

Almanac

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Acting VPUL

Dr. Kim M. Morrisson has been named acting vice provost for University life. Dr. Morrisson has been associate vice provost since 1984 and had been assistant vice provost for University life from 1976 to 1983.

For the past three years Dr. Morrisson was responsible for eight departments, including academic and psychological support services and WXP. In her new position her responsibilities include the planning and monitoring of personnel and budget resources for the Division of University Life, which has more than 30 departments, and for policy planning and divisional administration. After receiving her doctorate in English from Penn in 1972, she served as assistant ombudsman from 1972 to 1973 and was a lecturer in the English department from 1973-1976. She served as assistant dean of the College from 1973 to 1976.

Dr. Morrisson succeeds Dr. Jim Bishop who leaves in August to become special assistant to the provost at Ohio State University.



Kim Morrisson



Marilyn Cochran-Smith



Paul Shechtman



John Hershey

A Record-Breaking Alumni Weekend

With 4500 to 5000 grads turning out for an Alumni Weekend (Friday and Saturday), Penn alumni broke 12 all-time records in reunion giving, led by the Class of 1962's \$3,061,962 high in gifts from a record 906 givers. The \$4.125 million received so far from undergraduate alumni is a record year-to-date figure for the annual campaign ending June 30. (For other records broken, see page 7).

Commencement Update: As 3500 undergraduate and graduate students took their degrees Monday, Penn added to its list of honorary degrees the name of Margaret Eliza Kuhn, an author and activist on ageism who also served on the Federal Judicial Nominating Committee.

Maggie Kuhn rose to prominence in 1971 when she founded The Gray Panthers to raise public consciousness about discrimination based on age and to overturn stereotypes of what older people are and can do. She remains national convenor of the group, now a nationwide organization of members both young and

old who publish, hold seminars and do research on age-related topics. Ms. Kuhn is a 1926 graduate of Case Western Reserve who had a long career as writer and editor for the United Presbyterian Church magazine *Social Progress*. She is the author of three books, *You Can't Be Human Alone*, *Let's Get Out There and Do Something About Injustice*, and *Maggie Kuhn on Aging*.

Ms. Kuhn received the doctor of laws degree as did Provost Thomas Ehrlich and Haverford College's President Robert Stevens. Penn awarded the doctor of music degree to Commencement Speaker Ricardo Muti of the Philadelphia Orchestra, the doctor of science degree to Penn Med's Dr. Robert Austrian, and the doctor of human letters degree to the architectural historian Edgar Kaufman Jr. and to Dr. Bernard Lewis, the scholar and director of the Annenberg Research Institute for Judaic and Near Eastern Studies established recently in Philadelphia.

Awards for Excellence in Teaching

Graduate School of Education

Dr. Marilyn Cochran-Smith, associate director of Programs in Teacher Education, wins the GSE Award for Excellence in Instruction. The award, for contributions to teaching and learning, was established six years ago; the winner is selected by recommendation of the faculty committee on instruction. Dr. Cochran-Smith will receive a plaque at the School's commencement ceremony.

Wharton School

Dr. John Hershey, professor of decision sciences and health care systems and director of research at the Leonard Davis Institute of Health Economics, wins the Wharton School's Anvil Award. Given to the professor voted "Most Outstanding" by students and based on the quality of instruction and the professor's concern for them, the award includes an engraved plaque presented at graduation and a \$1500 award. Funds have been provided by a

(continued next page)

Law School

Paul Shechtman, assistant professor of law, receives the Law School's Harvey Levin Award for Excellence in Teaching. Mr. Shechtman was chosen by the graduating J.D. students for the award that is named for Penn alumnus Harvey Levin, B.S. '55, L.L.D. '58, an antitrust law specialist who died in 1976 at the age of 43. The award was established in 1978 by the law firm of Schnader, Harrison, Segal and Lewis of which the late Mr. Levin was a member. The firm donates funds for the purchase of books selected by each year's winner to be donated to the school's library.

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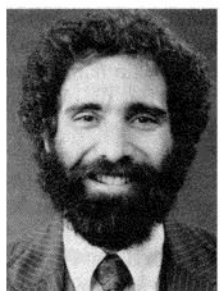
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Pullout: Campus Transportation Goals and Programs

Awards for Excellence in Teaching

permanent endowment from Helen Kardon Moss. The award was established in 1969 and is named to symbolize the school's founder, iron magnate Joseph Wharton.

Dr. David Reibstein, associate professor of marketing, leads the pack of eight Wharton professors identified as the best instructors in the MBA program during the tenure of the graduating class. Dr. Reibstein rated the highest on the course evaluations completed by MBAs during the fall 1985, and spring and fall 1986 semesters. He will receive the Excellence in Teaching Award, established in 1982 and the



David Reibstein



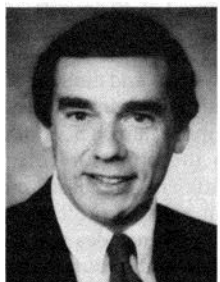
David Crawford



Jamshed Ghandhi



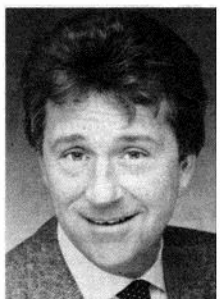
David Larcker



Jerry S. Rosenbloom



Anita Summers



William Tyson



Scott Ward

Class of 1984 Award, endowed by the Class of 1984 to fund a cash award to the highest ranked winner of the Excellence Award.

The other winners of the Excellence Award are: Dr. David Crawford, adjunct professor of economics; Dr. Jamshed Ghandhi, associate professor of finance; Dr. David Larcker, Ernst & Whinney Professor of Accounting; Dr. Jerry S. Rosenbloom, professor of insurance; Dr. Anita Summers, chair and professor of public policy and management; Dr. William C. Tyson, assistant professor of legal studies/accounting; and Dr. Scott Ward, professor of marketing.

Universal Furniture Professorship

The Wharton School has received a \$1 million gift from Universal Furniture Ltd. and four of its senior executives to establish an endowed professorship.

The Universal Furniture Professorship, which will be awarded to an outstanding teacher and scholar yet to be chosen, is the first ever at Wharton to be an alumnus from a foreign country. Laurence Za Yu Moh, Universal's founder, chairman and chief executive officer, was born in Shanghai and received an MBA from Wharton in 1953. In addition to a corporate gift and Mr. Moh's own contribution, three other company executives are funding the chair: Robert C. Wo, chairman of the executive committee; Ronald B.F. Zung, president and chief operating officer; and Laurence B.Y. Zung, senior vice president.

The new chair brings the number of endowed professorships at Wharton to 34, of which 17 have been established since 1984.

Humanities Seminar Proposals

Each year the Humanities Coordinating Committee of the School of Arts and Sciences dispenses funds to make possible Faculty Seminars in the Humanities. Funding requests for 1987-88 are now invited. Preference will be given to new seminars and to groups that do not have access to other sources of funding.

In order to qualify, each application should include:

- 1) a description of the seminar's purpose and how it is both interdisciplinary and humanistic;
- 2) a list of faculty participants;
- 3) an outline of the proposed program for 1987-88;
- 4) a statement about any other funding sources (and amounts) available to the seminar.

Please note that a detailed budget proposal is not required. Rather, the available funds will be divided evenly among those seminars that are approved. Judging from past years, allocations are anticipated to fall in the range of \$500 to \$700 per seminar. Funds are normally for payment of honoraria and travel expenses for outside speakers, refreshments following lectures, and related publicity costs.

Proposals should be received in 16 College Hall/6378 (Graduate Division of Arts and Sciences) by Friday, September 11, 1987. Questions should be referred to Maggie Morris, Ext. 4940.

Wharton School Statement

In response to press inquiries Monday, the Wharton School Dean's Office issued the following position statement with respect to the Daily Pennsylvanian's May 15 issue, and to subsequent outside media broadcasts and news articles over the weekend.

The Wharton School confirms that on Friday, May 15, copies of the *Daily Pennsylvanian* were removed from two buildings at the school and it is regrettable if this has caused concern within the University community.

Shortly after the papers were removed, President Sheldon Hackney called Dean Russell Palmer and papers were promptly replaced at the appointed areas in the building.

The incident that was photographed by the *Daily Pennsylvanian* on Saturday, May 16, was not connected to Friday's incident. The individual photographed by the newspaper was acting independently.

The Wharton School strongly believes in freedom of speech and of the press, but it also believes in news reporting that reflects all facets—the positive as well as the negative—of the University. Friday's edition of the *Daily Pennsylvanian*, which focused on allegations of rape, drug use and administrative cover-ups was most inappropriate and not balanced reporting at a time when 3,500 alumni were returning to their alma mater. Many who saw the front page felt that the overall negative impression conveyed to alumni was not reflective of the current state of a great University that has much to be proud of.

A spokesman for The Daily Pennsylvanian said that the several negative stories were not held deliberately for the traditional alumni-commencement issue, but broke after the paper suspended daily publication with its Friday, April 24 issue. D.P. editorial staff will give their views and accounts in the Thursday, May 21 edition of the Summer Pennsylvanian.

End of Volume: The June 2 issue of *Almanac* will complete the publication of Volume 33, unless special issues are needed during June. Volume 34 will begin with a July issue (exact date to be determined in the light of campus needs), and weekly publication will resume September 1. Members of the University who wish to complete back files before we recycle spares from Volume 33 should call Ext. 5274.

Almanac

3601 Locust Walk, Philadelphia, Pa. 19104-6224
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Karen C. Gaines
Marguerite F. Miller
Mary Corbett
Catherine E. Clark, Mary

The following ideas regarding the possibility of a University-wide undergraduate research or major writing project requirement have been developed by the Faculty Council on Undergraduate Education. The Council is eager to receive the comments and reactions of all members of the University community, including faculty and students in all of the University's undergraduate and professional schools. Comments may be directed to the Council's coordinator at the address below or the Office of the Provost.

—Stephen P. Steinberg, Coordinator
Faculty Council on Undergraduate Education,
210 Logan Hall/6384

An Undergraduate Research Requirement

The University of Pennsylvania is first and foremost a major research university. But it is also an institution with a strong commitment to undergraduate education. The contiguity of these two commitments suggests that undergraduate education at a great research university should be different—in ways related to research—from a small liberal arts college or an institution with more limited scholarly resources. Thus a corollary to Penn's commitment to the creation of knowledge is the need to find new and creative ways to capitalize on its research strengths to the benefit of undergraduate education. This is among the most difficult issues that a large research institution can face. It requires that we not only open up research opportunities to undergraduates, but also deal with the widespread perception of a fundamental conflict between research and teaching. The following proposal is offered in order to stimulate discussion of this issue and to suggest one way in which we believe the research and teaching missions of the institution can be better integrated.

In recent years, the Faculty Council on Undergraduate Education and the four undergraduate schools have attempted to reduce the perceived conflict between research and teaching by fostering opportunities for undergraduates to engage in research as part of their academic experience at Penn. This enables them both to learn what it means to pursue a scholarly career and to enhance their exposure "in depth" to a particular discipline. The Nassau and Rose Funds have been created to support and recognize this kind of activity. We are also exploring the creation of an Undergraduate Research Opportunities Bulletin that would be a resource for students interested in such experiences.

The Council believes that serious consideration should also be given to the expansion of undergraduate research *requirements* in order to facilitate students' understanding of the research orientation and commitments of the faculty, to engender a clearer understanding of the intrinsic linkage between the creation of new knowledge and its dissemination to students and peers, and to provide a hands-on experience in the research process as an enrichment of undergraduate majors and individual career preparation.

Over the long-term, such a requirement would further enhance Penn's academic reputation, and we know this to be the single biggest factor in recruiting the best students. It would also ensure that students learn to approach and work with faculty during their undergraduate years, and thereby that they know faculty when in need of letters of recommendation.

The Council feels strongly that increased emphasis on research will only achieve these objectives if it is embodied in a formal requirement. In part, this is motivated by the desire to convey that research is part and parcel of the process of mastery in a major discipline. It would also convey to students that research is a risky, open-ended business, with no guarantee of outcomes. Unfortunately, few undergraduates will take those risks unless required to do so.

Such a requirement could take many forms. It could be—as it now is in many departments—a requirement for graduation with departmental honors. Alternatively, some form of research project or major writing project could be a requirement (such as now exists in SEAS) within the major for all undergraduates in all of the University's undergraduate schools. The Council's consensus is that the latter variant—a universal research/writing project requirement—is worthy of serious consideration. It would serve to emphasize the role of research within the University, as well as to ensure that no undergraduate leaves Penn without having written a major research paper or engaged in a similarly-sized research project.

In particular, such a requirement would necessitate improved advising

during the underclass years to guarantee that needed prerequisites are taken in a timely fashion. It opens up the possibility of utilizing Freshman Seminars to stimulate an early awareness of research opportunities. There may also be a need to enhance our support mechanisms for the development, coordination and facilitation of such research opportunities.

The implementation of a research requirement is, of course, a matter for the individual schools to consider, and involves issues about its relationship to their individual curricula and the structure of individual major programs. Indeed, the Council feels strongly that its specifics are best determined by individual departments.

Finally, the costs of such a commitment are real and will require the allocation of appropriate resources. However, the Faculty Council on Undergraduate Education wishes to urge the consideration of such a requirement upon the Council of Undergraduate Deans and the faculties of the individual schools. The Faculty Council looks forward to a continuing discussion of such initiatives as well as a dialogue with faculty and students about the broader relationship between research and teaching at Penn.

From the Provost

On Confidentiality of Peer Evaluations

I am writing to inform the University community of our recent efforts to maintain the confidentiality of peer evaluation materials generated in the tenure review process.

In September 1986, in connection with a pending charge of discrimination, the Equal Opportunity Commission ("EEOC") issued a subpoena seeking, among other things, confidential peer evaluations obtained by the University in the tenure review process; the information sought related not only to the individual complainant in the case, but also to five other faculty members. The University petitioned the EEOC requesting that it give weight to the constitutional and societal interests inherent in the peer review process and, after balancing those interests, modify the subpoena to exclude confidential peer review information from its ambit.

On April 10, 1987, the EEOC denied the University's request that it consider the constitutional and societal values at stake before demanding confidential evaluations. Instead, the EEOC refused to engage in any balancing whatsoever and insisted upon absolute and total disclosure of the peer review materials. The EEOC stated that it would commence enforcement proceedings against the University unless it complied with the subpoena by May 4, 1987.

The University is committed to a policy of nondiscrimination on the basis of race, color, sex, sexual or affectional preference, age, religion, national or ethnic origin or handicap. We recognize that there may be cases in which, after the academic interest in confidentiality is balanced against the requirements of an investigation, disclosure to the EEOC is appropriate. We believe, however, that the Commission's refusal even to consider the First Amendment interests before ordering disclosure threatens the integrity of the tenure review process. Accordingly, on May 1, 1987, the University filed in U.S. District Court a complaint seeking to limit the automatic intrusion by the EEOC on confidential peer review materials.

The matter was, of course, fully discussed with the Dean of the School involved, who in turn consulted with members of the faculty. The Dean and those faculty members concur fully with this approach.

Speaking Out

Your Money or Your Parking Spot!

We were appalled to learn (*Penn Paper* May 7, and by memorandum from Steven D. Murray, Associate Vice Provost for Business Services) that the administration proposes to raise the cost of parking permits for cars by 12.5-26.1% for the next academic year.

This runs completely counter to the recommendations of the Senate Committee on Administration and those of the Council Committee on Facilities recently accepted by University Council (*Almanac* April 28 and May 5). The administration's scheme fosters the deception that it conforms to the Council resolutions by selectively implementing certain features of them, but completely disregards others for example that the average increase in parking rates be tied to the Consumer Price Index (up about 2 this year).

The memorandum uses the Council plan to justify the introduction of a tiered rate structure, but in contrast to it does so by significant increases in core area permit prices, without the parallel provision of more remote lots at reduced rates.

The announcement of the increases shows an inexcusable contempt for the Council and its committee system, since the Facilities Committee's proposals were the outcome of two years of careful study and the investment of substantial expertise in transportation policy and planning. The Committee's proposals were also the subject of extensive discussion with appropriate representatives of the administration, leading one to question the good faith with which they participate in such deliberations. Of course the *Penn Paper* article cited does not state the percentage increases, but coyly conceals them as an average increase of \$1 per week, and then quotes the new cost of the commonest type of permit as a monthly figure rather than the familiar annual rate whose inexorable rise is announced to us every July by the Office of Transportation and Parking.

Even that does not tell the whole story, since the memorandum, which pays lip service to the work of the Facilities Committee and misrepresents the discussion in Council, has a footnote: "Given the general downsizing of cars over the past several years, the compact car rate is no longer relevant and is being eliminated." In other words the increasing fraction of commuters who drive small cars and occupy less space in the parking facilities will pay an additional 3% increase on top of those announced.

The reason given for the increase is the cost of constructing a new parking garage. Will this mean that we will soon have more parking spaces than ever before? No, it will just about bring us back to where we were in the late seventies.

This illustrates an important facet of the mismanagement of parking. The Parking Service is one of those units whose activities are regarded as ancillary rather than central to the academic mission of the University, and is thus classified as an Auxiliary Enterprise. As such it is required to be self-supporting, operating effectively as a separate business enterprise. Yet its single major asset, land, has been consistently taken away, without any compensation, to support the University's construction program. Neverthe-

less the Parking Service has made regular cash profits over a large number of years, so that it has accumulated in a Building Fund now totalling about \$2 million. This fund is of course held by the University, "overhead" payments unrelated to Transportation and Parking have been taken from it, and worst of all no interest has ever been paid to the Office of Transportation and Parking from it. Thus very substantial sums, amounting to millions of dollars, have been taken away from the legitimate purposes of their budget. One might reasonably ask how any unit could be expected to function like a business enterprise when its capital assets and business capacity are persistently pared down, and when it is not even permitted to invest its positive cash flow balances prudently.

As elaborated in detail in the recent report of the Facilities Committee (See pp. I-IV *Ed.*), and as ratified by Council, access to adequate parking at reasonable rates is vital to the academic life of the University. The large majority of its faculty and staff commute, but its operations go around the clock, and so the quality of its lifestyle and its sense of community and indeed its academic productivity depend on the availability of facilities for them to come and go as necessary. The enthusiasm of faculty and staff to accommodate to this schedule should be nurtured and not used as an excuse to generate revenues from parking.

Reasonable parking is just one of a number of important campus lifestyle issues that are of contemporary concern. Others include the use of athletic facilities for recreation at nominal cost and the availability of quality dining in a pleasant ambience at the Faculty Club. It seems that all of these traditional benefits of University employment are being rapidly eroded, making that employment much less attractive.

One result of all of the proposed and rapidly increasing existing charges will be that the increases of disposable income of many faculty and staff will fall short of the much trumpeted increases of salaries, which are themselves apparently the victims of numerical legerdemain (Professor Buchanan in *Speaking Out*, *Almanac* April 21). We fear that unless this erosion is stemmed, the quality of campus life and its community spirit will decline, morale will fall, and our ability to use these intangibles of University life to retain valued faculty and staff and attract new members will be undermined.

Parking is rapidly becoming an emergency situation that could have been predicted well in advance. The building program that has so much impacted it has a planning cycle of many years. Nevertheless, no rational long-term plan for its provision has been implemented. Instead it has been a chronic issue, draining committee time year after year. So, when that cheerful letter in July tells you that your parking fees will increase by an amount no greater than daily round-trip SEPTA fares, you can reflect that they exemplify insensitivity and mismanagement on a truly governmental scale.

—Noam Lior, Chair,
Council Committee on Facilities, 1986-87

—Martin Pring, Chair, Senate
Committee on Administration, 1986-87

Response on Parking

The University, in fact, is faced with a parking dilemma. We currently have about 1,300 faculty and staff members who are unable to obtain permit parking. Those with permits will pay \$35 per month next year and those without permits pay the normal transient rates which equate to \$88 or more per month. Therefore, we must make a choice: should we increase supply to approach demand by spending our building reserves and borrowing \$18 million to build new parking facilities, thereby raising rates for all permitholders to, say, \$45 per month in the next three to four years? Or should we continue with the current system of relatively inexpensive parking for the "haves," very expensive parking for the "have-nots" and no parking for many others?"

In an effort to make certain that all options are carefully reviewed in the context of an updated master plan, we have selected a consultant to work with a small steering committee consisting of members of the administration, Medical Center and University Council's Facilities Committee. The consultant should complete a report with recommendations late in this calendar year. We are also exploring the possibility of obtaining a leasehold on remote parking lots at rates that would enable us to charge less for remote parking than we charged this year for on-campus parking.

The average on-campus rate for next year, in fact, is increasing about 13%. The only rates that are being increased at a significantly higher percentage relate to a small segment of permit holders in the Penn Tower Garage who pay substantially less than other Penn Tower permitholders and about 80 others in some of the small, specialized parking lots (e.g. Franklin Building lot, College Hall lot, Medical School Courtyard).

We have worked closely with the Facilities Committee during the last two years, are in agreement on several issues and plan to implement a number of their recommendations. We are also sensitive to the fact that the construction of parking garages will put upward pressure on University parking rates. We are hopeful that the steps taken over the last several years, together with the master parking plan being developed with the input of a consultant and the University community, will help us solve the parking problem on a long-term basis in a fair and equitable manner.

—Steven D. Murray, Associate
Vice President for Business Services

Pond Farewell

To the many friends of Marion Pond who may not be on our mailing list, we would like to issue this open invitation to attend a party in her honor on Thursday, June 11, at 4 p.m. on the patio of the Sweeten Center. Marion Pond is known to generations of faculty, staff and alumni as the secretary and right arm of the late Dr. Gaylord Harnwell, and as a long-time leader of the 25-Year Club as well as in her more recent role as the invaluable manager of the Sweeten Center.

Please call Ext. 7811 if you can join us.

—Michel T. Huber, Exec. Asst. to VP for
Dev. and Univ. Rel.
continued past insert

Morally Unworthy

In response to the objection that the University is holding out the promise of a Staff Grievance Procedure, and at the same time denying that it has any binding obligation to observe that procedure, Senior Vice President O'Bannon has stated that she will "again ask the University General Counsel to review drafts of new Personnel policies and procedures to insure that our employees have appropriate protection against unlawful actions by the University."

Vice President O'Bannon misstates the issue. The objection to the employment rules has never been that the University was acting unlawfully. The objection has been that the University's position is misleading, unfair and morally unworthy of the University. It is no adequate answer that the University has kept within the loose boundaries of legality, particularly when the legal rules allow an employer who has not made a binding obligation to discharge an employee without notice, without hearing, and without cause.

—Clyde W. Summers,
Fordham Professor of Law

Pennflex Benefits

Dr. Cohen's response to my letter in the May 5, 1987 *Almanac* does not really address the issues I raise about Pennflex's not offering prescription drug coverage to Penn employees. The inference to be drawn from Dr. Cohen's letter is that Pennflex, widely touted as "the best" benefits package, is in reality "the best the University is willing to give its employees." The difference here is more than one of semantics.

The University's contract with Health-America (now Maxicare) is, if one is being honest, not the best possible contract. Other area employers offer this HMO coverage with prescription drug coverage.

While Pennflex does offer the possibility of tax-sheltering *anticipated* medical expenses, such expenses come directly from the employee's pocket; they are not met by insurance at a rate of \$1, \$2, or \$3 per prescription. Prescription drug costs are also not as easily anticipated, say, as pregnancy or orthodontic expenses. The sudden onset of a life-threatening or terminal illness could easily bankrupt a Penn employee faced with paying for regular doses of expensive prescription medicines.

I would be happy to serve on the Personnel Benefits Committee, though I have no real expertise in this area. What I have expertise in, I am finding out after more than a dozen years as a Penn employee, is in not getting the best possible benefits from my employer.

—James P. Ricciardelli,
production manager, Annenberg Center

Ed. Note: In search of information beyond Dr. Cohen's previously published letter indicating he will forward Mr. Ricciardelli's concerns to the incoming chair of the Personnel Benefits Committee, *Almanac* learned from the Benefits Office's Janice Grisan that there is some prescription coverage in two HMO plans—Health Insurance Plan of New Jersey and Delaware Valley—as well as in the Comprehensive plan and in Blue Cross 100 and B plans. Nearer the next Open Enrollment period (April 1988), we will seek up-to-date information about this form of coverage in all plans offered to faculty and staff.

Loss in Open Expression

On April 29 the University Council voted to "accept" a set of recommendations to take away the "adjudicatory" power of the Committee on Open Expression (COE). Most of the student members of Council objected to this proposal for both procedural and substantive reasons.

First, the recommendations were acted upon in extreme haste and without benefit of campus discussion. They were printed in *Almanac* on Tuesday, April 28, and voted on by Council on Wednesday, April 29. Most members of the University community had not even seen the proposals before they were voted on. Neither GAPSA, the UA nor the Senate Executive Committee had any opportunity to discuss the matter or take a position.

Second, the recommendations were rammed through the Council when the provost abruptly called the question, curtailing discussion, even though he was aware that many members of Council still had not been recognized. Among these was a graduate student member of the Committee on Open Expression, who had been invited to the meeting specifically to address this issue.

Third, even a request for a count of the vote was denied. Therefore, we will never even know what the vote was. Nevertheless, we wish to state for the record that virtually every one of the student members of the Council, including the past and newly elected chairs of the UA and the chair of GAPSA, opposed the proposal. The measure was adopted over the protests of virtually all of the student members of Council.

Substantively, we oppose the destruction of the adjudicatory power of the COE because we believe the COE is more democratic, and more amenable to student input, than the Judicial Hearing Board.

From our perspective as students, we would rather "take our chances" before the COE (with 5 faculty members appointed by SEC, 5 students nominated by the NEC and GAPSA, and 2 administrators) than before the Hearing Board (with 3 faculty members and 2 students). The members of the Hearing Board are *selected at random* (whatever that means) by the Judicial Administrator (JA). The JA serves at the pleasure of the provost.

Whereas the COE is relatively autonomous and democratically determined, *structurally* the Hearing Board has the appearance of being a "stacked deck" and an arm of the Administration. In instances where the Administration brings charges against students for violating the Open Expression Guidelines, the Administration appoints the person who selects the members of the jury that hears the case. We simply cannot agree that, for students, this new situation is any improvement over the old arrangement.

Previously the COE conducted an investigation and a committee of 12 people made the determination of whether an alleged violation of the Guidelines was indeed a violation. Five students had a voice in that determination. If no violation were found, the case against students ended. Now one individual (the JIO) will conduct an investigation, and if students disagree with the findings and do not agree to a settlement as offered by the JIO, they can go before a hearing board. This represents a significant loss of student input in the Open Expression

process.

Our foremost concern in all of this has been to preserve student input in the decision-making and adjudicatory process. Stripping the COE of its power to investigate and hear complaints concerning alleged violations of the Guidelines reduces the student role in the process. For this reason we believe the interests of students, as we define them, were not well served by the Council decision of April 29.

We have lost all confidence in either the integrity or the impartiality of the ad hoc committee to review the Guidelines, and in the motives of the Administration for forming the committee in the first place. We believe there are those who are displeased that the COE has been too "liberal" in interpreting the Guidelines, and therefore wish to reduce its power. Further, those who wish to punish student protesters are unhappy that prolonged hearings before the COE and then the Hearing Board have frustrated their attempts to prosecute demonstrators.

Worst of all, this episode makes a mockery of the consultative process. When students resort to demonstrations we are chided for not using the established channels and the "consultative process." Yet, when we try to use the consultative process we are told "consultation doesn't mean you always get what you want," or the process itself is pre-empted and cut short as on April 29 at Council. Previously the Administration would ask for our input, and receive it, only to disregard it (witness the policy on sexual and racial harassment). In the case of the Open Expression committee, there wasn't even an adequate opportunity for consultation or input.

The Open Expression Guidelines state that "The University should be vigilant to insure the continued openness and effectiveness of channels of communication among members of the University on questions of common interest." With the action of the Administration at the Council meeting of April 29, that standard has been betrayed.

—Wayne C. Glasker, chair, GAPSA;
member, University Council
—William Westerman, past chair, GSAC;
member, University Council
—Pamela Inglesby, vice chair for student
affairs, GAPSA; member, University Council
—Elizabeth Wilson, member, GSAC
—Charles Miller, vice president for
academic affairs, GSAC
—Shawkat Toorawa, vice chair for
communications, GAPSA
—Ellen Somekawa, president, GSAC
—Vincent Phaahla, first vice chair, GAPSA;
member, University Council
—Michael Jaffee, chair, UA;
member, University Council
—Quintus Jett, member,
University Council and UA

Ed. Note: A spokesperson for the task force studying the Guidelines on Open Expression said the task force will not publish a public response at this time, but will communicate directly with the authors of the letter above to discuss issues raised. —K.C.G.

Breaking Away

The Baccalaureate Address to the Class of 1987

By Provost Thomas Ehrlich

My theme today is breaking away. Four years ago at your Freshman Convocation, Sheldon Hackney spoke about two popular films, *Trading Places* and *Risky Business*. I know enough not to try trading places with the master of movie reviews—that would be risky business. Rather, since you and I are breaking away from Penn, I suggest a few thoughts to take with us.

Penn is not a place of serenity. It is feisty, ebullient, and challenging. But we can use this quiet moment before we leave to think about why we came and what we take away.

Remember that freshman year, 1983-84. George Orwell's apocalyptic vision of Big Brother did not occur. But much else happened. On the national scene: The United States invaded Grenada, Korean Airlines Flight 007 was downed, Sally Ride became the first American woman in space, and Michael Jackson sold 20 million copies of his "Thriller" album. Among events on the campus that year: The Faculty Council on Undergraduate Education began a renewed focus on the undergraduate experience; the University made a special commitment to enhancing computing; Penn started the Joseph H. Lauder Institute of Management and International Studies; the Hospital began a \$128-million dollar construction and renovation project; the Albert M. Greenfield Intercultural Center was opened; and the football team won the Ivy League trophy again; an event that we came to expect—but things were not always as they are.

In the interim since 1984, you have chosen your classes, culture, and comrades from among several thousand options. You have lived with women and men of different backgrounds, races, and religions. You have laughed and cried, worked hard and loafed, been grateful and angry, and much more. What can be said to pull the pieces together like a kaleidoscope? Connections. Paradoxically, connections can best help us in our breaking away.

We are leaving Penn, but we should not leave the connections we made here. A great university president once said that undergraduate education should equip one to entertain three things: a friend, an idea, and oneself. Penn connections are important to all three.

The most obvious ties are to friends. Girlfriends, boyfriends, best friends—stay in touch with them. Write to them. If you are too lazy, phone them. But keep those connections. You will be starting new parts of your lives, whether that includes new jobs, or more education, or both, and whether it means new environments or other roles at Penn. Staying connected requires initiative and effort, but it brings blessings. Maintaining friendships provides anchors when professional and personal lives are changing.

Some of your Penn friends differ from you in economic background, in race, in religion—or perhaps in all three. They particularly can help you continue to stretch yourself. Americans are a splendidly diverse people. We all grow in direct proportion to our involvement with individuals who challenge the comfort of our cocoons. Penn friends can be key in that process. The center stage of American life does not open onto Wall Street, or through the pages of *Vogue*, or by dining at the Four Seasons. Rather, that stage stretches across the country onto communities with endless varieties of women and men of decency, of adventure-some spirit, and of caring commitment to each other. We should stay in touch with many friends in many communities.

I hope some Penn faculty members are among your friends. Please stay connected to them as well. Few correspondents give me more pleasure than former students. Some are incredibly successful, and I delight in their triumphs. Some have faced disasters, and I share in their sorrows. Many seek help, and it is a pleasure to give that help. I hope you will share the same pleasure with teachers who have made a difference in your life at Penn. Do not underestimate the important place that you occupy in the hearts and minds of your faculty friends.

Human connections are the first type of link to help in breaking away.

Connections to and among ideas are the second. More than four decades ago, in a book titled *Liberal Education*, Mark van Doren wrote:

The connectedness of things is what the educator contemplates to the limit of his or her capacity. No human capacity is great enough to permit a vision of the world as simple, but if the educator does not aim at the vision no one else will, and the consequences are dire when no one does . . . Students who can begin early in life to think of things as connected, even if they revise their views with every succeeding year, have begun the life of learning.

Here at Penn we have enhanced that life, and the greatest blessing for our minds is to continue learning. There will be times when everything goes wrong at home or at work in personal or professional terms. No all-purpose cure exists for those occasions, but I do suggest some reliable medicine, as I did to a freshman class some years ago. That medicine is learning—a superb substitute for more expensive forms of self-indulgence. I recalled then the response of Merlin, magician and tutor, to a sulking Arthur, in the great novel *The Once and Future King*.

'The best thing for being sad,' replied Merlin, beginning to puff and blow, 'is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the discord of your veins, you may miss your only love, you may see the world about you devastated by evil lunacies, or know your honor trampled in the sewers of baser minds. There is only one thing for it then—to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you. Look at what a lot of things there are to learn.'

I am certain that each of you, over the past four years, has gained new pleasure in learning and the ability to learn. I suspect that when you think back on the courses you took, you will recall how often a comment or reading in one is related to another. In my role as provost, I have visited each department in the University. I have heard math professors talking about solutions to their problems in terms that ring more of art criticism than science. I have heard physicists talk about their views of a unified theory in ways that resonate with religion. I have heard faculty members in religious studies talk of computer analyses of texts in terms that are as hard-edged as any chemist. I have heard psychologists, computer scientists, linguists, and philosophers talk of how we know what we know, and what it means to know what we know, in ways that literally make everything in the realm of ideas seem connected to everything else.

There is connectedness in concepts as well as courses. Over my years at Penn, for example, I have heard many approaches to what is acceptable evidence in history, in science, in law, and in many other disciplines. Each of those disciplines views problems through a different set of lenses and with a different set of standards to weigh, measure, and judge evidence, but the links between and among the approaches are endlessly fascinating. I have been no less struck by the remarkable reach and role of aesthetics in many academic fields. We think about symmetry most often in terms of the arts, but it is no less significant in the work of scientists and their wonderment about the beauty of nature from molecules to stars and back again to snowflakes. The elegance of theory and proof in the insights of many Penn scholars reminds me of an exhibit on calligraphy that I recently saw in Washington. Its interest was heightened because form supported function so closely—the beauty of Chinese poetry, even in translation, was enhanced by brush strokes on paper in ways that gave extra dimension to the texts, in ways closely linked to the elegance of a mathematical proof as integral to its importance.

Over the past years, I have also had the good fortune to teach courses in ethics and professions at Penn. My interest in that field emerged as I visited departments in professional schools throughout the University and learned how closely connected are issues of professional responsibility in various fields. A doctor must choose whether to tell a patient that she has cancer, when the patient's parents urge silence. A nurse must

choose whether to tell the parents when the patient seeks to end his days without his family knowing the nature of his illness. A lawyer wants to put a witness on the stand and knows that the witness will be more effective if she does not understand particular facts about the case. In these and scores of other examples, ethical dilemmas arise that require careful analysis. Those dilemmas link what might first appear as very different professions. We are joined in our separate work by the similarities of our ethical problems and common requirements to determine responsible courses of action in meeting our responsibilities.

Third, and most significant, you have made new connections to yourself at Penn; do not lose them. Keep both eyes on who you are and what is most important to you. You will be tempted to fit within molds that others craft—to be someone else, to meet different standards than your own, to gain the trophies that others deem most prized. But you know yourself and your ideals. That knowledge should be your metro-nome, whatever the degree of consonance with the rest of the band. During your years at Penn, you have gained a distinctive voice—in thinking, in writing, and in speaking. Use that voice, not an echo of others. When you face a difficult choice in your personal or professional life, choose on the basis of values that make you proud of yourself, whether those values are shared by others. The esteem of those around you is a goal to be sought, but self-esteem is far more important. Without it, you will find your own company uncomfortable, and if you do not enjoy that company it is hardly likely that others will seek it. In short, set your own goals, work to achieve those goals, and stay connected with yourself.

It may seem paradoxical at first, but the best way to stay connected with yourself is to help others. Over and over during my years at Penn and before, I have been struck by how much each of us can do to make a difference in the world around us. "Genius is talent exercised with courage," wrote Wittgenstein. I cannot promise that any of us will be labelled genius, but I am convinced that our sense of personal satisfaction is greatest when we have the courage to use our talent on behalf of our own ideals and other individuals.

Finally, please stay connected to Penn. Alumni are the University's largest constituency, and Penn tries hard to keep in touch with you. You can help by being in touch with Penn. You can help our Admissions Office interview prospective freshmen, you can send your happenings to the *Pennsylvania Gazette*, you can come back to visit often, you can even give the University a tax-deductible donation. Whatever ways you choose, stay connected to your alma mater. It needs you, and you need it as well.

It is time for us to leave. I say that with tears in my eyes and a rent in my heart. Penn will always be a special place for us. I wish you well in breaking away—and in staying connected.

Thomas Ehrlich



James R. Mann, Facilities Planning

Alumni Giving: High and Wide

Among the separate records making an even dozen new "highs" for Penn undergraduate alumni giving—along with a record year-to-date of \$4.125 million—are seven dollar records and five records in number of givers (some classes scored in both columns). The Class of 1962 set up two tangible memorials as well: a College Hall conference room named in honor of outgoing Provost Thomas Ehrlich (Room 204, sketched at left), and a bronze of Benjamin Franklin soon to be installed on the 1962 Walkway leading from 37th and Locust Walk southward to Spruce Street.

Dollar Records		Donor Records
1982 (5th)		604
1972 (15th)	\$ 94,247	517
1967 (20th)	177,985	
1962 (25th)	3,061,962	906
1957 (30th)	194,500	
1942 (45th)		331
1937 (50th)	755,598	
1932 (55th)	155,964	
1922 (65th)	69,764	67

Rose Fund Recipients

The Rose Fund Faculty Advisory Committee, the Council of Undergraduate Deans, and the Vice Provost for University Life announce these first recipients of the Rose Foundation Undergraduate Research Awards.

The Rose Fund has been established, through the generosity of the Rose Foundation, to provide awards to undergraduates in support of their outstanding research achievements.

This year 31 research projects were reviewed by the Rose Fund Faculty Advisory Committee, which made recommendations to the Council of Undergraduate Deans. The Council made five awards and gave five honorable mentions. The individuals, their research projects, and their faculty advisors are listed below.

The winners are:

Joshua L. Ditelberg, *Kahlil Gibran's Early Intellectual Life, 1883-1908* (Advisors: Roger Allen, professor, Arabic and Hilton Root, assis-

tant professor, history).

Alison Knauth, *Adhesive Polyurethane Dressings for Decreasing Transepidermal Water Loss in Premature Neonates* (Advisor: Stephen Baumgart, assistant professor, pediatrics).

Thomas N. Schwartzman, *Understanding the Impact of Atmospheric Chemicals on High-Elevation Spruce-Fir Forests in the Northeastern United States* (Advisor: Arthur H. Johnson, professor, landscape architecture and regional planning).

William Turner, *The Growth of Human Neuroblastoma in Normal and Immunodeficient Mice* (Advisor: Lois A. Lamson, adjunct associate professor, neurology).

Nathan Ulrich and Alden Levy, *The Dextrous End Effector Project* (Advisor: Richard Paul, professor, computer and information sciences).

The honorable mentions are:

Douglas Arbittier, *Ancient Gournia: A Mod-*

ern View (Advisor: David G. Romano, lecturer, classical archaeology).

John F. Bender, *Developing a Near Real-Time 3-D Imaging System for Light Microscopy of Living Cells* (Advisor: Gordon W. Ellis, associate professor, biology).

George Pazos, *Culture Conditions Which Would Permit Normal Development of Postimplantation Stage Mouse Embryos in Vitro* (Advisor: Cecilia Lo, assistant professor, biology).

Andrew G. Salinger, *Thermodynamics of Electrolyte Solutions* (Advisor: Alan L. Myers, professor, chemical engineering).

Donald H. Wilson, *The Design and Construction of a Digital Signal Processing Device which takes Musical Sounds Produced by a Single Voiced Instrument via Microphone and Computes Pitch and Intensity of the Music in Real Time via Computer* (Advisor: Joseph Bordogna, professor, electrical engineering and Dean, School of Engineering and Applied Science).

DEATHS

Richard Allen, a parking attendant in the Office of Transportation, died April 19 at the age of 75. Mr. Allen came to the University in March 1961, where he worked until his retirement in 1981. He is survived by his niece, Ms. Lovine Salter.

Howard L. Hogg, a former herdsman at the New Bolton Center of the School of Veterinary Medicine, died April 11 at the age of 73. Mr. Hogg worked in the Center's Bovine Leukemia Research Unit from the time he joined the staff in March 1966 until he retired in January 1978. Mr. Hogg is survived by his wife, Virginia L. Hogg.

Richard Allen Post, a 24-year-old first-year law student at Penn, died of a heart ailment on May 13 at Graduate Hospital. Mr. Post was an alumnus of Haverford College where he was elected to Phi Beta Kappa. At Penn he shared the Clementine Cope Fellowship with his fiancée, Elizabeth Ertman. Surviving are his mother, Susan H. Hendrix; father, Thomas Allen Post; a sister, Pamela, and brothers Adam and Noah Post; step-sister Elizabeth and step-brothers Erik and Nathan Hendrix; and his grandmother, Mrs. Fraser Henderson. A memorial service will be held May 23 at 2 p.m. at the Haverford Monthly Meeting, 855 Bucks Lane, Haverford.

Dr. Teresa Folin Rhoads, physician, teacher, and wife of former Provost Dr. Jonathan Rhoads, died May 12 on campus where she was attending a luncheon meeting of the Penn Women's Club (formerly Faculty Tea Club), an organization she helped to lead during her husband's provostship in the Harnwell Administration.

Dr. Rhoads, 79, attended Vassar and the medical schools of Boston University and Johns Hopkins, where she took her M.D. in 1932. She had her internship at Yale and residency in pediatrics

at Chicago.

In 1936, she married her former Hopkins classmate, by then a resident in surgery at HUP. Dr. Rhoads taught pediatrics and did research on nutrition at CHOP for eight years; she then retired to raise their six children but remained active in community life. She helped raise funds for Planned Parenthood, served as treasurer and board member of the Mulberry Tree School in West Philadelphia, and was vice president and member of the board of the Buckingham Mountain Foundation. Most recently Dr. Rhoads had been gathering materials to assist author Samuel Meites with a biography the American Society for Clinical Chemistry is planning to publish on her father, Dr. Otto Folin, one of the founders of clinical chemistry and former chair of biochemistry at Harvard Medical School.

Surviving in addition to her husband are their daughter, Margaret Kendon; sons Edward, Philip, Charles, Dr. Jonathan Jr. and Dr. George Rhoads; eleven grandchildren and a brother. Services were held Saturday at Germantown Friends Meeting. Memorial contributions are being made to the Planned Parenthood Association of Southeastern Pennsylvania, and to Children's Hospital of Philadelphia.

Ralph L. Shenfelder, a plumber at the University's Physical Plant from 1959 until his retirement in 1974, died on April 23; he was 75. Mr. Shenfelder is survived by his wife, Frances M. Shenfelder.

Frank Starling, a former custodian at Physical Plant, died April 7 at the age of 74. Mr. Starling worked at the University from 1970 until his retirement in 1979. He is survived by his wife, Catherine Syter Starling.

Department of Public Safety Crime Report

This report contains tallies of Part I crimes, a listing of Part I Crimes against persons, and summaries of Part I crime in the five busiest sectors on campus where two or more incidents were reported between **April 27 and May 17, 1987**.

Total Crime: Crimes Against Persons—0, Burglaries—6, Thefts—54, Thefts of Auto—3

Area/Highest Frequency of Crime

Date	Time Reported	Location	Incident
Spruce St. to Locust Walk, 34th St. to 36th St.			
04-29-87	4:45 PM	College Hall	Cash taken from unattended wallet.
04-30-87	9:21 AM	Houston Hall	Wallet and contents taken from purse.
05-01-87	3:46 PM	Furness Building	Black 10-speed bike taken from rack.
05-02-87	10:42 PM	Houston Hall	Wallet taken while shopping.
05-04-87	9:32 PM	Houston Hall	Unattended jacket & keys taken from game room.
05-11-87	8:15 AM	Williams Hall	Room forced open, property taken.
Civic Center Blvd. to Hamilton Walk, 34th St. to 38th St.			
04-27-87	3:29 PM	Blockley Hall	Five-station phone taken from office.
04-29-87	10:10 AM	Medical School	Personal items taken from Med Labs.
05-01-87	5:13 PM	Lot #44	1986 dark blue Olds Cutlass taken from lot.
05-04-87	9:04 AM	Blockley Hall	Cash taken from unsecured desk.
05-08-87	9:33 AM	Blockley Hall	Money taken from unattended wallet.
05-14-87	5:27 PM	Hamilton Walk	Seat & front tire taken from bicycle.
Locust Walk to Walnut St., 36th St. to 37th St.			
05-06-87	9:49 PM	Annenberg School	Computer equipment taken from unsecured room.
05-08-87	10:27 PM	Annenberg Center	Unattended knapsack taken from courtyard.
05-10-87	1:08 AM	Christian Association	Unattended pocketbook taken.
05-14-87	10:34 AM	Annenberg School	Bike taken from unsecured area.
05-16-87	11:59 PM	Faculty Club	Purse taken from locker.
South St. to Walnut St., 32nd St. to 33rd St.			
04-30-87	2:21 PM	200 Block 33rd	Wallet taken from pouch on bike.
05-11-87	6:54 PM	Franklin Field	Unattended wallet taken.
05-11-87	6:54 PM	Franklin Field	Unattended bag taken.
05-15-87	4:51 PM	Hutchinson Gym	Unattended wallet taken from unsecured locker.
University Ave. to Walnut St., Expressway to 32nd St.			
05-03-87	8:47 AM	Lot #45	Parked vehicle taken from lot.
05-04-87	9:57 PM	Lot #45	Window smashed, tennis racket taken.
05-05-87	7:28 PM	Hollenback Dr.	Radio and cassette taken from vehicle.
05-07-87	6:20 PM	Murphy Field	Buick Park Ave taken from Murphy Dr.

Update

MAY ON CAMPUS

CONFERENCE

26 Symposium on Extension of Oxygen Tolerance: scientific presentations and open discussion to exchange current knowledge of oxygen tolerance. Registration: \$40 includes coffee and luncheon, an additional \$30 banquet fee includes reception, dinner and open bar; 8 a.m.-7:30 p.m., Lecture Room A/B, Med Labs Building. Information: Betty Hanley, Ext. 9100 (Institute for Environmental Medicine).

EXHIBIT

19 Decree Against Tyranny: a five foot marble stele from ancient Athens inscribed with a law against tyranny, dating back to 336 B.C., on loan from the Greek Ministry of Culture and Sciences as part of the *We the People 200* sponsored "Passport to the World" project; Tuesday-Saturday, 10 a.m.-4:30 p.m., Sunday, 1-5 p.m., University Museum. *Through December 15.*

FITNESS/LEARNING

Computing Resource Center

27 Training Seminar: Communications (IBM); noon-1 p.m., 1st floor Conference Room, Van Pelt Library.

HUP

30 Free Breast Cancer Screening at HUP; open to women of all ages, free instruction in breast self-examination and a physical examination of the breast by a health professional; women 35 and over are eligible for a reduced-price mammogram; 9 a.m.-noon, HUP. To schedule an appointment call 662-6149 (HUP, American Cancer Society).

MEETINGS

28 Lesbian/Gay Staff and Faculty Association; noon. Information: Larry Gross, Ext. 5620 or Bob Schoenberg, Ext. 5044.

TALKS

19 Role of Catecholamines and Prostaglandins in the Control of Vasopressin Secretion: David Brooks, department of pharmacology, Smith, Kline and French; 12:30 p.m., Physiology Library, 4th floor, Richards Building (Respiratory Physiology Group, Department of Anesthesiology).

21 Developmental Expression Profile of Mouse Homeo Box and Finger Structure-Containing Genes: Peter Gruss, Max Planck Institute, Göttingen, Federal Republic of Germany; 4 p.m., Auditorium, Wistar Institute (Wistar Institute).

22 The C Terminal Heptapeptide Repeats of Eukaryotic RNA Polymerase II: a Special Role in Transcription Initiation: Jim Ingles, University of Toronto; 11 a.m., Auditorium, Wistar Institute (Wistar Institute).

Mechanisms of Neutralization of Influenza Virus: Nigel Dimmock, University of Warwick, England; 2 p.m., Auditorium, Wistar Institute (Wistar Institute).

26 The Roles of Ubiquinone in Bioenergetic Processes: Roger C. Prince, Exxon Research and Engineering; noon, Room 404, Anatomy Chemistry Building (Department of Biochemistry and Biophysics).

27 The Role of Calcium in Gallbladder Smooth Muscle Contraction: James P. Ryan, professor of physiology, Temple University School of Medicine; 2:30 p.m., GI Research Conference, Hope Auditorium, 2nd floor, CHOP (Gastrointestinal Section of the Department of Medicine).

Next week's issue, the last for the semester, will contain the Summer on Campus calendar.