

Almanac

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A Dean 'Unleashed'

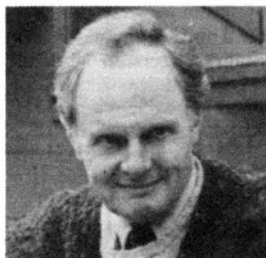
Dean George Gerbner, the University's senior dean in years of service, has asked to be freed for full-time teaching, research writing, and editorial work no later than the end of the spring term 1988.

"By that time I will be in my 25th year as dean," he told The Annenberg School faculty, students and staff in a personal letter last Friday. "I have worked hard to make our School a place where good innovative and challenging work can be supported. Now let me taste a bit more of the pudding . . ."

Provost Thomas Ehrlich accepted the request with regret and agreed to set up a search committee. "I cannot underscore too strongly the debt owed to you by the entire University as well as The Annenberg School of Communications," he said. "You have built the School into the institution of its type in the world. It has no peers, and that reality is a direct result of the extraordinary vision and wisdom of your leadership."

Recruited to Penn from an Illinois/USC background during the infancy of the School which celebrated its own 25th anniversary in 1983-84, George Gerbner known for highly documented but startling insights into mass media and their interaction with cultures. Under his deanship the School landed the leading publication in the field (the *Journal of Communications*), created the Oxford-Penn project to publish a world encyclopedia of communications, and established the Washington communications project. It also designed, built and nurtured The Annenberg Center for the Performing Arts.

Dr. Gerbner will continue to edit the *Journal*, teach undergraduate and graduate courses in analysis of mass media, and conduct research—including a new study on U.S. and Soviet television. "I'm not retiring," he explained; "I'm being unleashed."



Thomas Hughes



Roy Middleton



Bruce Kuklick

Filling Three Mellon Term Chairs

Named last week to the three new term professorships given by the Andrew W. Mellon Foundation to the School of Arts and Sciences are Dr. Thomas Hughes, Dr. Bruce Kuklick and Dr. Roy Middleton.

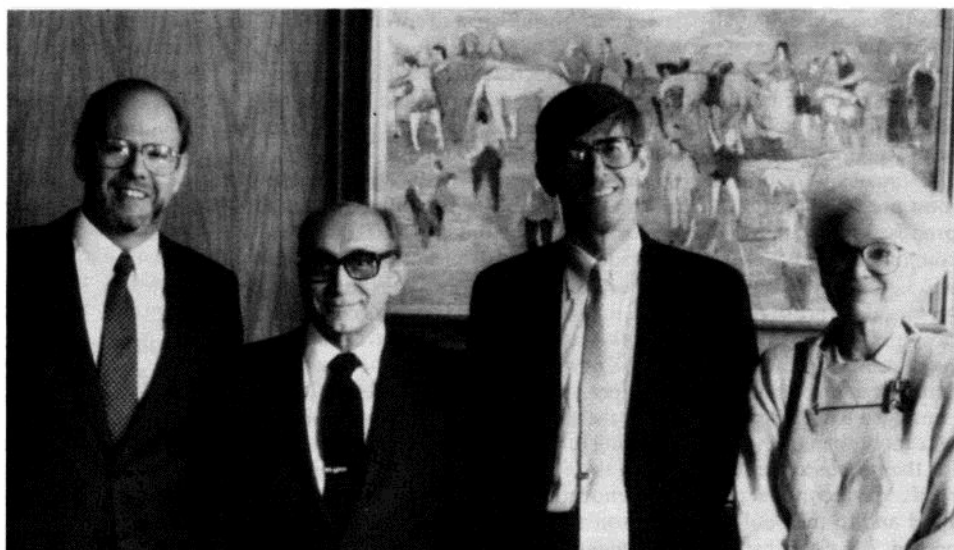
The Mellon "folding" chairs are earmarked for existing members of the faculty who have demonstrated teaching effectiveness and distinguished scholarship in the discipline but are now "ready to convey the essence of that specialty to a wider circle or to pursue new ways of exploring and presenting knowledge."

The Mellon support releases over a million

dollars which Dean Michael Aiken said will be allocated to an SAS Interdisciplinary Research Center Fund which covers several small centers, and to an SAS Faculty Development Fund.

To select the three who will hold Mellon Professorships for three to six years, Dean Aiken called for nominations from all departments, then established a review panel made up of members of disciplines which did not have candidates. The choices:

- Dr. Thomas P. Hughes, professor of the His-
- (continued from page 2)



Honor Thy Profs: "For the first time in the school's history," Wharton Dean Russell E. Palmer said, "a Wharton graduate has decided to honor former teachers by establishing an endowed chair. The new Ervin Miller-Arthur M. Freedman Professorship goes to Dr. Richard E. Kihlstrom, (above left) professor of economics and finance and director of the Study of Organizational Innovation. The chair was established by Herbert C. Kay, Wh '59 (second from right) with a \$1 million gift in honor of two of his former professors. He is flanked by Dr. Ervin Miller, associate professor of finance who has been at Wharton since 1947, and by the widow of the late Dr. Freedman who was associate professor of finance from 1955 until his retirement in 1984.

Mellon Chairs (from page 1)

tory and Sociology of Science, an engineer turned historian of American and European science and technology. The author of *Networks of Power* (Dexter Prize 1983) is now on leave in Darmstadt and is working on a book for Viking/Penguin in which he relates engineering and architecture and their role in the making of the state. A popular lecturer, team-teacher, BBC presenter and convenor of international symposia, he is also planning a follow-through on the PARSS program on Technology and Culture (organized with Dr. Fred Block of Sociology and Dr. Alfred Rieber of History) leading to a Mumford Symposium and a volume on it by the U.P. Press.

• Dr. Bruce Kuklick, professor of history, a

Penn Thouron Scholar whose first academic appointments were in philosophy and American studies at Yale. He is described as a historian of ideas who has published both on movements (*American Religious Thought* is 32 volumes edited with introduction) and on individual thinkers (forthcoming are two volumes on William James, from Rutgers). His newest book, an interpretative history of the American presidency in the 20th Century (*The Good Ruler: Popular Approval and Presidential Achievement from Hoover to Nixon*) grew out of "temporarily" teaching History 164, now a central offering of the department.

• Dr. Roy Middleton, a nuclear physicist recruited in 1963 from Britain's Alderston National Laboratory to head Penn's tandem accelerator

program and who made a two-part midcareer shift to teacher and innovative interdisciplinary researcher. In 1969 he won the Lindback Award and is now described by his department as the "preeminent teacher of undergraduate physics." Meanwhile, he pioneered new uses of the tandem accelerator (turning it into a giant mass spectrometer with sensitivity increased ten million times over conventional methods); created geochronological research linking physics, geology and anthropology and gave geologists new tools for study of continental shifts and the formation of river deltas; published about 125 papers in his new field(s); won the Bonner Prize (1979); and, most recently, set out to forge new alliances among physicists, soil scientists, astrophysicists and geologists.

COUNCIL

Recommendation on a Recreation Usage Fee for Faculty/Staff

Interim Report to the University Council from the Committee of Recreation and Intercollegiate Athletics

February 1, 1987

At the fourth meeting of the 1986-87 committee, held on Wednesday, January 28, we completed action on the issue of the proposed usage fee for recreational facilities to be charged to faculty and staff. The committee, acting in its advisory role to the Director of the DRIA, voted to support the imposition of an annual fee of \$84 for A1 and A2 employees and \$52 for A3.

The committee has given this issue very careful and lengthy consideration, as last year's committee had done. It can be clearly recognized by anyone who examines our recreational facilities that they are in serious need of repairs and renovation, to say nothing of major capital additions. This is particularly true of Hutchinson Gym, which in many respects is in deplorable condition. The committee is convinced that this situation must be corrected soon, since it is potentially very damaging to an urban university competing on a national scale for the most highly qualified students and having a tuition level which is near the highest in the country. We have examined the budget of the Department of Recreation and have found that the income, which includes usage fees charged to alumni and the community and a subvention from the General Fee (in effect, a usage fee charged to students), is insufficient to cover more than a very minor amount of facilities repairs. The magnitude of the needs of the facilities is such that either a massive increase in the above charges would have to be made, or a new source of income would have to be found. Since six of the eight Ivy institutions already charge a usage fee to faculty and staff, it was rational to consider this possibility.

Estimates were obtained by the Department of Recreation for the most pressing needs of Hutchinson Gym, to be met in a Phase I of the proposed renovations, and the costs are of the order of \$400,000. The committee made a survey of the additional needs of both Hutchinson and Gimbel gyms and obtained cost estimates for the renovations and repairs; these are of the order of \$2 million and would be carried out as a proposed Phase II. Copies of both sets of estimates are available on request. It was determined that the new usage fees given above would generate approximately \$200,000 per year if 90% of the present users continued to use the facilities after the fee was imposed. Thus, it would take more than twelve years, allowing for inflation and interest charges, for the proposed fee to cover even these most immediately recognized needs. If one considers that other renovations are needed, such as to Hill Field and to the pool in Hutchinson Gym, and that new facilities are needed, it is clear that the proposed fee will meet only a fraction of the ongoing financial needs of the Department.

The committee voted to support the new fee under the condition that the University would immediately establish a loan fund sufficient to cover Phase I and would commence the renovations without waiting for the funds to be generated by the new fee. It was considered imperative that the community see the fruits of this newly-assumed burden as soon as possible, since it would be self-defeating if the fee were to result in a significant decrease in the users of the facilities. It was the judgment of the

committee that, given the facts, the community would be supportive of the fee and that there is a strong possibility that a more attractive and serviceable set of facilities, coupled with the efforts of Department of Recreation personnel, would result in increased, rather than decreased, usage of the facilities.

During the consideration of this issue the committee received various inputs from the community and gave them careful consideration. One result of this was the reduced fee for A3 personnel. Other possibilities were also considered. Some, including charges at the entrances to the facilities for single admissions and strips of tickets for single admissions, were rejected because they would impose expense in terms of personnel and bookkeeping and because the revenues could not be projected with enough accuracy to permit the expeditious start of the renovations. The question of whether the fee could be made part of a flexible benefits plan was also discussed but was considered to be beyond the purview of this committee. (Some have suggested that free use of recreation facilities was already a personnel benefit; however, since benefits are funded by the benefits pool and since no funds flow from this pool to the Department of Recreation, this idea is obviously erroneous.) In summary, the committee has concluded that the fairest procedure is to call upon all the users of the recreation facilities to share in the costs of their repair and renovation and it has accepted the onerous responsibility of recommending to the Director of the DRIA that the new fee be imposed.

—Charles J. McMahon, Jr., Chair

The following has been sent to Dr. Sheldon Jacobson as Chair of the University Council Safety and Security Committee in response to a recommendation debated at Council on December 10, 1986.

Administration's Response on Proposal to Ban Bicycles

We have considered carefully the proposal of the Safety and Security Committee that bicycle riding be prohibited on Locust and Hamilton Walks. We are most sympathetic with your concern for pedestrian safety.

On balance, however, we have concluded that such a prohibition would not improve the situation. First, cyclists would either be forced into riding over substantially more dangerous terrain or would opt to ignore the prohibition. Secondly, the difficulty of enforcement would be insurmountable except at unacceptably high expense. Finally, we are convinced that the prohibition at present would ignore the valid transportation concerns of a significant portion of the campus.

As an alternative, however, we would like to consider marked bicycle paths, speed bumps (which we realize could not be allowed to hamper wheelchair access), the creation of bicycle paths and the implementation of such ideas in order to ensure the safety of cyclist and pedestrian alike.

Would you and your committee consider guiding us in such a direction?

—Sheldon Hackney, President

Speaking Out

Snowstorm Safety

Since starting my job at the University of Pennsylvania, I have always felt that Penn attempted to be safety conscious. In view of actions taken regarding our recent snowstorm, I've realized that I was obviously mistaken.

Penn showed a distinct lack of concern for both employees and students by not closing during the Thursday [January 22] snowstorm. They did make the "magnanimous" decision to allow employees to take a vacation or personal day due to the weather, but this, to my knowledge, was never made as an official statement.

A lack of concern was also shown Monday morning [January 26] when, after calling in to the MELT line for two hours, an update was finally given at 7:45. The 7:45 update stated no delayed opening but instead stated that all employees who could make it to work should do so. Ridiculous!

I give a good deal to the University through hard work and loyalty as do, I'm sure, most other employees. The least I expect in return is a bit of consideration for my safety. I strongly suggest this to the University in the future.

—Colleen Miller, Office Administrative Assistant, Physics Department

Response on Snow Closing

We appreciate the concern of Ms. Miller and others. At the same time, the University is an academic institution and most students live on or near the campus. Classes are not and will not be cancelled except in the most extraordinary circumstances. Early Thursday afternoon, January 22nd—once it was determined that the snow was not going to turn to rain as earlier reported—representatives of each of the Schools and operating units were contacted by the Office of Human Resources. Supervisors were authorized to release employees who lived some distance from the campus and otherwise would have a transportation problem. We regret if this information was not communicated to Ms. Miller.

The purpose of the 898-MELT (6358) line is to advise employees of any change to the normal operating practice of the University. As changing conditions/predictions are received, the MELT line is revised to reflect any current or potential change to these normal operating procedures. Based upon the information available, there appeared no need to delay the opening of the University on Monday morning. Thus, no delay was authorized. We will try to be sure that this message is clear in the future.

When such situations arise in the future, each employee must assess his or her own situation and determine whether conditions warrant taking a personal or vacation day and being absent from work.

—Thomas Ehrlich, Provost
—Helen O'Bannon, Senior Vice President

Penn Press Professionalism

The University of Pennsylvania Press recently published a book of mine, and the experience was so satisfactory that I would like to describe it to others who have manuscripts in need of publishers. The whole process, from when I first submitted the typed manuscript for consideration to the moment when I held the hot-off-the-press book in my hands, took only fifteen months. As many can verify from experience, that is fast. At each stage of production I was impressed by the professionalism of everyone at the Press, and I am pleased with the handsome and well-edited book which they turned out.

—James C. Davis, Professor of History

The following is published at the request of the Penn Black Caucus, made up of organizations indicated in the signatures further below. Two additional submissions on this topic were received after deadline and will appear next week.

On Four African Students

It is said that actions speak louder than words, and they shall be known by their deeds. In the case of the four African graduate students now before the Hearing Board, the Administration's words and its actions bear little relationship to one another.

A year ago the former chairman of Penn's Board of Trustees condemned apartheid as unconscionable. In 1985 President Sheldon Hackney testified before Congress to urge action against South Africa. More recently the President moved to establish a scholarship program for South African students for study at Penn. Everywhere one hears statements of concern for the plight of black South Africans suffering under the system of apartheid.

Sadly, these statements are often belied and betrayed by the University's practice. As evidence of its compassionate concern for the victims of apartheid, College Hall continues to prosecute four African students for remaining in the President's Office in order to discuss with him their opposition to the University's investments in companies with operations in South Africa.

The insistence upon prosecuting these four students casts the Administration in a callous and vindictive light. Even placing the three Southern African students on probation and mentioning their names places them at risk of imprisonment in South Africa, where it is a crime to demonstrate against apartheid.

The continuation of the case also casts the Administration in a cowardly light. Many believe that the Administration is pursuing this case to appease the conservative reactionaries among the faculty who insist that

the University will somehow unravel unless order is maintained and all violations of the rules are punished. Failure to prosecute, they argue, will invite violations by others.

The truth is that the right wing has wanted blood ever since black students had the "audacity" to demonstrate in Murray Dolfman's classroom and in the President's Office two years ago to protest racism on campus. These four students are being singled out for the punishment which the conservatives were unable to inflict upon the BSL during the Dolfman incident.

The prosecution of these four students may appease the Administration's fascist critics on the right. But it will not succeed in intimidating black students or stifling our determination to resist racism at Penn by whatever means at our disposal.

It is said that he who holds the ladder is as guilty as the thief who climbs the ladder to commit the robbery. Likewise, just as investment in racism in South Africa is immoral, so too the prosecution of students protesting that racist investment is immoral. Whatever the conclusions reached by the Hearing Board, in our court we find the Administration guilty of complicity and guilty of racism in the first degree. How can the Administration condemn apartheid out of one side of its mouth and then turn around and prosecute South African students for condemning the University's investments in the apartheid system, out of the other side of its mouth?

We call upon the Administration to examine its conscience. It should dismiss the case against the four students despite pressure from the conservatives for punishment. Failing this, it should reach a settlement that will not place the students at risk of imprisonment in South Africa.

If the University really wishes to do something on behalf of black South Africans it can begin by practicing compassion and concern toward the black South Africans it is prosecuting in its own backyard.

—Conrad Tillard, President, Black Student League

—Reuben Brown, BSL Representative to the UMC

—C. Eli Pringle, Representative, Black Graduate and Professional Student Association

—Wayne C. Glasker, Representative, Black Graduate and Professional Students Association

—James Gray, Jacqui Wade, Peter Vaughan, Tri-Chairs, Black Administrators, Faculty and Staff Organization

—Bartholomew Yeboah, President, Penn African Student Association

—Vincent Phaahla, General Secretary, Penn African Student Association

—William Molette, Chair, United Minorities Council

(Response: Next Page)

SPEAKING OUT welcomes the contributions of readers. Almanac's normal Tuesday deadline for unsolicited material is extended to THURSDAY noon for short, timely letters on University issues. Advance notice of intent to submit is always appreciated.—Ed.

Speaking Out

Response on African Students

Given our commitment to protect the confidentiality of proceedings involving students in University judicial hearings, we do not, as a matter of policy, comment on such proceedings.

Representatives of the students involved in the January 17, 1986 sit-in in the President's office, however, have addressed the campus news media—as is their right—on the current hearings. Their comments, notwithstanding their intent, may have created a significant misimpression among some members of the University community regarding the Administration's goals in this matter.

We believe that this misimpression can be corrected without compromising or violating our commitment to the confidentiality of the proceedings and the students involved in them.

With respect to the current case, the Administration has honored the confidentiality of the students. It will continue to do so. Allegations that the University has not agreed to protect student identities, confidentiality, or the confidentiality of student records, now or in the future, are groundless. As a matter of principle, and as a matter required by the Charter of the University Student Judicial System, the Administration will not waiver from this commitment.

While public discussion as to the possible outcome might take place on campus and in the news media, it is important to remember that such discussion is conjecture.

We further point out that the University's Trustees, after wide consultation with members of our community, have developed a policy that sets a timetable for divestment in companies with operations in South Africa if apartheid is not ended.

The current judicial hearings, however, have nothing to do with anyone's right to protest that policy. They involve, rather, the fact that we are a community that lives together within established boundaries, so that one person's right to freedom of speech does not interfere with another's rights. If violations of the Guidelines on Open Expression are thought to have occurred by students, our process is a deliberative one that allows the accused students to be heard by a Hearing Board of faculty members and students.

This process is going on now. We do not know what the results will be, but we stress the importance of that process including the potential for a settlement to proceed. It is a process which we believe will produce a fair, careful and thoughtful resolution.

—Sheldon Hackney, President
—Thomas Ehrlich, Provost

Hill House Graduate Fellows

Hill College House has openings for 10 graduate fellows for the 1987-88 academic year. Graduate fellows receive free room and board and a dining service contract, as well as great leadership experience and the opportunity to spend time with undergraduates. The application deadline is *February 13* for graduate and professional students interested in guiding undergraduates. Applications can be picked up at 3333 Walnut Street, or by calling Ext. 5237.

—Pat Helm, Senior Administrative Fellow

OF RECORD

The University Archives is the repository for all historically significant University records. The fundamental responsibility of the Archives is the encouragement of scholarship through the dissemination of descriptive catalogues and the servicing of its collections. Historical documents of recent origin, however, often contain sensitive information, the disclosure or publication of which may be harmful to the interests of the University. The University Archivist seeks a balance between the commitment to research and the obligation of confidentiality. Toward that end he has studied the practice of comparable research universities and formulated the policy which appears below. It has been reviewed, revised and approved by the senior officers of the University. President Hackney has adopted the policy and authorized its publication.

—Mark F. Lloyd, University Archivist

Guidelines for Access to Restricted Records

1. Generally, all administrative records of the University shall be closed to research for twenty-five years, with certain exceptions, such as those which must be open in conformance with law.

2. Access to these restricted records may be requested by written application to the University Archivist. The University Archivist shall review each request with the Access Committee, which shall be composed of seven members: one representative each from the offices of the President, the Secretary of the University, the Provost and the General Counsel; two members of the standing faculty; and the University Archivist.

3. The Access Committee will judge each request on its academic merits, bearing in mind the need to promote scholarship.

4. The Access Committee must be satisfied that a researcher seeking access to restricted records has demonstrated that the records are required to carry out a legitimate scholarly research project or for other appropriate use.

5. The Access Committee will absolutely deny access to the following types of records:

a. individual education records of living students or living former students, as defined by the Family Educational Rights and Privacy Act of 1974, as amended, unless the student or former student grants access in writing (in accordance with the University "Guidelines on the Confidentiality of Student Records" as published in the undergraduate and graduate *Academic Bulletin*);

b. individual employment records of living current or former faculty members, administrators or other staff members, including records which concern hiring, appointment, promotion, tenure, salary, performance, termination or other circumstances of employment, unless the faculty member, administrator, or staff member grants access in writing (in accordance with University Personnel Policy Manual Policy No. 101);

c. other records where usage might constitute an invasion of privacy;

6. The Access Committee will generally deny access to the following types of records:

a. records of a sitting administration;

b. records the disclosure of which might expose the University to legal liability.

7. The Access Committee will generally deny requests to photocopy or otherwise reproduce restricted records.

8. The decision of the Access Committee shall be final.

The Access Committee

The purpose of the Access Committee shall be to implement established policy regarding access to recent historical records of the University of Pennsylvania. Its chief function shall be the review of completed "Restricted Records Access Request" forms to determine whether an individual may or may not have access to restricted records.

The Committee shall base its decisions on the merits of each case, weighing the needs of scholarship against the privacy rights of individuals and the legal interests of the University. In order to come to such a decision, the Committee shall meet, review the research proposal of the scholar petitioning for access, examine the materials to which he or she is requesting access, and discuss the case. In cases where the materials are voluminous, the University Archivist shall review them and summarize their nature and content for the Committee, presenting any individual documents of particular concern. In cases of requests for innocuous materials, a less formal review process may be invoked, consisting of a telephone poll by the University Archivist. In all cases, the decisions of the Committee shall be fair and reasonable, permitting the greatest possible access, given the limitations imposed by legal and ethical considerations.

The Committee shall be composed of seven members: representatives from the offices of President, the Secretary of the University, the Provost and the General Counsel; two members of the standing faculty; and the University Archivist. The Committee shall meet at the call of the University Archivist.

At its February 3 meeting the School of Arts and Sciences Faculty approved, 37-8 with 6 abstentions, the course listings which will launch this fall the new College Distributional Requirement approved in principle on December 9, 1986 (Almanac January 27). The plan is outlined below in a document mailed in advance to all members of the SAS Standing Faculty. On the succeeding two pages are an explanation of the requirement and the lists of courses from which incoming fall freshmen may satisfy it. As noted below, additional courses are still under consideration. In debate which largely stemmed from longstanding SAS Faculty discussion on what constitutes a fundamental education, questions were raised about the rationale for some courses in relation to the principle of breadth, and about the justification (to students or parents) of specific inclusions/exclusions. A motion to return Sectors I, II and III to the panels for further refinement was defeated, as was a motion to delay action for a mail ballot. Arts & Letters Panel Chair David Brownlee clarified as a point of information that the new Distributional Requirement does not affect the existing Language Requirement of the College.

The College's 'Sector Curriculum' Starting in Fall 1987

TO: Faculty of the College of Arts and Sciences
FROM: The ad hoc Committee on the Distributionals
DATE: January 21, 1987
RE: Final form of the new Distributional Requirement

We are enclosing a full statement of the new distributional requirement, along with a listing of specific courses to be included in the Sectors. The general principles that have guided the construction of the list are these:

1. The purpose of a distributional requirement is to promote educational breadth. The distributional requirement serves to initiate and guide our students' acquisition of the broad factual and conceptual background appropriate to educated adults.

2. Because of its formative contribution to intellectual development, the distributional requirement should be satisfied as early in the undergraduate career as possible, consistent with other curricular demands. It should be addressed to the immediate educational needs of incoming students, and guide their selection of courses.

3. It is important that our curriculum continue to represent our character as a faculty, in all its scope and diversity. There is much to applaud in our present curriculum, and there can be no doubt that our expert representation of knowledge, and active commitment to its development, provide a deep and sufficient resource from which to provide breadth of educational experience to the undergraduates who study with us.

The discussions that have determined the character of the Sectors, as exemplified in the following lists, have been vigorous and varied. The ad hoc Committee has not stressed uniformity of design across the Sectors; rather, we believe that in their variety the Sectors represent the underlying diversity of approaches to knowledge that we take as a faculty of active scholars. The requirement is not a portrait of human knowledge, but our way of meeting a major educational responsibility to our students. The requirement describes our strengths with respect to their needs.

The lists of courses include both existing and redirected courses, as well as some originally

conceived for the purpose of providing educational breadth. They have all been proposed through departments, and considered by the Sector Panels. A number of additional courses remain under active consideration. Beyond those are other courses, still in the planning stage, that may become candidates for the distributional lists for classes subsequent to the Class of 1992.

The form of the distributional requirement is to evolve, under the supervision of the ad hoc Committee, over a 3-year period. The ad hoc Committee may make amendments at any time, with annual Faculty review, beginning with this one, early in the Spring semester. The ad hoc Committee plans to work within the present framework, developing the requirement along the lines and through the mechanisms currently established. It will also make interim decisions based on the practical need to keep a workable balance of enrollments and department teaching capabilities. We have examined enrollment levels currently sustained by courses on the attached lists, and are confi-

dent that the transition to the new requirement can be made without severe dislocation of current teaching patterns. The resolution that follows approves adoption of a distributional list that includes the courses shown below, and recognizes that further courses may be added to this list by action of the ad hoc Committee.

In addition to the ongoing task of developing course lists for the requirement, and overseeing its practical implementation, the ad hoc Committee plans to begin consideration of the second tier of requirements. At the same time, the Dean's standing Committee on Undergraduate Education will turn its attention to the possibilities of a writing requirement, and an increase, to 36, of credit units required for the degree. We propose the following resolution:

The distributional requirement for the Class of 1992 shall be satisfied by means of courses drawn from the lists below. It is understood that the lists will be updated from time to time by the ad hoc Committee, and brought to the Faculty for review in February, 1988.

(continued on page 6)

Distributional Sector Panels

Society

J. Davis (Hist)
 A. Fiske (Psych)
 A. Heston (SAS)
 C. Kahn (Phil)
 R. Kraft (RelSt)
 W. Labov (Ling)
 H. Levine (Econ)
 T. Reiner (RegSci)
 P. Sanday (Anthro)
 R. Stevens (H&SS)
 E. Van De Walle (Soc), *Chair*
 O. Williams (PolSci)

Formal Reasoning and Analysis

R. Ginsberg (RegSci)
 J. Hoeksema (Ling)
 T. Lubensky (Phys)
 T. Ricketts (Phil)
 D. Shale (Math)
 D. Williams (Psych), *Chair*

History & Tradition

H. Dibble (Anthro)
 H. Glassie (Folk)
 P. Guyer (Phil)
 W. Halbfass (SAS)
 A. Kroch (Ling)
 M. Murphey (AmCiv)
 J. Reece (Hist)
 D. Silverman (OS)
 G. Welbon (RelSt), *Chair*

The Living World

N. Adler (Psych)
 W. Goodenough (Anthro),
Chair
 H. Hiz (Ling)
 A. Mann (Anthro)
 I. Waldron (Bio)
 S. Weinstein (Phil)

Arts & Letters

R. Abrahams (Folk)
 D. Brownlee (AH), *Chair*
 C. Cherpach (RL)
 S. Curran (Eng)
 J. Farrell (Class)
 E. A. Matter (RelSt)
 J. McCarthy (Ger)
 M. Meister (AH-SAS)
 E. Mossman (Slav)
 A. Nehamas (Phil)
 E. Prince (Ling)
 D. Saunders (OS)
 N. Smith (Music)

The Physical World

J. Davis (Chem)
 Z. Domotor (Phil)
 H.T. Fortune (Phys)
 B. Giegengack (Geo)
 R. Koch (Astro)
 L. Lisker (Ling)
 N. Sivin (HSS)
 P. Sovin (Phys), *Chair*

The Distributional Requirement

The purpose of the distributional requirement is to provide breadth of undergraduate education. The requirement is satisfied by completing ten courses from the six Sectors' small, carefully coordinated lists. The Sectors reflect a diversity of processes and products of scholarly inquiry. The courses included within each are intended to introduce the Sector's distinctive subject matter and intellectual character to undergraduates in the early part of their academic careers. From the information such a background provides, students can make well-considered decisions about further elective courses, and informed choices of major programs as well. In addition, the basic factual and conceptual framework provided by these courses will help put more specialized learning into intellectual perspective, and thus support independent thought, knowledgeable criticism, and the personal synthesis of an individual point of view. The distinctions among the Sectors in content, method, and outlook are marked and substantial; together, the Sectors provide a sample of the main lines of intellectual endeavor that the College faculty represents.

Students are encouraged to consult with an Advisor in choosing the particular courses best suited to their current level of interest and commitment in the various areas. The Sectors identify broad areas of academic achievement; they do not conform to departmental structure, nor do they provide a perfect depiction of the structure of knowledge. They are designed to encourage every undergraduate to attain a meaningful comprehension of the range and variety of human knowledge and intellectual achievement. Thus they complement the structure of major programs, which provide depth of experience within a discipline or interdisciplinary program.

Sectors I, II, and III are concerned with topics that normally fall within the Social Sciences and Humanities. A total of 6 credit units, 2 from each Sector, are to be drawn from these lists. The remaining Sectors consider formal reasoning as well as the branches of natural science; 4 credit units are to be allotted to work in these, with at least one course in each Sector. The fourth course in this grouping may be drawn from any of the last 3 Sectors. Alternatively, students interested in analyzing scientific thought and its implications from the standpoint of associated disciplines may select the fourth course from the supplementary Science Studies list.

Distributional credit will be awarded for Advanced Placement achievement that departments certify as equivalent to specific courses in the Sector listings. A maximum of 2 courses may be double-counted for both distributional and major requirements where the major specifies 14 courses or fewer; 3 courses may be double-counted if the major specifies 15 to 17; 4 courses may be double-counted if the major requires 18 courses or more.

Select 6 courses, including 2 from each of Sectors I, II, and III:

Sector I: Society

This Sector examines the structure and organizing principles of contemporary human societies, including their psychological and cultural dimensions, as well as their economic, social, political, and cognitive foundations. Select 2 courses.

Sector II: History and Tradition

Studies of continuity and change in the forms of human thought, belief, and action. Select 2 courses.

Sector III: Arts and Letters

The means and meanings of art, literature, and music. Select 2 courses.

Select 4 courses, including 1 from each of Sectors IV, V, and VI. The fourth course may be drawn from any of these Sectors, or from the Science Studies list.

Sector IV: Formal Reasoning and Analysis

The formal structure of human thought, including its linguistic, logical, and mathematical constituents. Select 1 course.

Sector V: The Living World

These courses deal substantively with the evolution, development, structure, and/or functioning of living systems. Select 1 course.

Sector VI: The Physical World

Courses in this area introduce the student to the methodology and concepts of a physical science. All courses emphasize the analysis of complex physical systems in terms of their subsystems and components, quantitative study of systems and subsystems, and synthesis of complex systems from their components. Select 1 course.

Science Studies

The courses on this list consider scientific thought and achievement from perspectives outside the technical disciplines themselves.

Distributional Courses

I. Society

- ANTHR 2—Cultural Anthropology (rotating)
 - 102 World Ethnography (Sanday)
 - 110 Social Organizations (Davenport)
 - 120 People, Society & Change (Reina)
- COM 125—Intro to Communications Behavior (Bachen)
- 130 Mass Media & Society (Gerbner)
- ECON 1—Intro Economics I (multi-section)
 - 2—Intro Economics II (Levine)
 - 14 History of Economic Thought
- GEOG 110—Economic Geography (Reiner)
- 401 (will be re-numbered)—Urban Geography (Reiner)
- PHIL 2—Ethics (Freeman)
 - 75 Theories of the State (Guyer/Markovic)
 - 76 Political Philosophy (Eshete)
 - 77 Law & Philosophy (Freeman)
- P SCI 1—Intro to Political Science I (rotating)
 - 2—Intro to Political Science II (Frey)
 - 50 Contemporary International Politics (Rubinstein)
- PSYCH 170—Social Psychology (Fiske/Pepitone/Sabini)
- 172 Bio-Cultural Social Psychology (Fiske/Pepitone)
- R SCI 1—Intro Regional Science (Gale)
 - 8—Problems in Third World Development (Petras)
- SOC 1—Intro to Sociology (Jacobs/Morawska)
 - 3—Deviance & Social Control (Bosk)
 - 4—The Family (Watkins)
 - 6—Race & Ethnic Relations (Anderson)
 - 7—Population & Society (Van De Walle)
- SARS 202—Indian Civilization: An Anthropological Perspective (Appadurai)
- URBST 101—The Origin and Development of World Cities
 - 104—The Urban Crisis (Katz)
- WMSTD 2—Women & Men: Ethical Crisis of '80's (Smith-Rosenberg)

F = Freshman Seminar

II. History & Tradition

- AMCIV 1—Americans & Their Civilization (Garvan)
 - 7 The Civilization of the American South (Faust)
 - 9 The American West (Hammarberg)
- ANTHR 1—Early Man (Dibble)
 - 130 Barbarian Image (Wailes)
 - 139 Ancient Civilizations (staff)
 - 180 Language & Culture (Goodenough)
- CL ST 1/CL 16—Myth, Epic and History (F) (Helm)
 - 171 Western Legal Tradition (Watson)
 - 271/US 271—Cities of the Ancient World (Helm)
- FOLK 222—Introduction to Folklore (Glassie)
 - 280 Jewish Folklore (Ben-Amos)
- HIST 1A—Europe: The Fall of Rome-1500 (to be re-titled) (rotating)
 - 1B Europe: 1500-Present (to be re-titled) (rotating)
 - 10A—Intro to Non-Western History (Ludden)
 - 10B—(Ludden)
 - 20A—U.S. History: 1607-1865 (Beeman/Licht)
 - 20B—U.S. History: 1860-Present (Beeman/Licht)
- HIST 26—Ancient Greece (Graham) (submitted by Classics)
 - 27—Ancient Rome (Farrell) (submitted by Classics)
- LING 110—Intro to Historical Linguistics (Ringe)
- ORIEN 25—Middle Eastern Civilization (staff)
 - 60—The Image of Man in Ancient Egypt (F) (Silverman)
 - 90—East Asia: China & Japan (Rickett & Saunders)
- PHIL 1—Intro to Philosophy (multisection)
 - 3—History of Ancient Philosophy (Kahn)
 - 4—History of Modern Philosophy (Guyer)
- REL S 14—Living Religions I: Near East (Matter)
 - 53—Living Religions II: South & East Asia (Welbon)
- SARS 101—Legacy of India (Rocher)

III. Arts & Letters

ART 101A — Art & Civilization Before 1500 (rotating)
 101B — After 1500 (rotating)
 102 SARS 201 — Arts of Asia: India & South-east Asia (Meister)
 103 Arts of Asia: China & Japan (Steinhardt)
 CL ST 141/CL 264/TA 141 — Classical Theater (Bing/Rosen)
 160/CL 244 — Heroes & Heroic Tradition (Farrell)
 200/CL 200 — Mythology (Bing)
 COM 220 — Sources of the Modern Cinema (Vogel)
 260 — Art as Communication (Gross)
 C LIT 100 — Intro to Literature (Matter)
 115 ENGL 87 — Interpretation (Steiner)
 191 — Classics of the Western World I (Curran)
 192 — Classics of the Western World II (Curran)
 250 — The "Whodunit" from Oedipus to Columbo (Alter)

ENGL 44A — Madness & Literature: 17th-18th Centuries (Korshin)
 44B/CL 245 — 1789-1930 (Korshin)
 74 — The Short Story (Filreis/Paquet/Regan)
 75 — The Novel (McWhirter)
 78/C LIT 265/TA 142 — Theater History II (Mazer)
 89 — American Fiction (Anderson)
 90/WSTD 90 — Women & Literature (Auerbach/Erkkila/Paquet)
 A. Literature before 1800 (count only one)
 ENGL 25 — Chaucer (D. Anderson/Wenzel)
 35 — Shakespeare: Works (DeGrazia/Mazer/Rackin)
 37 — Shakespeare: Tragedies & Tragicomedies
 38 — Milton (DeGrazia/Quilligan)
 45 — 18th-Century Novel (Pollak/Richetti)
 49 — Satire & Irony (Pollak/Regan)
 73 — The English Bible (Dennis)
 B. 19th-Century Literature (count only one)
 ENGL 50 — Major Romantic Poets (Curran/Levinson/Plotnitsky)
 51 — Major Victorian Poets (Laws)
 55 — 19th-Century British Novel (Auerbach/Laws/Scarry)
 83 — American Lit: 1870-1900 (Cohen/Regan/VanAnglen)
 C. 20th-Century Literature (count only one)
 ENGL 61 — 20th-Century British Lit (Bair/Kelley/Mahaffey)
 65 — 20th-Century British Novel (Bair/Kelley/McWhirter)
 76 — Modern Drama: Ibsen WWI (Lucid/Mazer/Scarry)
 77 — Modern Drama: WWI — Present (Mazer/Scarry)
 84 — American Lit: 1900-1945 (J. Anderson/Erkkila)
 85 — American Lit: 1945-Present (Flory/Haliday/Lucid)
 91 — Film Narrative (McWhirter)
 FRNCH 21 — Perspectives in French Lit: Love (rotating)
 22: The Individual in Society (rotating)
 GERMN 16 — Intro to German Literature (rotating)
 42 — Major German Writers & Genres (T) (rotating)
 55 — Mann, Hesse, Kafka (T) (Daemmrich)
 56/CL 241 — Faust in European Literature (T) (Daemmrich)

GREEK 107 — Herodotus & Thucydides (Graham)
 207 — Euripides & Aristophanes (Rosen)
 208 — Sophocles & Aeschylus (Smith)
 H&SS 110 — Science & Literature (Adams)
 ITAL 21 — Perspectives in Italian Lit: Love & Women (rotating)
 22: Modern Lit & Lit Analysis (rotating)
 LATIN 108 — Horace (Knauer)
 109 — Vergil (Knauer)
 220 — Roman Historians (Palmer)
 MUSIC 20 — History of Music I (multi-section)
 21 — History of Music II (multi-section)
 ORIEN 55 — Overcoming Catastrophe: Responses to Suffering in Jewish Lit (F) (Stern)
 100 — Japanese Aesthetics (F-T) (Saunders)
 153 — Jewish Lit in the Middle Ages (T) (Stern)
 174 — Chinese Poetry & Prose (T) (Mair)
 175 — Chinese Fiction & Drama (T) (Mair)
 225 CL 212 — Modern Middle Eastern Lit (T) (Hanaway)
 233 CL 215 — Arabic Literary History (T) (Allen)

IV. Formal Reasoning & Analysis

CSE 110 — Intro to Computing (Smudski)
 LING 101 — Intro to Language I (Prince)
 MATH 140 — Calculus for Natural Sciences I (rotating)
 141 — II (rotating)
 150 — Calculus for Soc & Bio Sciences I (rotating)
 151 — II (rotating)
 170 — Ideas in Math (Gluck)
 172 — Ideas in Math, with Computer
 PHIL 5 — Formal Logic I (Ricketts/Domotor)
 6 — Formal Logic II (Domotor)
 STAT 11A — Intro to Statistics I (Hildebrand)

V. The Living World

ANTHRO 3 — Physical Anthropology (Johnston/Mann/Cheney)
 103 — Human Biology (Huss-Ashmore)
 104 — Evolution of Behavior (Harding)
 105 — Human Adaptation (Mann)
 150 — Women, Health & Development (Huss-Ashmore)
 BIOBB 200 — Behavior & Evolution
 201 — Neurobiology (Adler/Miselis)
 227 — Biological Psychology of Motivation (Hayes)
 231 — Biological Basis of Social Behavior (Seyfarth/Chen)
 280 — Biological Basis of Psychiatric Disorders (Winokur)
 290 — Behavioral Medicine: Experimental & Animal Models (Hauser)
 BIOL 4 — Stellar & Organic Evolution (Telfer)
 6 — Human Biology (Peachey)
 7 — Biological Basis of Biotechnology (Tilney)
 8 — Biology of Women (Waldron)
 101 — Intro to Biology I (rotating)
 102 — Intro to Biology II (rotating)
 PSYCH 1 — Intro to Experimental Psychology (rotating)
 2 — Intro to Psychology (rotating)
 143 — Physiological Psychology (Gallistel)
 162 — Abnormal Psychology (Seligman)
 180 — Developmental Psychology (Aronfreed)

250 CL 190 — Bible as Literature (T) (Tigay)
 254 — Biblical Interpretation & History (T) (Stern)
 276 — 20th-Century Chinese Literature (T) (Mair)
 PHIL 80 — Aesthetics (Nehamas)
 81 — Philosophy & Literature (Nehamas)
 REL S 136 CL 242 — Bible & Christian Literature (Matter)
 RUSS 31 — 19th-Century Russian Literature (T)
 32 — 20th-Century Russian Literature (T)
 201 — Dostoevsky & His Legacy (Mossman) (F-T)
 SOC 230A — Aesthetics of Authority (Rieff)
 SARS 203 CL 213 — Indian Literature & the West (Gaefke) (T)
 SPAN 21 — Perspectives in Spanish Lit: Middle Ages-19th Century
 22 — Late-19th Century-Present

F = Freshman Seminar
 T = Foreign language & literature department course in translation

VI. The Physical World

A. Introductory Courses in Major and Preprofessional Programs
 ASTRO 11 — Intro to Astrophysics I (rotating)
 12 — Intro to Astrophysics II (rotating)
 CHEM 1 — Intro to Chemistry I (rotating)
 2 — Intro to Chemistry II (rotating)
 3 — General Chemistry I (rotating)
 4 — General Chemistry II (rotating)
 15GH — Intro to Quantitative Chemistry (Dai)
 ENV 100 — Intro to Environmental Analysis (Giegengack)
 GEOL 100 — Intro to Geology (Shagam)
 PHYS 1 — Classical General Physics (rotating)
 2 — Modern General Physics (rotating)
 150 — Principles of Physics: Mechanics & Wave Motion (rotating)
 151 — Principles of Physics: Electromagnetism & Radiation (rotating)
 170 — Honors Physics I (Frankel)
 171 — Honors Physics II (Soven)
 B. Introductory Courses for NonMajors
 ASTRO 3 — Solar System (Koch)
 4 — Stars & Stellar Evolution (Vila)
 5 — Galaxies & Universes (Dorren)
 CHEM 11 — Chemistry & Society (Reinhardt)
 PHYS 5 — Classical & Quantum Mechanics (Brody)
 6 — Wave Phenomena & Radiation (redesigned) (Brody)
 137 — Physics & the Universe (Atkins)

Science Studies

GEOL 4 — Mineral Economics (Harker)
 H&SS 3 — Technology & Society (McGaw)
 203 — Science Since the French Revolution (Lenoir)
 212 — Science, Technology & War (Lenoir)
 PHIL 26 — Relativity: Space & Time (Domotor)
 PHYS 21 — Physics of Music (Heiney)
 37 — Understanding the Universe (Langacker)

FILMS

11 New Video Japan: Program I: first of a four-part series includes nine short works, employing animation, electronic and computer processing techniques. 7:30 p.m. (International House).

FITNESS/LEARNING

13 Introduction to PC DOS: 1-4 p.m., Room 413, Bennett Hall (Computing Resource Center).

18 Data Analysis and Modelling Workshop: Applications of Lotus to Models: Gerard Adams, economics department; 3 p.m., Room 169, McNeil Building (Social Science Data Center).

ON STAGE

11 A Man for all Seasons: the Roundabout Theatre Company's 25th anniversary production of a play about a man who refuses to betray his own conscience and the battle between church and state over the divorce of King Henry VIII; 7 p.m., Zellerbach Theatre, Annenberg Center. Tickets: \$15-22. *Through February 15.* Information: Ext. 6791.

13 Philadelphia: The Fun Official Guide: musical comedy that looks at what it means to be a Philadelphian; Fridays, 9 p.m., Saturdays, 8 and 10:30 p.m., Gold Standard Cafe. Tickets: \$9, group rates available. Call 387-3463.

16 Spring Fling Audition Sign-Ups: performers

wishing to audition for stage time during Spring Fling must sign-up and bring a demo tape; Houston Hall, noon-7 p.m. *Through February 17.* Information: Chris, 243-5193.

SPECIAL EVENTS

11 Faculty Club Convivial Hour in the Manner of Great Lovers: featuring brief entertainment by *Versatility*; hors d'oeuvres and complimentary drink for \$6 for members and non-members. Reservations: Ext. 4618.

14 Rubik's Magic Puzzle Tournament, to raise money for the Muscular Dystrophy Association; \$50 entry fee required of each two-person team; 1 p.m., Houston Hall. Information: 322-7120 (Sigma Alpha Epsilon).

TALKS

10 In Vivo Imaging of Vascular PO₂ Using Fluorocarbon Blood Substitutes; Peter Josephs, associate professor of radiologic physics; 12:30 p.m., Physiology Library, 4th floor, Richards Building (Respiratory Physiology Group).

11 Inositol Lipid Metabolism and Calcium Signaling: John R. Williamson, professor of biochemistry and biophysics; 2:30-3:30 p.m., Hope Auditorium, 2nd floor, CHOP (Gastrointestinal Section, Department of Medicine).

Closed Borders: Contemporary Assault on Freedom of Movement: Alan Dowty, professor of political science, Notre Dame; 4 p.m., Room B-32, Stiteler Hall (Political Science-International Relations, Foreign Policy Research Institute).

12 The Interaction of Literature and Society in the Contemporary Arab World: Salma Jayyusi, Boston-based author and poet; 4 p.m., Conference Room, 1st floor, Van Pelt Library (Middle East Center, PATHS Colloquium Series).

13 Weekly Arabic Conversation Group: special guest, Salma Jayyusi; 1:30 p.m., 8th floor lounge, Williams Hall (Middle East Center).

Implant Materials in Maxillofacial and Dental Surgery: Peter Quinn, chair, department of oral and maxillofacial surgery; 1 p.m., Room 426A, Medical Education Building (Seminars in Biomaterials).

Weekly Persian Language Circle: 4 p.m., 8th floor lounge, Williams Hall (Middle East Center).

16 Weekly Turkish Conversation Hour: 1:30 p.m., 8th Floor Lounge, Williams Hall (Middle East Center).

Encountering the Hyenas: Picturing the Primal World in the 19th Century: Martin J.S. Rudwick, Princeton; 4-6 p.m., Room 107, Smith Hall (Department of History and Sociology of Science).

17 Metacognition, Motivation, and Reading Comprehension: Scott G. Paris, University of Michigan; noon-1 p.m., Room C-12, Graduate School of Education (Literacy Research Center).

Carbonic Anhydrase V: Hepatocytes and Proximal Kidney Tubule Metabolism: Susanna J. Dodgson, department of physiology; 12:30 p.m., Physiology Library, 4th floor, Richards Building (Respiratory Physiology Group).

Buddhahood in Classical Indian Yogacara: Paul T. Griffiths, assistant professor of theology, Notre Dame; 4 p.m., 4th floor, West Lounge, Williams Hall (Buddhist Studies Seminar, South Asian Studies, Oriental Studies).

18 Heat, Health, Gender: Dennis McGilvray, University of Colorado; 11 a.m.-12:30 p.m., Classroom 2, University Museum (Department of South Asia Regional Studies).

Metabolic Mapping of Medullary Vagal Afferents Using the 2-Deoxyglucose Technique: Michael Grippi, assistant professor of medicine; 2:30-3:30 p.m., Hope Auditorium, 2nd floor, CHOP (Gastrointestinal Section, Department of Medicine).

Domestic Sources of New Zealand's Anti-Nuclear Foreign Policy: Jack Nagel, associate professor, political science; 4 p.m., Room B-32, Stiteler Hall (Political Science-International Relations).

Deadlines

The deadline for the weekly calendar update entries is Tuesday, a week before the date of publication. The deadline for the April pullout is Tuesday, March 17. Send to *Almanac*, 3601 Locust Walk/6224 (second floor of the Christian Association).

Correction: From an error in the available records on Dr. Edward Rose, we regrettably published last week that he died at the age of 98. His age was 89.

Almanac

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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 four busiest sectors on campus where two or more incidents occurred between **February 2 and February 8, 1987.**

Total Crime: Crimes Against Persons—0, Burglaries—1, Thefts—21, Thefts of Auto—1

Area/Highest Frequency of Crime

| Date | Time Reported | Location | Incident |
|--|---------------|-------------------|--|
| University Ave. to Walnut St., Expressway to 32nd St. | | | |
| 02-03-87 | 8:37 AM | Hollenback Center | Paperweight taken, suspect pursued. |
| 02-05-87 | 4:00 PM | Murphy Field | Various items taken from car/no damage. |
| 02-05-87 | 4:20 PM | Murphy Field | Items taken/2 windows smashed. |
| 02-07-87 | 5:17 PM | Murphy Field | 79 Olds Cutlass stolen |
| Locust Walk to Walnut St., 36th St. to 37th St. | | | |
| 02-07-87 | 2:56 AM | Phi Sigma Kappa | Unattended coat w/keys, ID stolen. |
| 02-07-87 | 12:49 PM | Phi Sigma Kappa | Coat taken at frat party. |
| 02-07-87 | 4:06 AM | Delta Phi | Reported personal property stolen. |
| Civic Center Blvd. to Hamilton Walk, 34th St. to 38th St. | | | |
| 02-02-87 | 9:29 AM | Johnson Pavilion | Personal property taken from unsecured room. |
| 02-02-87 | 9:12 AM | Nursing Ed Bldg. | Computer taken from locked office. |
| 02-02-87 | 10:17 AM | Nursing Ed Bldg. | Computer taken from locked office. |
| Spruce St. to Locust Walk, 34th St. to 36th St. | | | |
| 02-06-87 | 5:07 PM | Furness Bldg. | Unattended briefcase taken from office. |
| 02-07-87 | 2:20 AM | Houston Hall | Unattended coat stolen. |
| 02-05-87 | 1:21 PM | Vance Hall | Unattended wallet taken from room. |
| 02-05-87 | 9:17 PM | 3700 Blk. Locust | 2 suspects fled, no injury to complainant. |

Safety Tip: Denying a criminal the opportunity to commit a crime requires that we practice the three A's of self protection: *Awareness*—of what a criminal considers necessary to create a favorable opportunity. *Alertness*—to indicators that such an opportunity exist or being created . . . and . . . *Avoidance*—using what you have learned, along with your own common sense to prevent the crime triangle from being completed.