

Almanac

Tuesday, October 21, 1986

Published by the University of Pennsylvania

Volume 33, Number 9

Center for the Study of the History of Nursing



19th-century Pupil Nurses at HUP, whose alumnae hold a centennial reunion this Saturday in Center City

Nursing: A Center for History

On the third floor of the Nursing Education Building, the School of Nursing has opened its Center for the Study of the History of Nursing, making available to scholars not only the history of nursing at Penn but also extensive regional records including the archives of century-old hospital schools of nursing now closed.

It is also actively collecting the papers and diaries of individual nurses, especially those in the private or voluntary sector, according to Director Joan Lynaugh, a nurse-historian who is associate professor of nursing. "The National Library of Medicine in Washington has pretty well covered military nursing and the founding of public health nursing," Dr. Lynaugh said. "We are focusing on the voluntary sector, where Philadelphia is a very rich area for study." Four nineteenth-century nurses' classnotes and diaries exemplify what Dr. Lynaugh said she is collecting assiduously.

A major archival resource is the Edith Nunan Collection named for the librarian of 40 years at the Philadelphia General Hospital School of Nursing. The PGH School of Nursing Alumnae Association's records are there on loan. And just beginning to be catalogued is a new addition, the archives of the Chestnut Hill Hospital School of Nursing, which is closing this year.

The Center complements and has cooperative ties with archives at The College of Physicians and its Francis C. Wood Institute for the History of Medicine; the Nursing Museum of Pennsylvania Hospital, and the City of Philadelphia Archives.

The collections form a base for faculty research and for dissertations, plus teaching

and advising, dissemination projects, and national presentations to academic and professional groups. The Center will also appraise, catalogue, and when requested store source materials for the Middle Atlantic region. The Center plans a regional survey of primary source material, a national survey of visiting nurse materials, and later a national *Guide to Resources in Nursing History*.

Four Ph.D.'s focusing on the history of nursing are now in progress at the School. Nurse-historian Dr. Karen Buhler-Wilkerson, the Center's Archivist, is engaged in a project on public health nursing and Dr. Ellen Baer (who is on the Center's Advisory Board as well as on the faculty) is doing work on the history of the professionalization of nursing, under a U.S. P.H.S. grant. Three courses and numerous papers and presentations have already come out of the nurse-historians' and doctoral candidates' activities.

A traveling exhibit on 100 years of service by

Death of Dr. Fields

Dr. Harry Fields, emeritus professor of obstetrics and gynecology who taught and practiced here for 45 years, died Sunday at Saunders House in Lower Merion Township. He was 75. In addition to teaching, publication and leadership in major medical societies, Dr. Fields served as President Gaylord Harnwell's assistant for athletic affairs starting in 1965, urging physical fitness and competitive sports experience for students. He is survived by his wife, Ruth; a son and daughter and five grandchildren. Memorial contributions may be made to the Harry Fields Gallery for Joe Brown's Sculpture at Gimbel Gymnasium.

Undergrad Research Funds: November 1 is the deadline for undergraduates' proposals to the new Nassau Undergraduate Research Fund, which will provide up to \$1000 per project. Guidelines for application to the Nassau Fund, and details of the new Rose Undergraduate Research Awards which will recognize up to five students (\$1500 each) and their faculty advisors (\$500 honoraria) for outstanding undergraduate research, are on page 5 of this issue.

The two funds are among several initiatives noted in Dr. Stephen Steinberg's report on 1985-86 work of the Faculty Council on Undergraduate Education, page 4. It asks comment on a five-point agenda for 1986-87.

Lindback Nominations: For health areas the deadline is March 2, but nominations for other schools open October 27 and close December 5. See detailed guidelines, page 6.

the Visiting Nurse Society, based on Center materials opens October 24 on the first floor of NEB. The Center is working with *Nursing Research* Editor Florence Downs on a January 1987, 35th-anniversary issue, which will be the first to be devoted wholly to historical research.

Planning for the Center originated with Dean Claire Fagin's appointment of an ad hoc committee in 1983, chaired by Dr. Judith A. Smith. Gifts of Overseer Lillian S. Brunner and an anonymous donor helped launch the Center. Penn's Archivist Mark Lloyd, Rare Books' Christine Ruggere, and History Professors Rosemary Stevens and Charles Rosenberg were among those advising in the founding of the Center. Dr. Rosenberg now serves on the Advisory Board along with Dr. Baer; Dr. Brunner; Sandra L. Chaff of the Medical College of Pennsylvania; Villanova Dean M. Louise Fitzpatrick; Nadine Landis of HUP and the HUP Nursing Alumnae Association; Thelma M. Schorr, President of the American Journal of Nursing Co.; and Stephanie A. Stachniewicz, former director of nursing at PGH.

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SENATE

From the Chair

Minimization of Harassment with Maximization of Academic Freedom

The debate on how best to reduce harassment on campus while preserving academic freedom has begun in the University Council and in the Senate Executive Committee and will continue for as long as necessary to hear all points of view. The aim of this process is to produce a plan that represents as nearly as possible a consensus. However, the democratic process requires that compromises be made on all sides to achieve a balance between change and the status quo and between idealism and practicality.

The reports on sexual and racial harassment published in *Almanac* October 14, 1986, should be required reading for every member of the campus community. In the midst of our busy personal pursuits, we need to become more aware that many members of our community are dissatisfied with the level of harassment that occurs on our campus. We may dispute the frequency, extent or severity of harassment but it is difficult to deny that the present system of redress has built-in difficulties that inhibit those in weaker positions from being able to deal with supervisors who may control the course of the rest of their professional lives through letters of recommendation.

We need to build, maintain, and publicize a counselling-advocate system that can support the complainant and settle, on an informal basis, most of the situations that occur. Systems for dealing with harassment within schools are not defined in the reports. The administration should be strongly encouraged to request plans from each of the schools.

The problem exists on multiple levels: peer-peer, employer-employee, teacher-student, etc. Non-peer relationships are at the heart of the educational process. The nature of the teacher-student relationship is a dynamic tension between the striving of the teacher to obtain the most from each student and the perception of the student that such demands may be unreasonable. Similar differing points of view naturally exist in supervisor-worker, employer-employee, and senior-junior faculty and staff relationships. The most successful leader elicits maximum output from those in his/her charge without engendering ill will while evoking admiration. Most leaders achieve this to an incomplete degree and it is frequently the degree to which this is incomplete that gives rise to complaints of harassment.

As in all institutions of learning, the University of Pennsylvania measures success by productivity. Productivity is assessed by measures including the excellence of careers of students taught, the number and quality of publications, the extent of research support, and the success of clinical practice. Each of these measures introduces tension into the system, some of which may be healthy. In the process of striving for excellence, every facet of our lives here lends itself to a potential for abuse and harassment. We cannot and should not be protected from tension. However, we can and should distinguish between pressures generated in the search for excellence and those derived from sexual, ethnic, racial, or religious differences.

In the process of supporting grievants, we must maintain safeguards for faculty and administrators against unjust or malicious criticism. The process as proposed allows for this latter kind of criticism to occur through the medium of anonymous complaints being filed and recorded. An anonymous complaint can serve as the only recourse of a disappointed student, employee or colleague. We are in need of wise counsel from all of you to determine how we may support those who are timid or dependent on the goodwill of their superiors while protecting the innocent.

Recently, in letters that appeared in the "Speaking Out" section of *Almanac*, Professors Robert Davies and Henry Hiz have presented reasoned and cogent arguments for and against an increase in the number of adjudicatory bodies on campus. Their input is articulate and appreciated in light of the reluctance of busy people to devote the time necessary to these endeavors.

The current grievance system, because it is active, already places a strain on our personnel resources to find enough faculty willing to serve on the various hearings panels. We must be careful not to tax ourselves with committees and panels so greatly that we will not have justice impartially administered. Thus, I ask those supporting separate sexual and racial harassment panels to join together for the practical purpose of obtaining adequate numbers of good advisors and panel members rather than fearing weakening of their cause by this amalgamation.

As the debate continues, additional points of view will arise that I hope will result in the best possible advice to the President and the Provost. I call for each of you to submit your views through whatever channel is most comfortable.



Alcohol Awareness

I would like to bring your special attention to the calendar of events that will take place on campus from October 26-November 1 as part of Penn's participation in National Alcohol Awareness Week. Talks, discussion groups, and films have been arranged by the Alcohol Concerns Committee, a campus-wide group of representatives from student organizations, faculty, staff, Public Safety, Student Health Services, Residential Living and the like.

All the week's activities have a central purpose: to make all students, faculty and staff aware of the difference between the use and abuse of alcohol. Alcohol abuse is a serious problem, and we hope that these programmatic efforts will help all of us make intelligent choices about our own drinking. For people who have a problem with alcohol or whose lives are affected by the drinking of others, we want them to know that *confidential* help is available through many University resources: Student Health Services, the Faculty/Staff Assistance Program, University Counseling Service, etc.

I know that the Alcohol Concerns Committee has developed a varied program with lively speakers, and I urge you to participate as fully as you can.

—Thomas Ehrlich, Provost

Open Expression Study

With the advice of the Committee on Consultation (the Chair, Chair-Elect, and immediate Past-Chair of the Faculty Senate and the Presidents of the UA and GAPSA), we have appointed a special committee to review the University's Guidelines on Open Expression. Over the past years, various suggestions have been made concerning ways those Guidelines might be improved. The special committee will consider these and any other proposals, in full recognition of the importance of open expression on the campus. The special committee members are as follows: John Brobeck (Medicine), Michael Gordon (former UA President), Barbara Lowry (Nursing), Amy Lyman (former GAPSA President), Dorothy Malloy (General Counsel's Office), Kim Morrisson (VPUL), Marion Oliver (Wharton), Curtis Reitz (Law) and Michael Wachter *Chair*, Economics.

When the special committee has completed its review, its report will be sent to the Committee on Open Expression for reactions and comments. Subsequently, we expect the matter to come before the University Council for further review.

—Sheldon Hackney
—Thomas Ehrlich

Almanac

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(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.

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Alcohol Awareness Week at Penn: October 26-November 1

Sponsored by the Alcohol Concerns Committee, Office of the Vice Provost for University Life

Week of October 26

C.A.R.E. (Campus Alcohol Resources and Education) pilot program of alcohol evaluation, education and treatment, by Student Health Service in conjunction with University Counseling Service and Residential Living. Call 662-2850.

Monday, October 27

Unresolved Anger: The Cost to Women: Women's Center staff present brown-bag lunchtime sessions on anger and the use of alcohol as a coping strategy - its costs and alternatives, noon-1 p.m. and 1 to 2 p.m., Bishop White Rm., Houston Hall.

Substance Use and Abuse in Collegiate/Professional Athletic Scene: Don Tollefson, WPVI (Ch.6) sports news director and a local pro athlete include issues such as drug testing and development of regulations, 7 p.m. High Rise North.

Tuesday, October 28

Alcohol at Penn: 20-minute video filmed on campus gives student and staff observations on traditions such as Spring Fling and Hey Day, and how drinking culture is promoted. 11 a.m.-1 p.m. and 4-5 p.m. HRN Upper Lobby.

Wednesday, October 29

Repeat of **Alcohol at Penn**, 8-10 p.m. McClelland Hall.

Thursday, October 30

Glamour, Style and Awareness: How media influence drinking habits: response to media images and relationship of media to self-images. Participatory workshop with information on hosting techniques, presented by Office of Student Life with Assistant Director Renee Singleton as facilitator. 4-5:30 p.m. Bowl Room, Houston Hall.

Adult Children of Alcoholics: Members of Al-Anon share experiences on problem drinking in their families, the resulting dynamics within family and influence on their self-images, interpersonal relations and coping skills. 7-8 p.m. Harrison Room, Houston Hall.

Friday, October 31

Fireside Chat: "Partying," a Look in the Mirror by Mike Green: Athlete who lost a career in pro football and is now with College Consultants on Alcohol and Drugs offers a dialogue, noon-1 p.m. Houston Hall Lobby.

See also page 7 for special Faculty/Staff Assistance Program events during Alcohol Awareness Week, and see page IV of insert for University policies on alcohol and drug use and abuse.

Note to Readers: Council coverage promised this week, but too long for available space, be published next week instead. —K.C.G.

Speaking Out

The authors below agreed to share their recent correspondence as a way of bringing attention to the issue of bicycle risk. Ms. Wells solicits the opinions of other members of the University:

Rude and Dangerous

We have known one another for many years, and you know I am not an alarmist. I have a protest I want to register with you. After several occasions of walking on campus, as I do almost everyday on Locust Walk, and being nearly knocked down by bicyclists, I have decided to write to you about this matter. Several of my colleagues have registered similar concerns and fears of being hurt by students and nonstudents who ride bicycles fast and furiously on Locust Walk and over the 38th Street bridge.

I know that the University Security and Public Safety Office has more important things to do than to stop bicyclists from harassing pedestrians, but I think that the matter has become sufficiently serious that some kind of focused deterrent action is needed. Someone soon is bound to get hurt, perhaps seriously, and the University could be sued for negligence.

My recommendation is that *no bicycles should be permitted anywhere on campus*. Notices should be posted and an announcement should appear in the *Daily Pennsylvanian*. Bicyclists are both University students and off-campus persons. They are dangerous; they are often rude, rough and wild. They do not even obey the 38th Street bridge sign that says "Walk your bike."

I urge you to enforce the rules and to give citations and fines. A friend of mine, in her sixties, was recently knocked down and seriously injured by a hit-and-run bicyclist. This incident aroused my attention.

Please enlist your staff to do something about this matter. I trust in you to respond.

—Marvin E. Wolfgang, Director,
Sellin Center for Studies in Criminology
and Criminal Law

Response

A significant number of University community members have expressed concerns similar to yours about pedestrian safety on campus.

Ms. Virginia Scherfel, Executive Assistant, Vice President For Facilities Management, has advised me that a sub-committee of the University Facilities Committee has recommended stringent restrictions for the use of bicycles on campus. Dr. Sheldon Jacobson, Chair, University Safety and Security Committee, has listed the matter on the agenda for his October meeting.

The existing University policy requires that bicycles be walked across the bridge. However, the policy does not impose any sanctions for violators.

Internally, Captain John Richardson has instructed officers to cite University students who are observed riding bicycles across the bridge, or recklessly on campus. Non-University affiliates engaging in such activities will be prohibited from riding bicycles on campus.

Your recommendation is worthy of University-wide discussion, so that a more effective policy and sanction may be instituted. We look forward to working with you in this matter of mutual concern.

—Ruth S. Wells, Director
Victim Support and Security Services

Commendation from GAPSA

Cognizant of the University's commitment to increasing black and minority presence, GAPSA commends President Sheldon Hackney, Provost Thomas Ehrlich, Dean Michael Aiken of the School of Arts and Sciences, Dean Russell Palmer and Vice Dean Marion Oliver of the Wharton School, and the appropriate department chairs and search committees on the appointment of six new black faculty members for 1986-87.

GAPSA notes that the addition of these six persons brings to 40 the number of blacks among a standing faculty of over 1600. We praise the efforts that have been made, particularly the decision of the Trustees to establish a fund of \$6 million for the purpose of promoting minority presence. We welcome the appointment of Mr. Joseph Watkins as Assistant to the President to work on minority recruitment and development, and wish him every success in that endeavor.

—Wayne C. Glasker Chair, GAPSA

Penn demonium

Noting in the latest *Almanac* the nomenclature dilemma caused by the recent Penn-Hilton alliance, we have decided to rise to the challenge and create a title that would, as you put it, "accommodate both the Medical Center's needs and identification as a hotel". You can rest assured that any one of the following carefully chosen names would have our strong endorsement for the property in question.

I.V. Towers
Hospotel
HUP-WARD Bound
Dock Here
The Pox Box
The Inn Turn
Inn Fusion
Inn Sulin
The Spinal Column
Camp Pus
The White Cell Hotel
The Plasma Hotel
Pennicillin Plaza
Emergency Regency

Assuming that the new facility will provide its clientele with intensive care and feeding, we are pleased to provide you with the following suggestions for the names of hotel facilities and services.

Rooms. Recovery Rooms, Suture-Self Suites.

Lounge. The Pacemaker Lounge.

Restaurant. Cafe Coronary.

Menu ideas: appetizers like Artichoke Hearts, or Liver Pate on Comatoast; Platelet Specialties like Surgeon Sturgeon, Sauteed Brains, Steak and Kidney Pie; and tempting desserts like Infection Confection.

Gift Shop and Gallery. The Arterie.

Nightclub. Slip-Your-Disco. Guests will be sure to get plenty of traction action as they dance to sensational bands like Laser Lights, Ultrasound, and the Illusions.

We are, of course, eager to know which of the above names you decide on and can hardly wait to find out what we've won. The first prize, an all-expenses-paid vacation as guests of the hotel, sounds exciting - if operations are not included! Thanking you in advance, we are hopefully waiting,

—Brit Ray and Laura Meyerson
Staff writers, Donor Relations

Report on the Work of the Faculty Council on Undergraduate Education, 1985-86

In its third year of activity, the Faculty Council on Undergraduate Education continued to pursue initiatives that seek to bring more of the University's resources to bear on undergraduate education and create a greater sense of shared academic experience amongst our students. The Council, chaired by the Provost, is comprised of twenty faculty members and three students representing all of the University's twelve schools and the ex officio membership of the Vice Provost for University Life and the chairs of the key school curriculum committees. Its mandate was set forth by President Sheldon Hackney in the 1983 strategic planning document for the University, *Choosing Penn's Future*, and was re-emphasized in *Investing in Penn's Future* which focused on undergraduate education as a priority area for support and improvement.

During its first two years (1984-86), the Faculty Council spent considerable time assessing Penn's strengths and resources in undergraduate education, studying programs at other institutions, and considered both the extracurricular and academic components of the undergraduate experience. These discussions set the stage for several specific initiatives, including:

1. An experimental University-wide, interdisciplinary course in applied ethics, offered in Spring 1984 and Fall 1985.
2. The Discovery and Meaning Lecture Series during New Student Week in 1984, 1985 and 1986 to introduce new students to the "process of discovery and the search for meaning" as they are exhibited in the research of Penn faculty.
3. The interdisciplinary "Human Experience" courses in Spring and Fall 1985, designed as a step towards providing undergraduates with a common academic experience to be shared by students from across the University.
4. Programs to support undergraduate research through:
 - (a) An Undergraduate Research Opportunities Bulletin.
 - (b) The Nassau Undergraduate Research Fund (financed by a gift to the University) to provide modest support for outstanding research proposals of undergraduates.
 - (c) The Rose Undergraduate Research Award Fund (financed by a gift to the University) to recognize students and their faculty advisors for outstanding undergraduate research.
5. Encouraging both the urban and international dimensions of the University through the Office of Community-Oriented Policy Studies and the University-City Relations Seminar.
6. Endorsing the development of a publication entitled *The Academic Penn*, an undergraduate's guide to the academic resources and opportunities of the University.

The ethics course and Human Experience courses (now coordinated by the College as part of the Freshman Seminar Program) have served as possible models for future curriculum development. The Discovery and Meaning series, *Academic Penn* and the forthcoming *Emphases* provide a variety of opportunities for undergraduates to orient themselves to the academic and scholarly resources of the University. Finally, the initiatives in support of undergraduate research will be fully launched by the initial selections of student projects and award recipients during the 1986-87 academic year.

Preprofessionalism

During 1985-86, the Council shifted its main focus from demonstrating the potential of curricular innovation to the University-wide issue of "preprofessionalism." When the education editor of the *New York Times* described Penn as "the East Coast's premier preprofessional institution," he highlighted both Penn's unique comparative advantage over other institutions and a serious problem in undergraduate and parental perceptions about the role of the liberal arts in preparation for professional study and careers.

In addressing this issue, the Council sought advice from each of the professional schools and a variety of professional associations in law, medicine, management, and other fields. It consulted with career and

academic advisers and reviewed the growing research literature on the viability of liberal arts preparation for the preprofessional student. The Council concluded that:

- 1) Many students and especially parents misperceive the undergraduate prerequisites for admission to professional schools of management, law, and medicine.
- 2) Penn is unique as an undergraduate institution in the availability on one campus of courses offered by first-rank professional schools as well as an equally strong liberal arts college.
- 3) As a direct result, Penn has developed—and could further enhance—many academic options that allow students in both liberal arts and the professional schools to integrate the liberal arts and professional disciplines in their undergraduate experience.

Responding to these conclusions, the Council drafted and circulated to the entire University community for comment a statement on "Liberal Arts Preparation for Professional Study and Careers," which seeks to correct the common misconceptions of undergraduates and parents and to articulate the integration of liberal arts and professional disciplines as one hallmark of the undergraduate experience at Penn. After extensive revision based on the advice of faculty, staff and students, the document was distributed to incoming undergraduate students and their parents over the summer. Further distribution to continuing students and campus offices is planned for the coming year.

1986-87 Agenda

Building on the firm foundation prepared during the previous year, the Council plans to consider ways in which the perspectives outlined in last spring's statement can be better communicated and more effectively implemented throughout the undergraduate programs of the University. Among the issues for consideration this year will be:

- 1) *Dual-Degree Programs*. Many such programs already exist on campus. How well are they utilized? Do students and faculty participating in them receive adequate advise and support? Are new combinations desirable?
- 2) *Cross-School Minors*. Would it make sense to enhance our offerings that cross school lines? What are the obstacles to such initiatives? Should cooperative efforts with other specialized institutions or greater use of extracurricular enhancement be considered as ways to further the integration of liberal arts and professional disciplines?
- 3) *Undergraduate-Graduate Combinations*. Are joint admission arrangements for undergraduate and graduate professional programs at Penn desirable and workable? Are other forms of undergraduate-graduate combination possible as a means for enhancing the integration of liberal arts and professional education for undergraduates?
- 4) *Common Undergraduate Experiences*. Can additional or expanded lecture series, such as the successful Discovery and Meaning series during New Student Week, or other initiatives be undertaken to further enhance the sense of cohesion amongst undergraduates throughout the university and strengthen certain important commonalities and competencies that all students should derive from their undergraduate experience?
- 5) *Research Initiatives*. The ideal synergism of undergraduate teaching and scholarly research is often cited in opposition to the common view that these are competing priorities. Are there new and creative ways in which we can turn the priority of faculty research to the direct benefit of undergraduate education?

These are questions to be explored rather than programs to be implemented. In exploring them, the Council is eager to receive the advice of the entire University community. Comments may be directed to me (210 Logan Hall, Ext. 4719,) the Provost, or individual members of the Council.

—Stephen Steinberg, Coordinator,
Faculty Council on Undergraduate Education

See Page 5 for Undergraduate Research Funds

Undergraduate Research Funds

Guidelines and Procedures

As a major research institution, the University of Pennsylvania believes that a research experience can make a significant contribution to an undergraduate student's education. The Undergraduate Research Funds have been established to provide support for and recognition of outstanding undergraduate research efforts. Through the generosity of the Nassau family, income from an endowment known as the Nassau Fund will support modest grants to undergraduates in support of their research activities. The Rose Foundation has generously provided a gift, known as the Rose Undergraduate Research Award Fund, whose income will recognize outstanding achievement in research by undergraduates and by the faculty who sponsor them. Both funds will be administered by the Office of the Vice Provost for University Life, with awards made on a competitive basis by the Council of Undergraduate Deans.

Research Support

Research support from the Nassau Fund will be awarded in accordance with the following principles:

- Research proposals in all disciplines, as well as interdisciplinary efforts, are encouraged. Proposals may involve theoretical research or research with practical applications.
- Projects having no other funding source are particularly encouraged. When other funding sources can be identified, shared costs or matching funds will be encouraged whenever

possible.

- Funds will be allocated on the basis of merit without regard to school enrollment. When all other factors are equal, representation by disciplines will be considered.

- Each project must have a faculty advisor.
- Funds may be requested to support research during the academic year or during the summer. Normally, awards will not be granted in excess of \$1000 per student.

- Projects may involve more than one student.

- Examples of what may appropriately be requested in a budget include research supplies, limited travel, computer time, computer software. Salaries, major hardware (or other equipment that can generally be obtained throughout the University), benefits, and overhead are not to be included.

Proposals

Proposals should take the following form:

I. Cover Page containing:

- a. Name of student
Year
School
Major (if declared)
Name and faculty affiliation of faculty advisor
Research interests of faculty advisor
- b. Title of proposal
- c. Amount of funds requested
- d. Identification of other opportunities for research support, if any.
- e. Short abstract (no longer than 100 words)

II. Objectives and Methodology (2 pages maximum)

- a. State the objectives and relevance of the proposed work.
- b. Evaluate existing knowledge and work in the area and provide a brief background summary to the proposed work.
- c. Describe the design and procedures to be employed and provide a timetable and implementation plan for completion of the project.
- d. If the work is to have practical application, describe the impact and usefulness.

III. Budget (one page)

List each budget item in order of priority and justify in terms of the work proposed. (In a few instances, travel may be an appropriate use of funds if warranted by the project.) Funds requested should not exceed \$1000 per student.

IV. Faculty endorsement

A faculty advisor's endorsement of the project must be attached certifying the feasibility of the project and the adequacy of the student's preparation to undertake it. Normally, the project should be associated with a course for which the project may receive independent study or course credit. If this is not to be the case, an explanation must be attached.

Selection Procedures

All proposals (one original and four copies) must be submitted to the Office of the Undergraduate Dean (see below) of the student's home school by *November 1* of each year. Each Undergraduate Dean's Office will be responsible for pre-screening applications for students in that school. The leading proposals from each school will be brought to the Council of Undergraduate Deans or to a group they designate, for further review. Final allocation decisions will be announced by the Council of Undergraduate Deans and will take the form of projects identified for support and projects which receive honorable mention with no funding.

Recognition of Outstanding Research

Outstanding research achievements by undergraduates may be recognized by an award from the Rose Undergraduate Awards Fund. All research projects are eligible and need not have been funded by the Nassau Fund in order to qualify for recognition. Up to five awards of \$1500 each will be made each year, with an honorarium of \$500 to the faculty sponsor of each project. The criteria for making the award will be the quality and the originality of the project. Information regarding the eligibility and criteria will be made available early in the Spring semester.

Appropriate offices for submission of nominations/proposals:

School of Arts and Sciences: Office of the Associate Dean for Undergraduate Studies, 100 Logan Hall.

School of Engineering and Applied Science: Office of the Associate Dean for Undergraduate Education, 109 Towne Bldg.

School of Nursing: Office of the Associate Dean for Undergraduate Studies, 475 Nursing Education Bldg.

Wharton School: Office of the Vice Dean, Wharton Undergraduate Division, 1100 Steinberg-Dietrich Hall.

—*Office of the Vice Provost for University Life*

OF RECORD

The following policy for student protection in sponsored research was approved by the University Council on October 8, 1986, and is effective immediately. It will be incorporated into the next editions of the Research Investigators Handbook, the Handbook for Faculty and Academic Administrators, and Policies and Procedures.

—*Sheldon Hackney, President*

—*Thomas Ehrlich, Provost*

—*Barry Cooperman, Vice Provost for Research*

Guidelines for Student Protection in Sponsored Research Projects and Student Access to Information Regarding Sources of Financial Support

Preamble: Participation in sponsored research may be an important part of a student's undergraduate or graduate education, as well as an important source of his or her financial support. The University recognizes that the student must be protected in cases where the terms of the research project conflict with the student's academic progress, and affirms that the student has the right to reject such funding if he or she chooses to do so. The University recognizes the sensitivity of these issues, since they pertain directly to the relationship of personal trust which exists between a student and his or her faculty sponsor; they are also fundamental to the development of the student's intellectual and moral integrity. Therefore, the University adopts the following policy:

1. The University recognizes the central role of sponsored research in fostering educational opportunities for students at all levels and in every discipline, and encourages the involvement of students in research projects. On rare occasions, the terms of a research agreement may contain limitations which may inhibit the participation of students, such as delays in publication of results which might conflict with a student's academic schedule. In such cases, the University requires that careful consideration be given to the appropriateness of student participation and that the Faculty Sponsor or Principal Investigator assure in advance that students are fully aware of any such restrictions.

2. The University affirms the student's right to know the source(s) of financial support for his or her educational and living expenses, individual research projects, or the research activities of a faculty sponsor in which the student is involved and from which the student obtains financial support. It is the responsibility of the faculty sponsor to make this information known to the student.

3. Should a student choose to reject financial assistance, the University affirms and upholds the student's right to do so.

Lindback Awards for Distinguished Teaching 1986-87

The Lindback Awards are presented annually to eight members of the University of Pennsylvania faculty in recognition of their distinguished contributions to teaching. They are open to teachers of undergraduate and graduate students in both the professional schools and the arts and sciences.

Four awards each year go to faculty in the non-health areas (i.e., S.A.S., Wharton, Engineering, Law, Education, Social Work, Fine Arts and Annenberg School of Communications). The Committee on Distinguished Teaching, appointed by the Vice Provost for University Life on behalf of the Provost, is charged with presenting the Provost's Staff Conference with eight final candidates from which these four non-health area winners are chosen. The Committee now welcomes nominations for these awards from schools or departments, individual students, and student groups, faculty members, or alumni.

Nominations should be submitted to the Committee on Distinguished Teaching, 112 College Hall, 6303, to the attention of Barbara Cassel. They should be in the form of a letter, citing those qualities that make the nominee an outstanding teacher. It is particularly impor-

tant to include the nominee's full name, address and phone number. Additional supporting evidence, in the form of statistical surveys, curricula vitae, lists of courses taught, etc., will also be helpful to the Committee in its selection process. *Nominations open Monday, October 27, and will close on Friday, December 5.*

In the criteria and guidelines for the selection of the award recipients, distinguished teaching is defined as "teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and how he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth."

Nominations: Lindbacks/Health

The Deans of the health schools will welcome nominations for the 1986-87 awards from faculty members and students. Nominations and supporting materials, including a current curriculum vitae, comments from faculty and students concerning the nominee's teaching ability and any quantitative data on the nominee's teaching activities should be sent to the school's Lindback committee. Each school committee is comprised of faculty and students who will nominate up to four individuals for awards. The dossiers of the school candidates are due in the Office of the Vice President for Health Affairs on *March 2, 1987*. The Vice President for Health Affairs then appoints an ad hoc committee drawn from the school committees to choose the recipients from among the candidates.

*—Office of the Vice President
for Health Affairs*

Criteria and Guidelines for the Lindback Awards In the Non-Health Areas 1986-87

1. The Lindback Awards are given in recognition of distinguished teaching. "Distinguished" teaching is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance to his/her area of specialization. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures—these are all relevant attributes, although it is unlikely that anyone will excel in all of them.

3. Distinguished teaching is recognized and recorded in many ways; evaluation must also

take several forms. It is not enough to look solely at letters of recommendation from students. It is not enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over; the influence of the best teachers lasts while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulation, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more, should enter into the identification and assessment of distinguished teaching.

4. The Lindback Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a spectrum of the University community as possible of the expectations of the University for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University, and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback Awards may be awarded to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. *No faculty member may be considered for the Lindback Award in a year in which the member*

is considered for tenure. All nominees should be members of the standing faculty. The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

7. The awards should recognize excellence in either undergraduate or graduate professional teaching or both.

8. The recipient of a Lindback Award should be a teacher-scholar. While a long bibliography is not necessarily the mark of a fine mind, nor the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

9. The process of selecting the four Lindback Awards in the non-health areas (i.e. FAS, Wharton, Engineering, Law, Social Work, Fine Arts, Education, and Annenberg) is initiated yearly when the Committee on Distinguished Teaching is appointed by the Vice Provost for University Life on behalf of the Provost. The Committee is drawn from the non-health schools. It is composed of five Lindback Award recipients, three graduate and professional students, and two undergraduates. The Chairperson is one of the faculty members and is appointed by the Vice Provost. The Committee solicits nominations from the University community and reviews the documents submitted, producing a list of not more than eight nominees, in ranked order when the Committee has agreed-upon preferences.

10. The Provost then reviews the list, receives advice from the several Deans concerning distribution of the awards among schools, and makes final designations from it.

**Alcoholism Awareness Week—
October 27-November 1**

Are you a co-alcoholic?

1. Do you make excuses for what the drinker says or doesn't say or does or doesn't do?
2. Do you worry about your partner's drinking so much that you neglect to care for yourself?
3. Do you tolerate your partner's drinking and take care of him/her whenever necessary?
4. Do you feel that you can save the drinker with your love, despite his/her repeated failures to control the drinking?
5. Do you feel responsible for his/her drinking and the subsequent consequences?
6. Do you often threaten to leave but never quite carry the threat out?
7. Do you avoid social activities for fear that people may find out "how things really are"?
8. Are you afraid of the drinker?
9. Do you make excuses to the drinker's place of employment when he/she has a hangover?
10. Do you worry about the money spent on alcohol?
11. Do you call neighbors, friends and/or bars looking for your partner?
12. As the alcoholic's co-worker, do you find yourself doing the work that he/she is supposed to be doing?
13. As the problem drinker's subordinate, do you find yourself covering up for your boss's memory lapse, tardiness, or lack of responsibility?
14. As the problem drinker's boss, do you find yourself making excuses for poor work, absenteeism or inability to meet deadlines?

If your answer is yes to any of the questions above, you are probably a co-dependent or a co-alcoholic.

If your friend is an alcoholic, the main thing you may want to know is the right way to say "I think you are drinking too much and you need help." Well, there is no right, easy, sure-fire way to say it. You may think you are risking a friendship, and in fact, you are. However, you need to realize that the friendship is already being lost to alcohol. You can support your friend in getting help. Covering up for an alcoholic only temporarily postpones when he/she must face the consequences of alcoholism. You are depriving him/her of an opportunity to learn and grow. As one person said, "it is better to lose a relationship than it is to lose a life to booze."

If you are a co-worker, spouse, or partner of an alcoholic and you want to find out how to approach the problem drinker in your life, please call the Family/Staff Assistance Program for information and referral resources at Ext. 7910.

—Anu Rao, Director,
Faculty/Staff Assistance Program

Coping with Alcoholism

The effects of parental alcoholism last long after childhood. The Faculty Staff Assistance Program is sponsoring a workshop that will help University faculty and staff examine the powerful influence of alcohol in their lives. We will identify sources of stress relating to work, home and interpersonal relationships, that may result from having grown up in an alcoholic family.

Our speaker will be Karen U. Nolan, M.S., who is a psychotherapist specializing in the treatment of adult children of alcoholics. The workshop will be held on Tuesday, October 28, from noon to 1 p.m. in the Bishop White room of Houston Hall. For reservations call F/SAP at Ext. 7910. Plan to join us! —Anu Rao, director, F/SAP

Dispensing with the PAF

Available now to those who have access to a terminal for viewing the records of members of their own departments, schools, or centers is a new application developed by UMIS which allows updating of such items as name and address without submitting a Personnel Action Form (PAF). For those with a TELEX terminal or a PC with an IRMA board, the new screen can be called up within the PAYDB system by using the ALT/8 keys or by entering "SSN/PB/."

Fields which can be changed include:

- Name (including title and suffix)
- Current address
- Permanent address (used only for students, foreign nationals, and visiting staff)

- Mail code (the current four-digit version)
- Telephone numbers (both home and University)
- Marital status

Anyone wishing assistance in becoming familiar with this new terminal application should call Ext. 6176 to speak with me or Jane Pavoni, or Ext. 7288 for other members of the Human Resources/Records staff. A staff member will be glad to come to your office to guide you through this new application. It is the hope of the Records staff and UMIS that the general availability of the Personal Biographics screen will help to cut down on paper work for many of you.

—Doug Dickson
Manager, Human Resources/Records

Menopause Study

The department of OB/GYN at Presbyterian-University of Pennsylvania Medical Center is conducting studies on improved treatment methods for women suffering symptoms of the menopause, e.g. hot flashes, night sweats, vaginal dryness or painful intercourse. Candidates must be over the age of 40 and have not had a hysterectomy. Evaluation and participation is free. For more information, call 662-9150.

—Patricia M. Curnyn, administrator
Presbyterian, U of P Medical Center

The Penn Card

After October 31, only PENncards will be accepted as official University student identification. Faculty and staff have until November 30 to get their new PENncards. Regular hours for the Student I.D. Center are 9 a.m.-4:30 p.m. The Faculty Staff I.D. Center at 116 Franklin Building has regular hours from 9:30 a.m.-3:30 p.m.

Seminars on Tax Reform Legislation

New legislation presenting the country with the most sweeping overhaul of federal tax law in fifty years has been approved by both houses of Congress. Though tax reform legislation is quite complex, it is clear from recently published information that the bill's impact on compensation and certain benefits will be significant. The extent of its effect on each individual depends on his or her personal circumstances.

To help faculty and staff with financial planning in the wake of tax reform, the University is sponsoring a series of informational seminars on the subject. The seminars, to be conducted by Hewitt Associates, a major compensation and benefits consulting firm, have been scheduled as follows:

Date	Time	Location
October 28	noon-2 p.m. 3-5 p.m.	Dunlop West, Med. Ed. Bldg. Bodek Lounge, Houston Hall
October 30	noon-2 p.m. 4:30-6:30 p.m.	Dunlop West, Med. Ed. Bldg. Alumni Hall, Towne Bldg.
October 31	noon-2 p.m. 4:30-6:30 p.m.	Dunlop West, Med. Ed. Bldg. Alumni Hall, Towne Bldg.
November 3	9:30-11:30 a.m. noon-2 p.m.	Bodek Lounge, Houston Hall Dunlop West, Med. Ed. Bldg.

Enrollment in each session will be limited to 100 participants. Return the coupon below to the Benefits Office, Room 116 Franklin Building/6282 at your earliest opportunity. University faculty and staff who participate in TIAA-CREF voluntary supplemental retirement plans will receive information directly from TIAA-CREF on aspects of the Tax Reform Act that would be of interest to those plan participants.

—James J. Keller, Manager, Human Resources/Benefits

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Name	Campus Address
_____	_____
Campus Phone	Mail Code
_____	_____

Please indicate the seminar you would like to attend:

10/28/86	noon-2:00 p.m. ____	10/31/86	noon-2 p.m. ____
10/28/86	3-5 p.m. ____	10/31/86	4:30-6:30 p.m. ____
10/30/86	noon-2 p.m. ____	11/3/86	9:30-11:30 a.m. ____
10/30/86	4:30-6:30 p.m. ____	11/3/86	noon-2 p.m. ____



United Way/Donor Option Campaign 1986-87

Third Report, October 16, 1986

With a goal of \$220,000 this year, the University community's United Way/Donor Option campaign is at the 35% mark. The total contributed thus far is \$77,277 representing gifts and pledges from 14% of the faculty and staff solicited. The Vice President for Facilities Management, including the Department of Physical Plant, leads the way with 71% participation. The Provost's Office follows closely with 63% participation. The School of Medicine leads in dollars with \$18,173 from five percent of those solicited. The College of Arts and Sciences has already tallied \$13,282 from 11% of its faculty and staff. The first individual unit to reach 100% participation is the Admissions Office.

School/Department	Number Solicited	Percentage Contributing	Contributions
Annenberg Center	26	0%	\$ 0
Annenberg School	52	35	2,158
Arts & Sciences	944	11	13,282
Dental Medicine	279	0	50
Engineering	212	11	3,746
Fine Arts	84	4	560
Graduate Education	65	14	721
Intercollegiate Athletics	94	0	0
Law	74	12	1,010
Libraries	274	18	4,545
Medicine	1,913	5	18,173
Morris Arboretum	37	0	0
Museum	95	0	0
Nursing	90	22	1,467
President	61	44	4,802
Provost	192	63	8,761
Senior Vice President	696	6	4,587
Social Work	39	26	1,292
Veterinary Medicine	534	0	5
VP for Fac. Management	596	71	3,027
VP for Dev.&Univ. Relations	176	17	1,472
VP for Finance	147	9	1,396
VP for University Life	272	8	1,409
Wharton	482	4	3,568
Other			1,246
TOTALS	7,374	14%	\$ 77,277

Department of Public Safety Crime Report Week of October 13

The following report includes a weekly count of all reported crimes on campus, a listing of all reported crimes against the person(s), as well as the campus areas where the highest amount of crime has occurred that week with a listing of those crimes.

Total Crime

*Crimes Against the Person—0, Burglary—5, Theft—23, Theft of Auto—0, Criminal Mischief—4, Trespass—0

Area/Highest Frequency of Crime

Date	Time Reported	Location	Incident
South St. to Walnut St., 32nd St. to 33rd St.			
10-13-86	8:55 AM	Rittenhouse Lab	Office entered through window; cash taken.
10-14-86	6:52 AM	Rittenhouse Lab	Items taken from several offices; doors forced open.
10-16-86	12:19 PM	Rittenhouse Lab	Cash taken from wallet during class meeting
10-16-86	7:44 PM	Hutchinson Gym	Wallet taken from gym bag; suspect seen fleeing area
10-18-86	2:15 AM	Weightman Hall	Office found open; screws had been removed from deadbolt.
Civic Center Blvd. to Hamilton Walk, 34th St. to 38th St.			
10-13-86	11:05 AM	Richards Bldg.	Secured bicycle taken from railing.
10-13-86	5:12 PM	Johnson Pavilion	Unattended backpack taken from library.
10-16-86	9:37 AM	Nursing Ed. Bldg.	Package taken from student's mailbox.
10-16-86	6:30 PM	Blockley Hall	Jacket taken from open hall closet.
10-17-86	9:47 AM	Johnson Pavilion	Unattended briefcase taken from open office.
Locust Walk to Walnut St., 34th St. to 36th St.			
10-15-86	11:41 AM	Meyerson Hall	Burglary suspect apprehended inside building.
10-16-86	11:21 AM	Van Pelt Library	Wallet taken from unattended bookbag.
10-16-86	3:29 PM	Van Pelt Library	Wallet taken from unattended school bag.
Walnut St. to Market St., 36th St. to 38th St.			
10-17-86	11:05 PM	Gimbel Gym	Wallet taken from locker; no sign of force.
10-18-86	2:08 PM	Gimbel Gym	Wallet, watch & ring taken from locker; no sign of force.
10-18-86	3:23 PM	Gimbel Gym	Gym bag taken from locker; lock missing.
Locust Walk to Walnut St., 38th St. to 39th St.			
10-15-86	9:11 PM	Kappa Alpha	Youths seen attempting to break into auto.
10-17-86	2:34 AM	200 Blk. Fels Walk	Pizza taken from truck seat.

Safety Tip: Be alert and think prevention—don't give someone who has the desire, the opportunity to make you a crime victim. Report all questionable activity to the Penn police immediately. Dial 511.

FITNESS/LEARNING

23 IBM/PENN Threshold Software Fair; 10 a.m., Room 285, McNeil (Computing Resource Center).

27 DEC Rainbow User Group Meeting; noon, Room 305, Houston Hall (CRC).

ON STAGE

22 What A Drag; Mask and Wig's fall performance; 7 and 9:30 p.m., Houston Hall Auditorium. *Through October 25.*

24 Antigone; 8 p.m., Annenberg Center; also *October 25, 31 and November 1.* Tickets: \$12. Info: Ext. 6791. (Delaware Valley Regional Theatre).

Homecoming Jamboree; Pennsylvania Six-5000; 8:30 p.m., Harrison Auditorium, University Museum.

SPECIAL EVENTS

25 Homecoming Brunch; open to all faculty, staff and alumni; prices are a la carte. Club members receive a 10% discount; 10:30 a.m.-1 p.m., Faculty Club. Reservations and information: Ext. 4618.

Scott Hamilton at Class of '23 Ice Rink; 8 p.m., Tickets: \$22 and \$18 with discounts for students, children and senior citizens. Call Ext. 1923.

TALKS

22 Inhibitory Neuropeptide Control of the LES; Henry P. Parkman; and *Immunohistochemical Evaluation of Enteric Neurodegenerative Disorders;* Carrie P. Ogorek, research fellows; 2:30-3:30 p.m., Hope Auditorium, CHOP (Gastrointestinal Section).

23 Lyotard, Justice and Sodomy; Colleen Lamos, 4:30 p.m., 4th floor lounge, Bennett Hall (Graduate English Association).

Pharmacological Modulation of Sensorimotor Reactivity Measured with the Startle Reflex; Michael Davis, department of psychiatry, Yale; 4 p.m., Suite 100-101, Med Labs Building (Dept. Pharmacology).

27 Striatal Heterogeneities and Their Relationship to Dopamine Systems; Jeffrey Joyce, department of pharmacology, noon, Suite 100-101, Med Labs Building (Dept. Pharmacology).

Copernicus and the Politics of Persuasion; Robert Westman, UCLA; 4-6 p.m., Alexander Vucinich Seminar Room, Smith Hall (Dept. History and Sociology of Science).

Sigmund Freud: Instinct, Neurosis and Narrative; Robert Wilcocks, University of Alberta; 6 p.m., West Lounge, 4th floor, Williams Hall (Dept. Comparative Literature, Romance Languages).

Economic Reform: Changing the Status Quo; Beryl Sprinkle, chairman, President's Council of Economic Advisors; 3:30 p.m., Room 17, Logan Hall (Wharton School).

28 Neuropsychological Testing Aspects of Aging and Dementia; Raquel Gur, department of psychiatry; 3:30-4:30 p.m., Room D-204, Med. Ed. Bldg. (Center for the Study of Aging).

Telecommunications and Business Strategy; Eric K. Clemmons, decision sciences; 11 a.m.-noon, Room 216, Moore Building (Telecommunications Technology Series).

Primers, Spellers and Readers: The Role of Textbooks in the History of Reading Instruction; Richard Venezky, University of Delaware; noon-1 p.m., Room C-34, GSE (Literacy Research Center).

X-Ray Absorption Spectroscopic Studies on the Iron-Containing Subunit of E. coli Ribonucleotide Reductase; Grant Bunker, National Biostructures PRT Institute for Structural and Functional Studies; noon, Room 404, Anatomy-Chemistry Building (Dept. Biochemistry and Biophysics).

Toward a Typology of Sufi Liturgies in Turkish Islam; Walter Feldman, Oriental studies; noon, 8th floor lounge, Williams Hall (Oriental Studies).

Jacques Lacan: Humpty-Dumpty and the Language-Game; Robert Wilcocks, University of Alberta; 6 p.m., West Lounge, 4th floor, Williams Hall (Dept. Comparative Lit., Romance Languages).