

Almanac

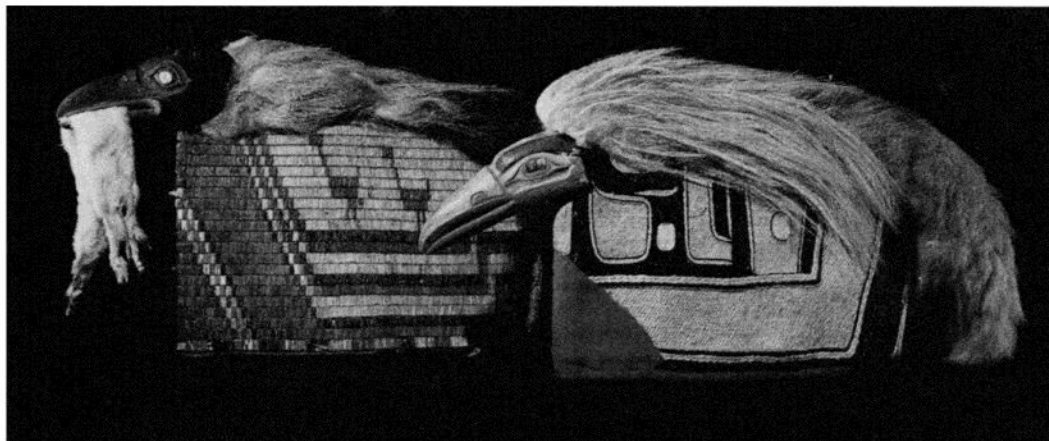
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Raven's Arrival

For its Centennial Exhibition, the University Museum highlights "Raven's Journey: The World of the Alaskan Peoples,"—and in so doing pays tribute to the combination of collector's eye and documentary passion that has made Penn's museum notably both archaeological and anthropological. With dozens of themes to choose from, Director Robert H. Dyson, Jr., and Guest Curator Susan Kaplan explained at last week's press opening the significance of the choice (about which more next week). Guests just called it stunning and didn't ask why.



Harner Frederick Schoch, courtesy The University Museum

Libraries' Mr. De Gennaro: Leaving for New York

Following Richard De Gennaro's announcement last week that he will leave Penn to join the New York Public Library, President Sheldon Hackney named Dr. Joan Gotwals, deputy director, to serve as Acting Director of the University Libraries while a search is conducted for his successor.

On or about February 1 Mr. De Gennaro will become Director of the NYPL, reporting to President Vartan Gregorian, the former Penn Provost who was also the first dean of the School of Arts and Sciences created through mergers in 1975.

Returning to the lion-guarded 42nd Street library where he started his professional career as a reference librarian 30 years ago, Mr. De Gennaro will now have oversight of "policies, programs and budgets" that affect the central unit (known as the Research Library) and its 82-branch system of circulating libraries—with an annual budget of over \$100 million and some 2500 employees. He will also be responsible for programs of public education, exhibitions, human resources and information systems, and will work with Dr. Gregorian and the NYPL trustees in areas relating to private and public funding.

The announcement came a week after the Library reported (via *Almanac* November 11) that "PennLIN Goes On-Line," linking Penn's 14 libraries to each other and to the Research Libraries Group's RLIN and other library and commercial information networks.

Mr. De Gennaro joined Penn in 1970 after 12 years at Harvard where he became Senior Associate University Librarian and guided the automation of Widener Library, with time out as visiting professor at USC in 1968-69. He

earned his B.A. and M.A. at Wesleyan after serving four years' Navy service in the Pacific during World War II, and studied 1951-55 at the Sorbonne, Poitiers, Barcelona, Madrid and Perugia. He is also a graduate of Columbia's Graduate School of Library Science and Harvard Business School's Advanced Management Program.

The former president of the Association of Research Libraries and former chairman of the Research Libraries Group, Inc., is the author of over 40 papers in information technology and library management, and has completed over 60 consulting assignments in the field. A book of his selected papers will be published in 1987 under the title, *Libraries, Technology, and the Information Marketplace*.

"Dick De Gennaro is a great librarian," said Provost Thomas Ehrlich. "Over the past 16 years he has been steadfast in enhancing a library designed to serve faculty and students. He is also a man of remarkable vision, and has led the library into the computer age with great skill. On a personal level he is a special friend—

of mine and many others. We shall miss him."

The recent past chair of the Library Committee, Dr. David Brownlee, also paid tribute to Mr. De Gennaro (page 2), and Mr. De Gennaro in turn expressed his confidence in library colleagues in a letter to the staff (also on page 2).

Acting Director: Dr. Gotwals, who has been deputy director since 1981, took her three degrees at Penn in political science—the B.A. in 1956, M.A. in 1958 and Ph.D. in 1963. After teaching American government and social sciences at Drexel for a year she joined the Penn Libraries in 1962 as assistant head of circulation. She moved up to head of circulation and reserve in 1964, head of reference and bibliographic service in 1968, and assistant director in 1972. In 1974 she was promoted to Associate Director, and in 1981—following a year as Acting Director during Mr. De Gennaro's scholarly leave—she took her present post as Deputy Director, with responsibility for all day-to-day operations of the Penn system.

Dr. Gotwals, a 1970-71 Fellow of the Council on Library Resources, frequently serves on review committees and examining boards of

(continued on page 2)



Joan Gotwals



Richard De Gennaro

INSIDE

- Senate Chair: Balancing Concerns, p. 2
- News in Brief; Letters on Library, p. 2
- Tax Shelters: New Rules on Retirement Accounts; Deadline on Dependent Care, p. 3
- Speaking Out: Confidentiality; Harassment East/West Continued, pp. 4-5
- Calls for Participation, p. 5
- Council: Coverage and Fall Break Report, p. 6
- Of Record: Academic Calendars to 1990, p. 7
- Update and CrimeStats, p. 8

Pullout: CRC's Penn Printout

Balancing Concerns

For the past several months the Faculty Senate has been examining the Sexual and Racial Harassment Reports submitted to University Council. The discussions have highlighted the difficulties in effectively reducing harassment while protecting academic freedom.

Following the reviews in the November Council meeting and the November 19 meeting of the Senate, I hope that we can formulate specific recommendations for the administration which balance these concerns. We need to build on and assure readily available peer counseling and advocacy services. We need to provide a format upon which each school can construct its own system. The use of the University Ombudsman's office to be the repository of harassment records may conflict with the Ombudsman's primary function as a neutral mediator. We may wish to develop a harassment office to coordinate inquiries and maintain records of formal and informal signed complaints. We may wish to distinguish between criminal actions, actions that require sanction, and actions that are best corrected through continuous education producing heightened awareness among all of us of others' sensitivities.

Whatever the form the recommendations take, you can be certain it occurred through a process of careful examination of reports. The fact that the reports may be eventually significantly modified through this process in no way diminishes the debt we owe the members of the two task forces. These reports provided a point for beginning debate. The debate itself has been valuable as a self-education process and as a mechanism for the most careful consideration of all of the ramifications of these important questions.

Roger D. Soloway

Library

(continued from page 1)

peer libraries; speaks and publishes on labor-management relations in academic and research libraries; and has chaired and served on numerous committees and sections of the American Library Association and Research Libraries Group. She is currently on the latter's Task

Force on Cost Benefit Study of Shared Resources.

On campus she has been president of Phi Beta Kappa, president of the Faculty Club Board of Governors and chair of the Administrative Assembly. She also served on the Council on Equal Opportunity, chaired the University's Personnel Benefits Committee and is now chair of the Committee on Committees.

Letter to the Library Staff

It is with mixed emotions that I inform you of my decision to resign from the position of Director of Libraries at Penn to accept an offer to become the Director of the New York Public Library effective 1 February 1986.

President Hackney has asked Dr. Joan I. Gotwals to serve as Acting Director while a national search for a new Director is in progress.

I have spent sixteen very happy and productive years as your Director. With your good help and support we have greatly improved the collections, services, and physical facilities of the Penn Libraries. Our Five Year Plan with its technological initiatives is well along the road to implementation as is evident from my most recent Annual Report. The Penn Libraries are well managed and well staffed and I feel that this is an appropriate time for me to move on to new challenges in a new environment.

The Director of the New York Public Library reports to the President and will have oversight responsibility for the policies, programs and budgets of the Library that affect the Research Libraries and the Branch Libraries. He also assists the President and Trustees in representing the Library in areas relating to public and private funding sources. The Library has an annual operating budget of \$100,000,000 and approximately 2500 employees.

Returning to NYPL in this capacity is especially significant for me since I started my career as reference librarian in the Fifth Avenue and 42nd Street building in 1956. Although I will be saddened to leave all the good friends I

have made at Penn, I must say that I am also honored and pleased to have been invited to take the responsibility for one of this country's great libraries and I look forward to meeting the challenges of this important position.

—Richard De Gennaro

On Mr. De Gennaro

All of us who know and love libraries, and Pennsylvania's library in particular, must lament Richard De Gennaro's impending departure. And those of us who are also Dick's friends must take huge pleasure from the rightful honor that his new appointment brings to him.

For 16 years Richard De Gennaro has generously contributed to this University the luster of his international reputation in the new technologies of information science. A superb administrator, he has faced adversity unblinkingly and marshalled the forces and resources necessary for great achievements. We are undeservedly lucky that he will leave behind PennLIN for us to remember him by and that a person as able as Joan Gotwals has been appointed to serve as Director *pro tempore*. We shall miss his leadership as the library faces its next great challenge: the development of acquisitions funding equal to the task of preparing our collections for the 21st century. And we shall envy the scholars of New York when we hear of Richard De Gennaro's work in the years ahead.

—David Brownlee, Associate Professor of the History of Art, Past Chair, Council Committee on the Libraries

Senate Reminder: The Fall Meeting of the Faculty Senate will be held on Wednesday, November 19, from 3-5:30 p.m. in 200 College Hall.

Interaction: During the week of November 17-21, students and professors can get to know each other over a meal as part of "Take a Professor to Lunch Week," sponsored by the Student Committee on Undergraduate Education.

Tracking Champions

Football: Penn defeated Harvard 17-10 before a Parents Weekend crowd of 25,650 at Franklin Field on Saturday. The victory, the Quakers' 20th in their last 21 Ivy contests, raised their record to 9-0 (6-0 Ivies). The Quakers face Ivy League co-leader Cornell in the season finale at Ithaca November 22. A victory would give Penn its fifth straight Ivy championship (and third consecutive outright title), as well as its first undefeated, untied season since 1904.

Volleyball: Women's volleyball captured its first Ivy League title since 1983, defeating Princeton in a three-game match on the final day of this past weekend's Ivy tournament at Yale. Penn was the tournament's top seed, entering with a 6-0 Ivy record. The Quakers beat Dartmouth, Cornell, and Princeton earlier in the tournament and finished at 10-0 (19-12 overall), their first undefeated Ivy season since 1983.

Field Hockey: A school record of 12 victories (to three losses) this season earned the Quaker women their fourth Ivy title and a bid to the NCAA tournament for the second time since 1983. The Ivy champs compiled a 5-1 record in league play and were ranked 15th in the nation going in.

Soccer: The men's soccer team shut-out Temple 2-0 to earn a share of the Philadelphia Soccer Seven title. The Quakers and Temple tied for the title by compiling identical 4-1-1 records.

Women's Basketball: The Quakers will begin their 1986-87 season by hosting the first annual "Thanksgiving Classic" on November 29 and 30 to reopen the Palestra. For ticket information: Ext. 6151.

Corrections: In the letter on Holiday Hospitality published November 4, the phone number for International House's Hospitality Program was incorrect. To host a foreign student or scholar call 387-5125, Ext. 225. In Professor Leboy's letter on "A Stronger Senate Voice" published November 11, there was a typo in the fifth paragraph. The present Senate Executive Committee has 3 *assistant*, not associate, professors.

Almanac

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Tax Sheltering Dependent Care: Deadline December 31

The tax sheltered Dependent Care Expense Account is accepting enrollments for the 1987 plan year. According to Internal Revenue Service regulations, individuals wishing to participate in the account must complete an enrollment form before the start of the plan year (January 1, 1987).

The Account allows participants with qualified dependent care expenses to shelter the amount they pay for that care—ranging from a minimum of \$520 to \$5,000 per year per family (\$2,500 each for married people, filing separately)—so that they pay providers with salary dollars before federal taxes are deducted. Benefits Manager James Keller stated that paying expenses on a before-tax basis increases spendable income through federal tax savings. However, he noted that using the account has no effect on state and city income taxes.

Mr. Keller stresses that faculty and staff interested in using the account *must sign up* before January 1, 1987. A new enrollment form must be completed each year. Participants designate the total amount they wish to shelter by signing and dating an enrollment agreement by December 31, 1986. Appropriate forms are available in the Benefits Office. Mr. Keller recommends that since the Benefits Office will be closed for the special Christmas vacation, those wishing to participate should submit their forms as far in advance of December 25 as possible.

Each pay period during 1987, a portion of the total reduction amount will be taken from the individual's gross income and deposited in his/her account. When at least \$50 of dependent care expenses have accumulated, the participant should submit a completed Claim

for Reimbursement form along with receipts or cancelled checks to the Benefits Office. Expenses will be reimbursed up to the amount contained in the account. The difference, if any, will be carried over to the next month and reimbursed at that time.

Care must be taken when estimating the amount of salary that will be tax sheltered for dependent care. IRS regulations state that money left in accounts at the end of the plan year will be forfeited by the individual. Unused amounts cannot be recovered nor transferred to future years. Also, according to Mr. Keller, once an individual enrolls in the account, he/she may not change nor stop the reductions from salary at any time during the calendar year, unless there is a Life Event, such as the birth or death of a child, adoption of a child, death of a spouse or change of employment for the participant or spouse.

The Benefits Office has scheduled a series of information sessions to explain the Dependent Care Expense Account. Interested individuals are encouraged to attend. Information brochures, enrollment and claim forms will be available, and Benefits Office staff will be on hand to answer questions.

Tax Sheltered Dependent Care Information Sessions

All of the following sessions are scheduled for noon-1 p.m. in the Faculty Club:

Monday, November 24, Room B
Monday, December 8, Room 2
Wednesday, December 10, Room 2
Monday, December 15, Room B

Supplemental Retirement Accounts (SRA): New Rules

The Tax Reform Act of 1986 has changed many of the rules that govern employer-sponsored supplemental retirement accounts. While the new maximum salary reduction limit affects all of the University's plans, those participating in a supplemental retirement account with TIAA-CREF should be particularly aware of the changes since the new law imposes greater restrictions on withdrawals from these accounts. Those who attended one of the recent Tax Reform Information Sharing Sessions held at the University are already aware of these changes and their effects on them. If not, the new rules and limits are described below:

- Beginning 1/1/87, the maximum salary reduction that an individual may make for contributions to basic and supplemental plans is \$9,500 per year.

- In 1987, cash withdrawals from a tax-deferred annuity received before age 59½ are subject to an additional 10% federal excise tax. The tax is waived for:

- death or disability
- retirement under the plan after age 55
- life annuities (or installments of similar payout period)
- medical expenses that exceed 7.5% of income

- In 1989, elective salary reductions to a tax-deferred annuity (plus earnings on those reductions) must remain in the accounts until:

- separation from service
- age 59½
- death or disability
- hardship

For most people contributing to tax deferred annuity, saving for retirement is a primary objective. Some people may have set special goals, such as the purchase of a home or education of a child. In any case, it is important for participants to review their objectives carefully. There are still good reasons to continue participating, regardless of the new law. If the decision to cash out is made, it is important to look at the tax brackets that will apply in 1987 and 1988 to determine whether cashing out would be cost effective.

If you decide to cash out your TIAA-CREF supplemental retirement annuity contract(s) before the end of 1986, here's what to do:

1. Call TIAA at 1-800-842-2777. Advise them that you are a member of the faculty or staff of the University of Pennsylvania and that you wish to cash in your supplemental contract with TIAA.

2. Send a request, in writing, to the Benefits Office, asking that tax-deferred salary reduction contributions to your SRA be stopped. Be sure to include the effective date of your request. For example, "Please discontinue contributions to my supplemental retirement annuity account with TIAA-CREF, effective December 1, 1986." This step is very important. *If you do not notify the University, your salary reduction will continue and the contributions will be remitted to TIAA-CREF.*

3. TIAA will send you a letter and pre-printed form showing your name, social security number and your contract accumulation. Complete the form as instructed, and obtain the appropriate verifications. If you make your request of TIAA using the pre-printed form, you do not have to surrender your contract to them. If you make your request using a form that is not pre-printed, your contract must be returned with the completed form.

Timeliness

TIAA will remit to you a check for the accumulated funds in your supplemental account. You should receive your check within 2-4 weeks of the date you send in your completed request form.

Since there are time constraints involved, you should initiate the above procedure without delay to assure that you will receive your money before the beginning of the new tax year.

—James Keller, Manager, Human Resources/Benefits

Speaking Out

Ethics in Recommendations

In his comments on the impact that a recent Supreme Court decision may have on the quality of written recommendations and evaluations (Senate—From the Chair, "Academic Freedom and Faculty Personnel Files", *Almanac* October 28), Dr. Roger Soloway has, perhaps without meaning to, done a considerable disservice to his faculty and administrative colleagues.

He suggests that if letters of recommendation become part of the public record, they will become merely "pro forma" and will need to be supplemented by "candid", that is, unrecorded, personal communications. I am unhappy about this insight for two reasons.

In the first place, I have always been open with candidates concerning recommendations. This has included refusing to write them if I could not give sufficiently positive ones (and telling the candidate so before hand), refusing to give a confidential recommendation or evaluation where the option for a non-confidential one exists, sending blind copies to candidates, etc. In addition, I have tried never to be affected by the possibility of public disclosure of my comments. I have always felt that I did the candidate no favor by deceiving him or her about my opinions and that giving a shaded or inaccurate opinion would only weaken the impact of recommendations that I would be asked to give for others.

In the second place, I deeply resent the implication that professionals might act, in matters so important as appointment and promotion, on the basis of materials not in the written record. Great care is given to the preparation of dossiers; for academic positions this process often stretches over a full year. To suggest that this is or might become a paper chase, irrelevant to the actual bases for decision, is very disturbing.

I suggest that Dr. Soloway, and others in the University community, be invited to reply concerning their understanding of the process and the implications of providing written recommendations and evaluations and the proper role of these documents in the appointment and promotion process.

—Jonathan Black, Professor of
Research in Orthopaedic Surgery and
Professor of Bioengineering

Response to Professor Black

I welcome the reply to my column (*Almanac* October 28) by Professor Black and invite others to enter this discussion here or in letters to me presenting their views concerning modifications, adjustments or maintenance of our current system of tenure review.

Professor Black's method for preparing letters of recommendation for colleagues and students is an optimal system that is achieved by many most of the time. Those involved in the process know that these letters are helpful and supportive but less frequently differentiate between candidates. "Refusing to write [recommendations] if I could not give sufficiently positive ones" is laudable but makes separation between candidates difficult.

Frequently, the most telling letters to a committee are from reviewers in the candidates' field from outside our institution. Such letters, from sources who can critically evaluate scholarship without being influenced by close personal association with the candidate, often provide great weight in arriving at decisions. It is these letters, which might become much more circumspect and provide less insight, that I was focusing on in my column.

I do not support a system in which crucial tenure decisions are arrived at on the basis of telephone conversations. No one has proposed such a system. I was merely creating a scenario that I believe might develop in the light of the recent U.S. Supreme Court decision concerning Franklin and Marshall College.

The Senate Committee on Academic Freedom and Responsibility, chaired by Professor Regina Austin, is examining the effects of this decision during the current year. Again, we welcome your comments on this important matter.

—Roger D. Soloway, M.D.
Chair, Faculty Senate

Defining Harassment

Procedures have been proposed for dealing with incidents in which sexual or racial harassment is alleged to have occurred. These documents were published in *Almanac* October 14 and, despite their length, ought to be read carefully by faculty members.

Other letters have already discussed some of the controversial features of these proposals, which include the establishment of a court (or courts) with University-wide jurisdiction over cases of "harassment" and the establishment of official files containing unverified accusations.

I wish to address only one question here: the proposed definition of "racial harassment." It should be clearly understood that Federal, State, and City laws as well as University regulations already prohibit racial discrimination. The proposed Policy on Racial Harassment defines "racial or ethnic harassment" as:

... any behavior that stigmatizes or victimizes individuals on the basis of race, ethnic, or national origin and that: 1) involves a stated or implicit threat to the victim's academic or employment status; 2) has the purpose or effect of interfering with an individual's academic or work performance; and / or 3) creates an intimidating or offensive academic, living, or work environment.

In subsequent paragraphs the proposed Policy states that:

... those inflicting such harm on others within the University setting are subject to the full range of internal institutional disciplinary actions, including separation from the institution. The prohibition on discrimination and harassment applies to all interactions occurring on campus, in University facilities, or in the context of University-related activities (italics mine).

Acts of harassment may be by omission or commission, and can be physical or verbal. It should be noted that not every act that might be offensive to some individual(s) should necessarily be considered as harass-

ment and a violation of the University's standards of conduct. In determining whether an alleged act constitutes racial or ethnic harassment, the totality of the circumstances that pertain to any given incident in its context must be carefully reviewed and due consideration must be given to the protection of individual rights to academic freedom and advocacy.

This Policy, if implemented, would place serious limitations on freedom of speech on campus, not only in the classroom but also in committee meetings and even in ordinary conversations. Consider the following example:

Is it permissible to discuss an article in the *Chronicle of Higher Education* which contains data about differences in SAT scores between blacks and whites? (A colleague of mine obtained from the Educational Testing Service the report on which the article was based.) More specifically:

(1) Is it permissible to discuss this in a conversational group which includes blacks, some of whom may feel that the discussion stigmatizes them and creates an offensive environment?

(2) Is it permissible to discuss this in a conversational group which includes whites, some of whom may feel that the discussion stigmatizes blacks and creates an offensive environment for both whites and blacks?

(3) Is it permissible to discuss this in a committee meeting in a context which is relevant to the committee's business? And is it permissible to discuss this even if it is not relevant?

(4) (a) Is it permissible to discuss this in a classroom if it is relevant to the subject matter of the class? (b) Is it permissible to discuss this in class even if it is not relevant?

I find no comfort in the statement that not every offensive act constitutes harassment, and that some court will review "the totality of the circumstances" in determining whether the words that came out of my mouth are punishable. Every time I speak I make a judgment about the propriety of what I am going to say, taking into account the possibility that my words may offend some of those present. My judgment may sometimes be wrong, but does the Racial Harassment Committee really propose to substitute someone else's judgment for my own in cases (1), (2), and (3)? Minimally, the proposed Policy would put me on notice that I am playing with fire when I discuss SAT scores, affirmative action, or the Farrakhan affair within earshot of people who may find my words offensive. If a "caring community" is one in which some topics of conversation are dangerous or verboten, I want no part of it.

Case (4) is, of course, more difficult since a professor has a position of almost absolute power in a classroom. Within the University community there is general acceptance (despite the now routine references to the immorality of the faculty) of the principle that the faculty should not humiliate students, or even go near the line of humiliating students. The principle is that one should respect the personal dignity and vulnerability of the students. There are many ways in

continued past insert

which a professor could humiliate a student; if we think it is necessary explicitly to prohibit faculty from humiliating students, then we should draft a general statement enunciating this prohibition. The specific singling out of "racial harassment" is, in my opinion, purely political. I think the behavior described in (4)(b) would be improper. I also believe that the proposed Policy would chill the discussion of SAT scores even in a relevant classroom context, except insofar as the instructor chooses to cite the data as *prima facie* evidence of the racial bias of the SAT.

Mr. Dolfman has paid many times over for whatever he did. I have heard no evidence, anecdotal or otherwise, regarding other incidents of "racial harassment" of students by faculty, and am not willing to accept limitations on freedom of speech in a futile attempt to prove the goodwill of the faculty. Long before the Dolfman affair, Professor Edward Banfield's classes were repeatedly disrupted because of his "racist" views on urban poverty, and Senator Moynihan withdrew as commencement speaker after it was made clear to him that he would be unwelcome. Anyone who thinks the bell was tolling only for Dolfman doesn't have much sense of the past or the future.

The proposed definition of "racial harassment" is so broad and so intrusive into the domain of free speech that, as far as I am concerned, the rest of the proposed Policy is not worth discussing. It will be interesting to see who stands up to be counted on this issue.

—Michael Cohen, Professor of Physics

Response to Dr. Cohen

In preparing its definition of racial harassment, the ad hoc committee sought to build on existing University commitments to academic freedom and open expression. In my view the draft supports, and in no way limits, the protections that, as we said in the proposed introduction, "include, but are not limited to, the Statement on Academic Freedom and Responsibility, the Guidelines on Open Expression, and the Code of Academic Integrity." If anything, the draft reinforces these protections in the following passages Professor Cohen has already cited:

"... not every act that might be offensive to some individual(s) should necessarily be considered as harassment..." and

"the totality of the circumstances that pertain to any given incident in its context must be carefully reviewed and due consideration must be given to the protection of individual rights to academic freedom and advocacy..."

The proposed definition of racial harassment addresses behavior that harms individuals and the University's academic, work and living environment. The policy explicitly calls for the examination of any alleged offense within the context of the incident. While the policy and its definition should encourage members of the community to consider how their actions might affect the academic and work performance of others, the policy, per se, is not a substitute for the individual judgments that should always accompany the selection of topics for discussion in classroom and other settings.

—James J. Bishop, VPUL, Chair, ad hoc Committee to Draft a University Policy on Racial Harassment,

More on East and West

I find it mildly ironic that a South Asian colleague teaching in biochemistry would chastise Professor Gaeffke for failing adequately to appreciate the contributions of Oriental civilizations to the world. Professor Gaeffke has been teaching Indian literature with vast erudition and great sensitivity for more than a quarter of a century.

The issue is whether or not students at this University should be informed about the moral, judicial, and philosophical premises on which our society is based. Indeed, it is these characteristics of Western civilization that ultimately attract distinguished students and teachers from abroad to join our community—not sugar, tea, beer, or even almighty computers, which are also available in Delhi, Karachi, Peking, and Moscow.

—Victor H. Mair, Associate Professor of Chinese Literature

Response to Dr. Mair

I do regret that I have offended the sensibility of my colleague from South Asian Studies by recounting, in essence, a well-known view of the roots of human knowledge, civilization and culture. Not having been at the receiving end of Professor Gaeffke's classroom lessons in Oriental Studies, I have no evidence one way or the other to help me comment on his teaching. I wish to point out that I made no reference in my letter on this aspect. Indeed, I am willing to accept the words of his peers, like Professor Mair, that he displays a high level of sensitivity and scholarship in teaching students. My comments were strictly confined to the contents of Professor Gaeffke's letter (*Almanac* October 14).

The thrust of comments were directed towards tracing the origins of organized institutions of learning, and of the contribution of non-Western civilization to art, literature, architecture and music. I went on to illustrate some of the fruits of such civilization which have become indispensable to all scholarly endeavors. Is it possible that Professor Mair did not see that I was referring to the discovery of paper, of block printing and the use of plant pigments as writing medium? Also, I could find no mention in my letter of computers (mighty or mini). Is it possible that Professor Mair misconstrued my reference to the invention of the universally used number system as an accolade for giant computers? If so, I am afraid that such indifference to historically valid statements is more endemic than I was prepared to believe.

I am primarily a student in Physical and Biological Science. As such, it would be absurd for me to belittle the contributions of Western Institutions (social, political and scientific). If I conveyed such wrong impressions to my colleagues, I want to take this chance to correct it. My attempt was to put these recent developments into a proper framework of chronology. I further intended to remind all of us that during some 7000 years of human history highly developed civilization (in the East, West, North and South) at their very peak often sowed their own seeds of self destruction. In my personal view, at least in some cases, a major root cause of their decline was the lust for conquest and an intolerance of alternate modes of thought and action.

—M. Raja Iyengar, Professor of Biochemistry

Volunteers for Penn Hospice

November is National Hospice Month and Penn's Hospice Program is recruiting new volunteers as part of its observance.

What do volunteers do? In our Hospice Program they provide physical comfort and emotional support to dying patients and their families in their homes. An hour or two of conversation with a volunteer may make the difference to a dying widow who is far from her children and grandchildren. Help with shopping, or merely taking a patient out for a short walk, may bring cheer and hope to a patient whose physical condition is waning. The help and support of a volunteer may make the difference between peace and despair for a terminally-ill patient and his or her family.

"Hospice could not function without the help of volunteers," Dr. Barrie Cassileth, director of the program at Penn, points out. "Our professional staff needs the personalized support that our hospice volunteers give to patients and their families."

A thorough training program, conducted by a professional staff, will be offered in January. Volunteers of all ages and backgrounds are needed for the next hospice training program. To enroll or learn more, please call me at 662-3927.

—Harriet Bernstein, Coordinator of Volunteers, Homecare and Hospice Program

Sense of Smell Study

Dr. Charles Wysocki of the Monell Chemical Center and Dr. Louis Lowry of Jefferson Medical College are seeking families to participate in an on-going study of the sense of smell. Information from the study may help in the understanding and treatment of smell disorders, and in tracing patterns of inheritance. Families must include two parents and at least two children who are twelve or older. Testing time is short and each participant is paid \$10, or up to \$100 per family. For more information, call Jefferson Medical College at 928-6784 or Kathy at Monell, Ext. 7797.

Cold Sore Treatment

Penn Dental School needs volunteers suffering from cold sores, also known as fever blisters, to participate in treatment which, while not curing the recurrent viral infections, may effectively relieve the symptoms. Volunteers for the study must be between the ages of 18 and 65 and will be asked to provide a health history. Participants will be paid \$100 upon completion of the study. For more information call the General Clinical Research Center at Ext. 6178.

Stouffer Seeks Grad Fellow

Stouffer College House seeks a Graduate Fellow to live in the house beginning in the Spring semester. Benefits of such a position are multiple, including a five meal per week dining contract, a conveniently located, rent-free room with all utilities paid, and, most important, the opportunity to interact with students in a stimulating intellectual environment.

All full-time graduate students are eligible to apply. Applications are available at Stouffer College House, 3700 Spruce St. and at the College House Programs Office, Upper Lobby, High Rise North. For more information call Ext. 6827.

—Deanna Richards, Administrative Fellow, Stouffer College House

Council: Farrakhan, Diversity, Fall Break

A prolonged Q-and-A period after the President reported on Minister Louis Farrakhan's cancellation*, plus later debate on an Admissions Committee resolution on geographical diversity, led Council to move to December 10 its scheduled discussion of proposed sexual harassment procedures (*Almanac* October 14). Highlights of the November 12 meeting:

Body Searches: In his opening report to Council, President Sheldon Hackney said the administrative decision not to allow body searches or use of metal detectors that could result in body searches was based primarily on the invasion-of-privacy issues he outlined in his published letter to *Almanac* (November 4, p. 2) and the D.P. He added, and the Provost reiterated, that a factor in the decision was that there was not time for the campus to discuss the issue and arrive at consensus. He asked for views on this stance for the future.

Among those who thought members of the University would accept a decision to allow

metal detectors, in return for the right to hear (this or other speakers who set high-security requirements) were the UA's Eric Lang and United Minorities' Council's William Mollette.

Among those who said the administration's position against body searches was preferred were Dr. Noam Lior and Dr. Elaine Scarry. No vote was taken, but audible approval of Dr. Scarry's speech was noted by the President.

Admissions: After Admissions Dean Lee Stetson's information report (in more detail than in *Almanac* November 11), Council debated but did not adopt a recommendation from the Admissions Committee which said in part, "... we hope in the very near future that the geographically diverse students can be judged by the same criteria as are applied to candidates from Penn's more traditional recruitment areas."

While generally commending the Admissions Office success, Dr. Howard Brody as

committee chair cited the use of higher cut-offs in scores for Long Island students than for Californians. Dean Stetson said that in some regions students met criteria of the McGill Report other than the "upper 2%" category but that this was done only initially while getting a foothold in new regions. He and others including Provost Thomas Ehrlich and SEAS Dean Joseph Bordogna pointed increases in class quality for all schools—with dramatic increases in SAS last year.

Break/Calendar: After less lengthy discussion, the experimental Fall Break was institutionalized; later in the week the President and Provost promulgated the coming three years' Academic Calendars (opposite) with some blanks in the 1988-89 and 1989-90 schedule.

*The Nation of Islam's leader was scheduled to speak at an intercollegiate weekend conference held here November 1-2. His security staff specified body searches for the audience or the use of metal detectors. When the request was turned down Minister Farrakhan cancelled.

Report of the Ad Hoc Committee to Review the Fall Break

In spring of 1984 the University Council recommended that a two-day vacation be inserted into the fall semester on an experimental basis. For the last two years, the Fall Break has been a Monday-Tuesday vacation in the sixth full week of the fall semester. Graduate and professional schools were permitted to petition the Provost for exemption from observance of the Break on academic scheduling grounds.

An ad hoc committee was appointed in 1984 to evaluate the Fall Break. The Fall Break Committee reported to the University Council in the Spring of 1985. The Committee was reconstituted after the Fall Break in 1985, and met in February to review the discussion of last year's report in University Council. The Committee decided to survey Resident Advisers concerning the advisability of the Fall Break. The Committee also decided to poll the heads of academic units concerning the advisability of instituting the Fall Break in its present format on a permanent basis.

There were 34 responses to our survey of Resident Advisers. Not surprisingly, the RAs' responses all but unanimously favored continuation of the Fall Break. Practically every respondent included observations on the Fall Break in his or her response. Comments from English department teaching assistants concerning the Fall Break were also forwarded to the Committee. Their opinions coincide with those of the RAs'. Here is a summary of the RAs' comments.

1. Almost every RA reported that he or she felt that the Fall Break alleviated stress.
2. Many RAs reported that students used the Fall Break to catch up with class work and study for midterm examinations.
3. One-third of the RAs remarked that the Fall Break helped freshmen adjust to college. This response is particularly noteworthy, since it was entirely unsolicited. Here are two observations on this topic.

Moreover, every time Freshmen go home, they grow up—seriously. Returning to a place, where one feels comfortable, after a legitimate break (one where everyone leaves, not just a weekend at home) strengthens self-confidence.

Also there's a noticeable change in Freshmen after the Break. Freshmen return to Penn acclimated to the college environment and as a part of the mainstream rather than the clueless outsiders they originally enter as in September.

The Committee polled the academic departments of every school except for the Medicine, Law, Veterinary, and Dental Schools. The deans of the Annenberg School, the Graduate School of Education, the School of Nursing, and the School of Social Work were also polled. 38 of the 47 departments in CAS, SEAS, and Wharton responded to the poll. 30 responses favored continuation of the Fall Break; 6 opposed continua-

tion; 2 departments reported themselves closely divided. The associate deans and section heads of the School of Nursing favored continuation of the Break. Annenberg, GSE, and Social Work opposed continuation. The one department from the Graduate School of Fine Arts that responded to the poll also opposed continuation. A more detailed presentation of the results of the poll is contained in Appendix II.*

The results of this poll, like last year's solicitation of faculty opinion, indicates that the faculty of the four schools with undergraduate degree programs largely favor continuation of the Fall Break. With one exception, no response proposed a significantly different format for the Fall Break. Only a very few responses expressed a preference for a Thursday-Friday vacation over the current Monday-Tuesday one.

Both the Physics and Chemistry departments report that the Fall Break seriously impedes the scheduling of laboratories for the fall semester. This difficulty is the most tangible educational cost of the Fall Break that the Committee discovered.

From these polls, the report of the direction of Student Health Psychiatry Services (Appendix III*), the information presented in last year's report, and the members' own experiences, the Committee draws the following conclusions.

1. An overwhelming majority of students strongly favors continuation of the Fall Break.
2. A significant majority of faculty in CAS, SEAS, Wharton, and Nursing favors continuation of the Fall Break.
3. The Fall Break, with the opportunities for relaxation and study it affords, provides a useful respite. The Break helps to relieve unwholesome pressures that develop during the semester; it appears to be especially beneficial for freshmen.

We recommend that the Fall Break be continued in its present format as a permanent feature of the fall semester calendar.

—Thomas Ricketts, chair (*Philosophy*)

Members of the Committee:

Eduardo D. Glandt (*Chemical Engineering*)
Gwen Jackaway (*Graduate Student, Annenberg*)
Herbert S. Levine (*Economics*)
Kim Morrisson (*Assistant Vice Provost, University Life*)
Steven Mullinix (*Director, University Counseling Service*)
Louis Schachter (*Student, Wharton*)
Neville Strumpf (*Nursing*)
Roger H. Walmsley (*Physics*)

*Appendices I (sample letters in the poll), II and III are available at the Office of the Secretary, 121 College Hall/6303.

OF RECORD

Academic Calendar 1987-88

1987 Fall Term

September 3-4	Thurs./Fri.	Move-in and registration for transfer students
September 4	Friday	Center for University of Pennsylvania Identification (CUPID) opens in Palestra (Through September 11)
September 5	Saturday	Move-in for freshmen/New student orientation activities begin
September 6	Sunday	Dean's Meeting, College of Arts and Sciences
September 7	Monday	Labor Day; New student orientation activities continue (through September 18); CUPID closed
September 8	Tuesday	Opening Exercises and Freshman Convocation; Dean's Meetings (Engineering, Nursing, Wharton); Drop-Add begins
September 9	Wednesday	Placement Examinations
September 10	Thursday	First day of classes
October 9-10	Fri./Sat.	Parent's Weekend
October 17-19	Sat./Mon.	Fall Term Break
October 31	Saturday	Homecoming
November 16-20	Mon./Fri.	Advance registration for Spring Term
November 25	Wednesday	Thanksgiving recess begins at close of classes
November 30	Monday	Thanksgiving recess ends at 8 a.m.
December 11	Friday	Fall Term classes end
December 14-15	Mon./Tues.	Reading days
December 16-23	Wed./Wed.	Final Examinations
December 23	Wednesday	Fall Term ends

1988 Spring Term

January 7-8	Thurs./Fri.	Registration, undergraduate transfer students
January 11	Monday	Drop-Add begins; Evening classes for Spring Term begin
January 12	Tuesday	Spring Term classes (daytime) begin
March 5	Saturday	Spring recess begins at close of classes
March 14	Monday	Spring recess ends at 8 a.m.
March 28-April 4	Mon./Mon.	Advance registration for fall/summer sessions
April 22	Friday	Spring term classes end
April 25-27	Mon./Wed.	Reading days
April 28-May 6	Thurs./Fri.	Final Examinations
May 14	Saturday	Alumni Day
May 15	Sunday	Baccalaureate
May 16	Monday	Commencement

1988 Summer Sessions

May 16	Monday	12-week Evening Session classes begin
May 17	Tuesday	1st session classes begin
June 24	Friday	1st session classes end
June 27	Monday	2nd session classes begin
July 4	Monday	Independence Day
August 5	Friday	2nd session and 12-week session classes end

Number of Class Days

Fall	M	T	W	Th	F	Total	Spring	M	T	W	Th	F	Total
1984-85	13	12	13	13	13	= 64	1984-85	13	13	14	14	14	= 68
1985-86	13	12	13	13	13	= 64	1985-86	13	14	14	14	14	= 69
1986-87	13	13	13	13	13	= 65	1986-87	13	14	14	14	14	= 69
1987-88	12	13	13	13	13	= 64	1987-88	13	14	14	14	14	= 69

Religious and other holidays, 1987-88

(These dates are provided for information only. They are not necessarily recognized within the Academic Calendar.)	
Labor Day	Sept. 7
Rosh Hashanah	Sept. 24-25
Yom Kippur	Oct. 3
Columbus Day	Oct. 12
Veterans' Day	Nov. 11
Thanksgiving	Nov. 26
Christmas	Dec. 25
New Year's Day	Jan. 1
Martin L. King, Jr.'s Birthday	Jan. 18
Presidents' Day	Feb. 15
Philadelphia Flower Show	March 6-13
Good Friday	April 1
Passover	April 2-9
Easter Sunday	April 3
Memorial Day	May 30
Independence Day	July 4

Academic Calendar 1988-89

1988 Fall Term

September 1-2	Thurs./Fri.	Move-in and registration for transfer students
September 2	Friday	Center for University of Pennsylvania Identification (CUPID) opens in Palestra (Through September 9)
September 3	Saturday	Move-in for freshmen/New student orientation activities begin
September 4	Sunday	Dean's Meeting, College of Arts and Sciences
September 5	Monday	Labor Day; New student orientation activities continue (through September 16); CUPID closed
September 6	Tuesday	Opening Exercises and Freshman Convocation; Dean's Meetings (Engineering, Nursing, Wharton); Drop-Add begins
September 7	Wednesday	Placement Examinations
September 8	Thursday	First day of classes
October 15-18	Sat./Tues.	Fall Term Break
October —	Saturday	Homecoming
November —	Fri./Sat.	Parent's Weekend
November 14-18	Mon./Fri.	Advance registration for Spring Term
November 23	Wednesday	Thanksgiving recess begins at close of classes
November 28	Monday	Thanksgiving recess ends at 8 a.m.
December 12	Monday	Fall Term classes end
December 13-14	Tues./Wed.	Reading days
December 15-23	Thur./Fri.	Final Examinations
December 23	Friday	Fall Term ends

1989 Spring Term

January 12-13	Thurs./Fri.	Registration, undergraduate transfer students
January 16	Monday	Drop-Add begins; Evening classes for Spring Term begin
January 17	Tuesday	Spring Term classes (daytime) begin
March 4	Saturday	Spring recess begins at close of classes
March 13	Monday	Spring recess ends at 8 a.m.
April 3-7	Mon./Fri.	Advance registration for fall/summer sessions
April 28	Friday	Spring Term classes end
May 1-3	Mon./Wed.	Reading days
May 4-12	Thurs./Fri.	Final Examinations
May 20	Saturday	Alumni Day
May 21	Sunday	Baccalaureate
May 22	Monday	Commencement

1989 Summer Sessions

May 22	Monday	12-week Evening Session classes begin
May 23	Tuesday	1st session classes begin
June 30	Friday	1st session classes end
July 3	Monday	2nd session classes begin
July 4	Tuesday	Independence Day
August 11	Friday	2nd session and 12-week session classes end

Number of Class Days

Fall	M	T	W	Th	F	Total	Spring	M	T	W	Th	F	Total
1984-85	13	12	13	13	13	= 64	1984-85	13	13	14	14	14	= 68
1985-86	13	12	13	13	13	= 64	1985-86	13	14	14	14	14	= 69
1986-87	13	13	13	13	13	= 65	1986-87	13	14	14	14	14	= 69
1987-88	12	13	13	13	13	= 64	1987-88	13	14	14	14	14	= 69
1988-89	13	12	13	13	13	= 64	1988-89	13	14	14	14	14	= 69

Religious and other holidays, 1988-89

(These dates are provided for information only. They are not necessarily recognized within the Academic Calendar.)	
Labor Day	Sept. 5
Rosh Hashanah	Sept. 12-13
Yom Kippur	Sept. 21
Columbus Day	Oct. 10
Veterans' Day	Nov. 11
Thanksgiving	Nov. 24
Christmas	Dec. 25
New Year's Day	Jan. 1
Martin L. King, Jr.'s Birthday	Jan. 16
Presidents' Day	Feb. 20
Philadelphia Flower Show	March 5-12
Good Friday	March 24
Easter Sunday	March 26
Passover	April 20-27
Memorial Day	May 29
Independence Day	July 4

Academic Calendar 1989-90

1989 Fall Term

Aug. 31-Sept. 1	Thurs./Fri.	Move-in and registration for transfer students
September 1	Friday	Center for University of Pennsylvania Identification (CUPID) opens in Palestra (Through September 8)
September 2	Saturday	Move-in for freshmen/New student orientation activities begin
September 3	Sunday	Dean's Meeting, College of Arts and Sciences
September 4	Monday	Labor Day; New student orientation activities continue (through September 15); CUPID closed
September 5	Tuesday	Opening Exercises and Freshman Convocation; Dean's Meetings (Engineering, Nursing, Wharton); Drop-Add begins
September 6	Wednesday	Placement Examinations
September 7	Thursday	First day of classes
October 14-17	Sat./Tues.	Fall Term Break
October —	Saturday	Homecoming
November —	Fri./Sat.	Parent's Weekend
November 13-17	Mon./Fri.	Advance registration for Spring Term
November 22	Wednesday	Thanksgiving recess begins at close of classes
November 27	Monday	Thanksgiving recess ends at 8 a.m.
December 11	Monday	Fall Term classes end
December 12-13	Tues./Wed.	Reading days
December 14-22	Thur./Fri.	Final Examinations
December 22	Friday	Fall Term ends

1990 Spring Term

January 11-12	Thurs./Fri.	Registration, undergraduate transfer students
January 15	Monday	Drop-Add begins; Evening classes for Spring Term begin
January 16	Tuesday	Spring Term classes (daytime) begin
March 10	Saturday	Spring recess begins at close of classes
March 19	Monday	Spring recess ends at 8 a.m.
April 2-6	Mon./Fri.	Advance registration for fall/summer sessions
April 27	Friday	Spring Term classes end
April 30-May 3	Mon./Wed.	Reading Days
May 3-11	Thurs./Fri.	Final Examinations
May 19	Saturday	Alumni Day
May 20	Sunday	Baccalaureate
May 21	Monday	Commencement

1990 Summer Sessions

May 21	Monday	12-week Evening Session classes begin
May 22	Tuesday	1st session classes begin
June 29	Friday	1st session classes end
July 2	Monday	2nd session classes begin
July 4	Wednesday	Independence Day
August 10	Friday	2nd session and 12-week session classes end

Number of Class Days

Fall	M	T	W	Th	F	Total	Spring	M	T	W	Th	F	Total
1984-85	13	12	13	13	13	= 64	1984-85	13	13	14	14	14	= 68
1985-86	13	12	13	13	13	= 64	1985-86	13	14	14	14	14	= 69
1986-87	13	13	13	13	13	= 65	1986-87	13	14	14	14	14	= 69
1987-88	12	13	13	13	13	= 64	1987-88	13	14	14	14	14	= 69
1988-89	13	12	13	13	13	= 64	1988-89	13	14	14	14	14	= 69
1989-90	13	12	13	13	13	= 64	1989-90	13	14	14	14	14	= 69

Religious and other holidays, 1989-90

(These dates are provided for information only. They are not necessarily recognized within the Academic Calendar.)	
Labor Day	Sept. 4
Rosh Hashanah	Sept. 30-Oct. 1
Yom Kippur	Oct. 9
Columbus Day	Oct. 9
Veterans' Day	Nov. 11
Thanksgiving	Nov. 23
Christmas	Dec. 25
New Year's Day	Jan. 1
Martin L. King, Jr.'s Birthday	Jan. 15
Presidents' Day	Feb. 19
Philadelphia Flower Show	March 11-18
Passover	April 10-17
Good Friday	April 13
Easter Sunday	April 15
Memorial Day	May 28
Independence Day	July 4



Three-time Tony Award winner Zoe Caldwell recreates her Broadway role as playwright Lillian Hellman in a two day engagement at Annenberg Center. Lillian was written by William Luce, author of *The Belle of Amherst*, and *Ms. Caldwell's* award-winning Broadway role include *The Prime of Miss Jean Brodie* and *Medea*. Performances of *Lillian* are in the Zellerbach Theatre on November 22 at 8 p.m. and November 23 at 2 p.m. It is presented as a *Special in The Annenberg Center Theatre Series*.

Penn Human Rights Coalition

The Penn Human Rights Coalition has announced a demonstration for Thursday November 20 at 3 p.m. in the upper courtyard of the University Museum, to coincide with the visit of U.S. Supreme Court Justice Sandra Day O'Connor as she presides over the Law School's moot court proceedings. PHRC Spokesperson Robert Weinberg said the demonstration is to affirm minority rights; for information, call him at 243-8105.

Tips for the Smokeout

In preparation for the 10th Annual Great American Smokeout on Thursday, November 20, the American Cancer Society recommends a few tips:

- hide all ashtrays, matches, etc.,
- make sure you have a supply of sugarless gum, carrot sticks, etc.,
- drink lots of liquids, but pass up coffee and alcohol,
- tell everyone you're quitting for the day,
- when the urge to smoke hits, take a deep breath, hold it for 10 seconds, and release it slowly,
- exercise to relieve the tension,
- try the "buddy system", and ask a friend to quit too.

For further information about the Smokeout see *Almanac* (November 11) or contact Carolyn Jones, Human Resources/Training and Development at Ext. 3400.

Update

NOVEMBER ON CAMPUS

FILMS

19 *Forest of Bliss* explores the rites of purification performed in the city of Benares, India; 7:30 p.m., International House. *Through November 20* (International House).

23 *The Godfather*; 8 p.m., Irvine Auditorium. Admission: \$2 (PUC Movies).

MEETINGS

21 *Association of Women Faculty and Administrators*; a brown bag luncheon discussion *A Woman Scientist's Exploration of the Herpes Virus*; Roselyn Eisenberg, professor of micropathobiology; noon-1:30 p.m., Room D-26, School of Social Work.

SPECIAL EVENTS

20 *Annual Christmas and Hanukkah Open House*; refreshments, free gift wrap; 8:30 a.m.-6 p.m., Hous-ton Hall Cards and Gifts. *Through November 21*.

The Annual Computer Graphics Video Show; non-stop video from the best in computer-generated and computer-assisted graphics for 1985-86, shown on a 12 ft. screen with stereo sound; 6:30-9:30 p.m., Alumni Hall, Towne Building. Admission: free. (Department of Computer and Information Science).

TALKS

18 *Changes in Manufacturing Technology: Potential Effects in Employment and Output in Developing Countries*; Elizabeth M. Petras, assistant professor of regional science; 6-8 p.m., Faculty Club (Society for International Development).

19 *Is the Na⁺, K⁺, Cl⁻ Cotransporter a Receptor for Loop-Diuretics?*; James Alexander McRoberts, department of medicine, University of California, San Diego; noon, Physiology Library, 4th floor, Richards Building (Department of Physiology).

20 *Molecular Dissection of ETS-Related Genes*; Shyam Reddy, National Cancer Institute, Bethesda, MD; 4 p.m., Auditorium, Wistar Institute (Wistar).

Venice 3 House; Michael Rotondi, architect and principal in the Los Angeles architectural firm, Morphosis; 6:30 p.m., Alumni Hall, Towne Building (Graduate School of Fine Arts).

Martin Luther King, Jr.: America as a Dream? James Cone, Charles A. Briggs Professor of Theology, Union Theological Seminary; 7:30-8:30 p.m., and *Malcolm X: America as a Nightmare!* on November 21, 2-3 p.m., Christian Association Auditorium (The President's Forum: Colorlines).

21 *The Molecular and Cellular Biology of Lung Cancer*; John Minna, National Cancer Institute; 11 a.m., Auditorium, Wistar Institute (Wistar Institute).

Does Urbanism Cause Anything?; Oliver Williams, professor of political science; 4 p.m., Anspach Lounge, Room B-32, Stiteler Hall (Department of Political Science, International Relations).

25 *Molecular Mechanisms and Regulation of Vaso-press in Mediated Responses in an Established Smooth Muscle Cell Line*; Nambi Aiyar, molecular pharmacology department, SmithKline & French Laboratories, 12:30 p.m., Physiology Library, Richards Building (Respiratory Physiology Group and Department of Anesthesiology).

26 *Choosing Patients for Liver Transplantation: The Pittsburgh Experience*; Jeffrey Malatack, Children's Hospital of Pittsburgh, University of Pittsburgh School of Medicine; 2:30-3:30 p.m., Hope Auditorium, 2nd floor CHOP (Gastrointestinal Section of the Department of Medicine, HUP).

Deadline: The deadline for the January pull-out calendar is *Tuesday, December 2*.

Department of Public Safety Crime Report

This report contains tallies of Part I crimes on campus, a listing of Part I crimes against persons, and summaries of Part I crimes occurring in the five busiest sectors on campus where two or more incidents occurred between **November 10, 1986 and November 16, 1986**.

Total Crime

Crimes Against the Person—2, Burglary—0, Theft—21, Theft of Auto—0

Area/Highest Frequency of Crime

Date	Time Reported	Location	Incident
Crimes Against Persons			
11-10-86	11:53 PM	Houston Hall	Purse taken by unknown male.
11-13-86	9:11 AM	Rittenhouse Lab	Credit card/cash taken by unknown males.
Spruce St. to Locust St., 34th St. to 36th St.			
11-10-86	10:43 AM	Houston Hall	Vacuum cleaner taken from unsecured janitor
11-10-86	8:58 PM	Houston Hall	Secured bike taken from rear of Houston Hall.
11-13-86	6:01 PM	Houston Hall	Jacket left unattended on video machine.
Spruce St. to Walnut St., 33rd St. to 34th St.			
11-11-86	9:34 AM	Smith Hall	Hot plate taken from unsecured cubicle area.
11-13-86	11:57 AM	Chemistry Bldg.	Unattended leather jacket taken from unsecured area.
11-13-86	3:05 PM	Chemistry Bldg.	Wallet taken from unattended jacket in unsecured area.
Civic Center Bldg. to Hamilton Walk, 34th St. to 38th St.			
11-10-86	9:22 PM	Anat-Chem Wing	Credit cards taken from bookbag in unsecured room.
11-12-86	5:35 PM	Medical School	Wallet taken from unattended knapsack in library.
11-15-86	2:30 AM	3400 Blk. Spruce	Males with U of P signs/1 fled/1 apprehended.
Spruce St. to Locust Walk, 36th St. to 37th St.			
11-13-86	2:09 PM	Steinberg-Dietrich	Unattended briefcase taken from cubicle.
11-16-86	3:44 AM	Psi Upsilon	Unattended jacket taken.
Locust Walk to Walnut St., 36th St. to 37th St.			
11-14-86	7:27 PM	Annenberg Center	Wallet taken from unsecured room.
11-15-86	10:30 PM	Annenberg Center	Wallet taken from booth/later found minus cash.

Safety Tip: What do drug users have to look forward to? Arrest, irreversible personality changes, bad trips, risk of sudden death, and a lower quality of life. No wonder they call the stuff "dope."