children under 12. Call Ext. 3024.

19 *ISI Day at the Biomedical Library*; 10 a.m. to 5 p.m., 1st floor of the Biomedical Library.

F/S Assistance Program

17 *Gambling: Social Pleasure or Social Problem?*; Nick Luchko, therapist in the inpatient treatment of addictive diseases, Keystone Center, Chester, PA; noon-1 p.m., Bishop White Room, Houston Hall. Call Ext. 7910 to register or for more information about the workshop.

MEETING

18 *WEOUP Meeting* (Women for Equal Opportunity at the University of Pennsylvania); noon-1 p.m., Bishop White Room, Houston Hall. Information: Ext. 8611.

TALKS

11 *The Worlds of Visual Perception: Why Computers Should Not See as Humans Do, But Must Know How Humans See*; Julian Hochberg, Columbia University. 4:30 p.m., Room B26, Stiteler Hall (Department of Psychology).

12 *Nationalism, Landscape Painting and the Avant-Garde*; Lowery Sims, noted art historian and associate curator of 20th century art at the

Metropolitan Museum of Art; 7 p.m., Room B3 Lecture Hall, Meyerson Building (Fine Arts Department, Graduate School of Fine Arts).

Splenic Control of Malaria and Other Infectious Diseases; Dr. Leon Weiss, School of Veterinary Medicine; 4 p.m., Conference Room, 7 Silverstein, HUP. (Department of Medicine).

The Future of Nuclear Physics; D. Allan Bromley, Yale University; 4 p.m., Auditorium A2, David Rittenhouse Lab. (Physics Department).

14 *Cyprus and the Politics of Symbols*; Molly Greene, Ph.D. student in political science; 4 p.m., Anspach Lounge (B-32), Stiteler Hall. (Political Science, International Relations).

An Experiment for Resolving Multipath from Very Low Elevation Target; Dr. Jelisaveta Kesler, assistant professor of electrical engineering, Villanova University; noon-1 p.m., Room 216, Moore School of Electrical Engineering. (Valley Forge Research Center, Moore School of Electrical Engineering).

17 *Ways of Invoking Literacy in Afghan Oral Storytelling*; Dr. Margaret Mills, assistant professor of folklore and folklife; noon-1 p.m., Room D-45, Graduate School of Education (The Literacy Research Center, Grad. School of Education).

18 *Acquiring the Verb Lexicon*; Steven Pinker, MIT; 4:30 p.m., Room B26, Stiteler Hall (Department of Psychology).

Theoretical Basis for Measurement of Extravascular Oxygen and Role of Myoglobin in Oxygen Transport; Paul Pape, department of physiology; 12:30 p.m., Physiology Library, 4th floor, Richards Building (Respiratory Physiology Group and Department of Anesthesiology).

19 *Malignant Glioma Studies*; Jane Alavi, hematology-oncology section; 4 p.m., Conference Room, 7 Silverstein, HUP (Department of Medicine, Hematology-Oncology Section).

Comet Showers and Mass Extinctions; Piet Hut, Institute for Advanced Study; 4 p.m., Auditorium A2, David Rittenhouse Lab. (Physics Department).

Deadlines

The deadline for the weekly calendar update entries is Monday, a week before the Tuesday of publication. The deadline for the April pullout is Monday, March 10. Send to *Almanac*, 3601 Locust Walk/6224 (second floor of the Christian Association).

Almanac

3601 Locust Walk, Philadelphia, Pa. 19104-6224
(215) 898-5274 or 5275.

The University of Pennsylvania's journal of record and opinion is published Tuesdays during the academic year and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR
ASSISTANT EDITOR
EDITORIAL ASSISTANT
STUDENT ASSISTANTS

A. Downes, Leah C. Gardiner, Michael S. Markowitz, John J. Neumann, Leonard S. Perlman
ALMANAC ADVISORY BOARD Chair, Arnold Thackray; Linda Brodkey, Lucienne Frappier-Mazur, Henry Hiz, Alfred Rieber, Roger D. Soloway, Anthony R. Tomazinis, Michael Zuckerman, for the Faculty Senate; ... William G. Owen for the Administration; ... Carol Carr for the Librarians Assembly; ... John Hayden for the Administrative Assembly; ... Joseph Kane for the A-3 Assembly.

Karen C. Gaines
Marguerite F. Miller
Mary Corbett
Catherine E. Clark, Mary

Jazz Greats on Film includes cuts from *Jazz at the Philharmonic* and performances by Count Basie, Nat Cole, John Cotrone, Miles Davis, Dizzy Gillespie, Billie Holiday, Charlie Parker and many others.

