

Almanac

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Pullout: Law School Five-Year Plan



Dr. Kim Morrisson

Vice Provost / University Life: Kim Morrisson

After a year in the post on an acting basis Dr. Kim Morrisson has been named Vice Provost for University Life.

The appointment was announced jointly on Thursday by President Sheldon Hackney and Provost Michael Aiken, within a week of the Freshman Convocation where Dr. Hackney told the Class of 1992 that their next speaker would be "the most important person in your life for the next four years." (Dr. Morrisson then delivered the address which begins on page 3 of this issue.)

Dr. Morrisson, a Smith alumna who took her Ph.D. in English at Penn in 1972, was a lecturer in English from 1973 to 1976, while serving also as assistant Ombudsman (1972-73) and assistant dean of the College of Arts and

Sciences (1973-76). In the latter post she administered the advising office of the 2500-member (then all-male) College, served as College liaison to the Admissions Office, and co-chaired the College's Executive Committee.

In 1976 Dr. Morrisson became assistant vice provost for University life, moving to associate vice provost in 1984 and to acting vice provost in August 1987 when Dr. James Bishop left for Ohio.

Dr. Morrisson has "demonstrated strong leadership, thoughtfulness and exceptional management skills during the past year, President Hackney and Provost Aiken said in a joint statement announcing her appointment. "We know that she will continue to be sensitive to issues of University life, to students and their concerns, while understanding faculty needs and scholarly interests. We look forward to continuing to work with her in building a stronger Penn."

As the University's advocate of both undergraduate and graduate/professional students' needs, the VPUL reports to the Provost and

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Penn and the New State Alcohol Statutes

Dear Member of the University Community:

In recent months, the national media have focused on alcohol-related cases on college campuses that have resulted in serious injuries, student deaths, and criminal charges against students. At Penn, we have been fortunate not to experience drinking-related tragedies so serious as to attract this type of attention. I believe, however, that alcohol abuse is a risk to health and academic performance, and that it has a harmful effect on the way people treat each other on our campus.

Penn has long had a clear policy regarding the use of alcohol on campus: the University does not permit the keeping or consumption of alcoholic beverages on its property by persons under the age of 21 (see *Policies and Procedures* for the complete University Alcohol Policy).

As of spring, 1988, a new Pennsylvania statute imposes stricter penalties for underage drinking and on those who furnish minors with alcohol. Under the law, minors are subject to fines and suspension of driving privileges for violating the prohibition on the purchase, consumption, possession, or transportation of liquor by persons under 21 years of age. The penalties for possessing or using a false ID to pass as 21 years old are the same. Finally, it is a crime to furnish alcoholic beverages knowingly and intentionally to anyone under 21, with "furnish" meaning to provide or allow a minor to possess alcohol on one's premises.

These penalties are mandatory; the courts may also impose prison sentences. According to the Pennsylvania Department of Transportation, 4,400 drivers' licenses already have been suspended.

The new law has significant implications for our campus. Provost Michael Aiken and I have asked Dr. Kim Morrisson, Vice Provost for University Life, to take steps to ensure the University's compliance. Dr. Morrisson and her colleagues also will work with students, faculty, and staff in the months ahead to develop opportunities and sites for additional alcohol-free social activities on campus.

These are serious issues that affect the welfare of our students and our community. We want to comply with the new State law without infringing on the right of those of legal age to enjoy alcoholic beverages in a safe and responsible manner, and without detracting from the spirit of collegiality and community on our campus.

I invite your cooperation and your suggestions, and I ask your help in promoting responsible action, both for yourself as an individual and on behalf of others.

Sincerely,
Sheldon Hackney

Note: For a summary of state and federal statutes on alcohol and drug abuse, see *Almanac* September 6.

Federal Mediation in Strike

Penn's six-week-old security strike went into federal mediation Monday in the office of Harvey Young at the Federal Building, after Local 506 of the United Plant Guard Workers of America voted unanimously on Friday to reject an offer of \$.77/hour the first year and \$.57/hour in the two subsequent years. Friday's offer was up from the initial University offer of \$.64/.63/.63, later repackaged as \$1.00/.50/.50.

At presstime Monday, two parking lots (Franklin Building, and the public lot at 36th and Walnut) had been closed due to picketing, and 14 University vehicles were reportedly bottled up in two locations—four mail trucks and a Book Store truck at 36th and Sansom, and nine Physical Plant vehicles on a leased property on Grays Ferry.

"We are still in conversation," President Sheldon Hackney told the Trustees Executive Committee at Friday's stated meeting, "but talks have not yet been successful. We hope for settlement in the near future but it's not all that certain." He said crime figures were even with, or slightly down from, those reported a year ago and expressed gratitude to supervisory staff taking extended duty to maintain patrols.

VPUL continued from p. 1

heads a unit of 26 departments with a staff of 300. Among the VPUL's responsibilities are Student Life, Counseling Services, Student Health, Residential Life, Fraternities/Sororities, Off-Campus Living, Career Planning and Placement, International Programs, WXPEN, the Registrar, and various Academic support services. The VPUL is a key figure in the implementation of the Guidelines on Open Expression and by office sits on the Council of Undergraduate Deans, the Human Resources Council, the student affairs committees of the Council and Trustees. Dr. Morrison has also served recently on the Special Committee to Review the Guidelines on Open Expression, and on the Ad Hoc Committee on Sexual Harassment.

"I have two major goals," Dr. Morrison said. "I would like to make sure that this division continues to be responsive to students' needs and at the same time work with the departments and schools to establish a sense of community among students, faculty and staff."

Tuition benefits for employees at the graduate level became taxable this year (Almanac January 19 and March 15) when Section 127 of the IRS Code of 1986 expired on December 31, 1987. As part of an effort to have the non-taxable status of such benefits restored, President Sheldon Hackney sent the following letter to U.S. Senator John Heinz this summer. Both the House and Senate are said to be considering the restoration, via a bill labeled H.R. 4333—which would not affect Penn's undergraduate tuition benefit to its own employees but would cap at \$1500 the non-taxable portion of undergraduate tuition provided by outside firms assisting their employees at the University.

Open Letter on Taxation of Tuition Benefits

(Sent to the Honorable John Heinz, U.S. Senate, July 29, 1988)

I am writing to urge you and your Senate colleagues to reconsider the House Ways and Means Committee's action on employee-provided educational assistance programs in HR 4333, the technical corrections bill. I know that you have been a principal sponsor of legislation, S. 39, to extend non-taxable educational assistance, and I wanted to give you Penn's perspective on its importance, both to Penn's employees and to employees of Philadelphia-area firms who use their educational benefits to attend Penn.

Prior to the expiration of Section 127 of the International Revenue Code last year, approximately 300 of Penn's employees used our tuition benefit to seek a graduate degree or to take graduate-level courses. The availability of this non-taxable tuition benefit, particularly for young persons with bachelor's degrees just entering the workforce, helped to make Penn a highly desirable place to work and to seek educational and career advancement. The expiration of Section 127, and the failure of the Ways and Means Committee to extend employee educational assistance to employees taking graduate-level course, means a considerable additional out-of-pocket expense for these employees who are not highly paid.

Similarly, the expiration of Section 127 has affected employees of the seven Fortune 500 companies in the Philadelphia area who offer educational assistance programs. At Penn's College of General Studies, approximately 10% of our students receive such employer-provided tuition assistance. The vast majority of these students attend the College expecting that the knowledge and skills acquired will enhance their future employment potential. Seven years ago the College, in an effort to make higher education more accessible to full-time workers, began an innovative program in cooperation with the CIGNA corporation. Penn sends instructors to CIGNA, and 150 clerical and operations employees are able to pursue a full academic program, leading to a bachelor's degree, at their work site. We have replicated this successful program with another major area employer. The additional out-of-pocket expense that would result from the \$1,500 limitation on non-taxable educational assistance adopted by Ways and Means would place an additional economic disincentive before these workers.

Before its expiration, Section 127 represented important national policy, removing tax barriers to upward mobility for hundreds of thousands of workers, and encouraging corporations to provide educational benefits to their employees. I urge you and your Senate colleagues to restore Section 127, with limits not less than those of 1987 (\$5,250) and with allowances for employees taking courses leading to a graduate degree, when the bill reaches the Senate floor or in conference with the House.

Please let me know how we at Penn might help in this effort.

—Sheldon Hackney, President

The VPUL's division oversees new-student orientation, and maintains liaison with the major campus-wide student organizations including the Undergraduate Assembly and the Graduate and Professional Students' Assembly. Some of the units reporting to the VPUL cut across student/faculty/staff lines (including the Women's Center and the Greenfield Intercultural Center). Numerous specific programs—notably the College House system in Residential Life—involve academic as well as extracurricular life. Increasing interaction between classroom and extracurricular learning is an announced goal of the strategic plan known as "Choosing Penn's Future."

VPUL to Houston Hall

The Office of the Vice Provost for University Life has moved from 112 College Hall to a larger, newly-renovated suite on the second floor of Houston Hall (west end, directly above Bodek Lounge). All staff and services formerly in 112 College Hall may now be addressed at 200 Houston Hall/6306. Phone numbers remain the same.

Memorial Services

A memorial service for *Carl F. Schmidt*, emeritus professor of pharmacology who died April 14 (*Almanac* April 26), will be held on September 19 at 5 p.m. in the Class of 1962 Lecture Hall, John Morgan Building.

A memorial service for *Charles W. Detwiler, Jr.*, Keeper of the Egyptian Collection at the Museum and a Museum volunteer for more than 20 years, will be held September 22 at 3 p.m. in the Lower Egyptian Gallery of the Museum. Mr. Detwiler died July 19 at the age of 78 (*Almanac* September 6).

A memorial service will be held Thursday, September 29, for long-time business adminis-



Ruth Hugo

trator *Ruth Hugo*, who died July 1 at the age of 59 (*Almanac* July 14). Mrs. Hugo served under six Provosts and acting provosts, as well as in SAS and the English department. The service begins at 5 p.m. in Bodek Lounge, Houston Hall.

DEATHS

Dr. Isabel Gordon Carter and Dr. Hugh Carter, both retired members of the faculty, died within months of each other earlier this year.

Dr. Isabel Gordon Carter, an anthropologist who joined the School of Social Work faculty in 1933 and retired as full professor in 1962, died March 21 of pneumonia in a nursing home in Princeton. From 1945 to 1962 she had commuted to Penn from Washington, D.C., where she held such posts as White House advisor to the Commission on Children and Youth and member of the D.C. Economic Board of Opportunity. An alumna of Albion College in Michigan, she took her master's in English at Tennessee and her Ph.D. in anthropology from Columbia.

Dr. Hugh Carter, who taught sociology here from 1924 to 1945, died at the Medical Center at Princeton on May 8. He was 93. After leaving Penn he had been head of research for the U.S. Department of Immigration and Naturalization, 1945-52, then chief of marriage and divorce statistics at the National Center for Health Statistics until his retirement in 1965. The couple are survived by two daughters, Janet C. Hannigan of New York City, and Eleanor J. Brome of Gillette, N.J.; a sister, Cornelia K. Carter of Alexandria, Va.; five grandchildren and a great-grandchild.

At presstime, *Almanac* was advised of the death in August of **Dr. Robert Spiller**, one of the most eminent and popular members of the English department in this century. Details will be published next week.

To Report a Death

Almanac receives most of its obituary notices through the Office of the Chaplain, which is the central office for reporting deaths in the University community. The Chaplain's Office can assist families in a number of ways, including various notifications to personnel benefits staff. For advice or assistance, contact Dorothy H. Townsley, 3700 Spruce Street/6054, Ext. 8456.

Following are texts of the three key addresses given at Freshman Convocation—by the Vice Provost for University Life (below), the President (next pages) and the Provost (past insert, on page 6). This year's convocation drew an overflow crowd of incoming students to Irvine Auditorium on the eve of Labor Day.

The Class of 1992: Profile and Challenge

by Kim Morrisson

It gives me great pleasure to join with others on this stage to welcome you to the University of Pennsylvania. As you have heard, next year the University will celebrate its 250th anniversary. For most of those years, the University welcomed new freshmen into a long and proud tradition of academic excellence and spirited involvement in the University community.

As you join this tradition, each of you brings particular strengths, and a unique lens through which to distill the value of your Penn experience. Whatever size the lens you bring, whatever your perspective, we hope that in your three or four or five years here, your lens will broaden to its widest angle without losing the clarity of your individual focus.

You come together here as individuals, approaching with excitement—or perhaps with trepidation—this new environment and the many choices that it brings. The choices that you make will determine who you are and how others see you, how you spend your time, what you learn, who and what you will become.

You also come together now officially as a *class*, to receive your class banner, to begin to blend your disparate parts into a unified whole, to forge your identity as a member of *this* class for future memory. When you graduate from Penn, you will see, seated to your right, members of the 50-year class, the class of 1942, returned for their reunion. They may remember, as part of *their* class memory, a world of different historical and technological proportions.

Although threatened by war and in the shadow of the Great Depression, they may remember that *their* freshman year began on September 22nd, when they attended Freshman Camp, four days, it was described, of “wholesome recreation and fellowship.” The Special Freshman Issue of *The Daily Pennsylvanian* in 1938, reported for the first time, freshmen would receive the DP free, every day of the school year. (The cost to everyone else was five cents an issue.) Freshmen were exhorted to pay strict attention to instructions from their Deans regarding registration, to meet with their senior dormitory advisors, and to attend the President's luncheon in Houston Hall where members of the Administration would *personally* greet each incoming student. Among the many rituals of the new school year was the traditional “snake dance” preceding the first football game in which the freshmen were expected to snake-dance onto the field or receive “drastic action” from the student Vigilance Committee of sophomores. Another favorite ritual was an assembly in the Big Quad followed, we read, by “the traditional Freshman march through the campus to the statue of Benjamin Franklin . . . Behind the strains of a 110-piece Red and Blue band,” the DP reported, “the cheering throng will be guided by the flames of lighted torches to the statue to pay obeisance to the foot of the founder. Before the yearling receives his freshman button he must kiss the toe of the beloved Quaker.”

Rituals and traditions change even while their purposes remain. *The Daily Pennsylvanian* continues free of charge; snake dancing has, to my knowledge, been replaced by other forms of entertainment on Franklin Field; the marching band has eliminated the torches, if not the cheers; freshman class buttons have been replaced by New Student Week buttons, and for freshmen, these Penn Planners, available in Houston Hall

tonight after this event, thanks to your New Student Week leaders. As for the founder, in his newest location on Locust Walk, more students today sit on Benjamin Franklin's lap than kiss his toes. You establish your identity, your class memory, through a new set of requirements and conditions.

Your identity as a class begins with what each of you carries to this campus in your hands and in your minds. Let us start with your statistical identity, the barest facts of who you are. In total, there are 2274 of you, selected from more than 13,100 applications—this year, a record number!

You come from 47 states and 45 foreign countries with 42% of you from outside the Northeast and Middle Atlantic states. Geographically, you are both a national as well as an international class. In addition, you are also racially and ethnically diverse. Nearly 24% of you are identified as members of racial minority groups, up 2% from last year's class. In total there are 187 Black, 15 Chicano, 15 Puertorriqueno, 55 Latino, 269 Oriental and 3 American Indian freshmen.

More than 42% of you are women. Fifteen percent of your class has some alumni affiliation, mothers or fathers who attended Penn. Three percent are the daughters and sons of faculty and staff members of the University.

Approximately 64% of you have come from public high school systems, 29% from private schools, and nearly 7% from parochial high schools, a number that has remained relatively constant in recent years.

That you are a very bright class is self-evident. Nearly 1000 of you have served as presidents of National and other honor societies. And you have displayed your leadership in other ways: 185 members of your class have been editors-in-chief of major school publications; 96 have been class or student council presidents; 331, 15% of your class, have demonstrated significant achievement in the performing arts. Of these, 10% have achieved regional, national, or professional recognition—enough to bring new talent to Penn's student performing arts community. Four hundred and forty nine of you have been captains or stars in one or more varsity sports, including two who have been identified as having Olympic potential. One hundred and fifty members of your class have held half-time jobs while in school and 18 of you have already developed and run your own businesses. You are entrepreneurial, energetic and talented.

That is your collective profile. Individually, you have told us of achievements and aspirations which we are proud to share. In your midst you have:

- a young man from the state of Washington, a private in the Army Reserves who is also the first student from his school to attend an Ivy League University—“I may grow up to be a debt to society,” he writes, “but I want to learn as much as I can before I do . . .”

- a Yiddish scholar from New York who is a published author and a self-taught linguist in French and Spanish.

- a student from Connecticut, who, although battling cancer himself for a year, has spent that time giving seminars to other students and other patients on living with this experience. “Obstacles,” he tells us, “are what you see when you lose sight of goals.”

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- a pianist from New York who has already given a performance at Lincoln Center.
- an Olympic class fencer from California.
- an award-winning student from Pennsylvania, a member of a group who designed and built a functioning fiber-optoscope.
- an inventor from Massachusetts, the holder of two patents including a captive "pen cap", with four more patents pending, the holder as well of a Black belt in Tae Kwon Do.
- a professional magician from Indiana who is also a member of Mensa.
- a young man from New York with two belts in karate who also plays the classical flute and drums in the Marching Band.
- a world class squash player from Mexico, ranked #1 in his age group.
- a Cambodian refugee, now from Pennsylvania, who after losing most of his family in the war, came to the United States under the Children of War Program, and has toured this country describing his experiences.
- a poet and musician who is fluent in sign language.
- a gymnast, ranked #1 in New York City, who is also a diver, a pianist and a medical researcher.

This list, keep in mind, is only a short list. You are *all* here because you are worthy of special recognition.

The words of Anglican Archbishop Desmond Tutu, speaking in Madison, Wisconsin, last May are relevant to this array. "I am not my brother's keeper," he said. "I am my brother's brother . . . [or he might have added, my sister's sister]. We are made different so we can know our need for each other...Our differences are [why we] hold on to each other. Our diversity is something to celebrate, for it is our diversity that ultimately gives us our unity."

The unity of your class will be shaped by the actions you take, the choices you make, now and over the next four years.

Will you make the choices that define community, that bring your separate lives together to create the bonds of *your* class memory? Do you bring to us a willingness to see, to hear, to understand, to value the differences in each of our experiences and perceptions of each other and the roles we play? Will you use your differences, in Archbishop's Tutu's words, "to hold on to each other," to build relations and to find a common ground? Will you use your talent and your energy to span the reaches of your minds and hearts, to reflect your highest principles, our highest expectations? Will you find the rituals and the actions that make sense for *this* time, and can you turn them into lasting reminders of *your* time at this University?

If, beginning now, you will confront these choices, then I can say with confidence to the President, to the Provost, to the Deans and members of the Faculty, to my colleagues and to your fellow students,

"We will all remember *this* class, the Class of 1992."

Penn as the Intentional Community by Sheldon Hackney

Members of the Class of 1992, I welcome you to your new home, your new family, your new community: the University of Pennsylvania. Please be aware that you share it not only with each other but with those who have preceded you and those who will come later. Use it well while you are here; preserve the best of its past; improve what needs improving; continue to sustain it when you are no longer in residence; be aware that you are becoming part of a great tradition and that it is the commitment of a lifetime.

Penn was one of nine institutions of higher education that were founded before the American Revolution. It became the first to be a University when it organized a Medical School in 1765 and it became the first to be called a University when it was issued a new charter by the Commonwealth after the revolution. Whether we had the first professor of law in North America is a matter of some debate, but we did have the first professor of astronomy, the first psychiatry clinic, and a long string of firsts that continue to this day. Penn was the first Medical School to build and operate its own teaching hospital. We invented the collegiate study of business when the Wharton School was established over a hundred years ago. Our Veterinary School was the first in the nation not to be associated with an agricultural school. ENIAC, the first electronic digital general purpose computer in the world, was built here in the Moore School during and just after World War II. Folklore, Regional Science, American Studies, the history and sociology of science were defined as fields of study largely here at Penn, not to mention a great athletic tradition that includes five out of the last six Ivy League football championships! I could go on at such length that even Governor Clinton would be jealous. Most important, Penn has prepared thousands of Americans, from backgrounds both humble and privileged, for leadership across the spectrum of human endeavor.

You will find these traditions in the songs we sing and the rituals we observe. They are made palpable by the gargoyles and symbols and mottoes festooned on our walls, the names that grace our buildings and plazas, the statues that punctuate the landscape of the urban garden that is our campus. The sense of walking in the footsteps of significant human beings should inspire you to your best efforts.

Fortunately, ours is a tradition of innovation, so we are not so much

bound by our past as propelled by it. We remain proud of our heritage but vitally engaged in the present and open to the future.

That future is a bright one. This is a wonderful time to be arriving at Penn. In 1990, your sophomore and junior years, we will be observing our 250th anniversary in a series of events that celebrate this University and explore the universe of knowledge of which we are one of the world's primary guardians. Even more fundamentally, you are coming to college at a time when humankind's store of knowledge continues to mount at geometric rates of progression, and when it is increasingly true that the economy and all forms of power are knowledge-based and that full participation in society depends upon one's ability to gain and use knowledge. That is your principle reason for being here: to learn how to be an actor in the great drama of modern life rather than simply a member of the audience. You have unfolding before you over the next four years a dizzying array of choices to be made from the academic riches of a large and great University. We pride ourselves in our intellectual diversity as well as our human diversity, and we think we are special among the premier research universities in the permeability of the boundaries between schools and disciplines, the habits of multidisciplinary conversation among our faculty, the ways in which connections are made among disparate people and ways of knowing, and the multiplicity of ways in which students can take advantage of the density of talent in parts of the University other than their own.

We seek to have the best of all worlds at Penn. We enjoy the intellectual and cultural diversity that is made possible by being a large, research university and at the same time we are a humane and supportive residential community with the feel of warmth and friendliness that one associates with smaller, more bucolic colleges. We are a small town within a big, exciting city, and we aspire to the intimacy of a small community rather than the anonymity of the city.

This is important because you are not here only to hone the edges of your intellectual tools but to grow and mature as individuals, to discover yourselves and explore your possibilities, to decide what sort of person you want to be, to select the values that will guide your life. Becoming an

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individual, we believe, is best done as part of a community. That may sound paradoxical, but it is a version of the contradiction that lies at the heart of the American experience. I derive a great deal of instruction from apparent paradoxes that I observe in American history and culture as I search for clues to the meaning of my life, just as you will be searching for the meaning of your life over the next four years and beyond. For instance, our system is based upon the pursuit of economic self-interest, yet we are also the most philanthropic people on earth. We idealize what used to be called "the common man" and our political system rests ultimately upon the wisdom of the masses of ordinary individuals, yet we are also fascinated by the exceptional people: rock stars, sports heroes, creative geniuses, and billionaires. We elected Harry Truman because he exemplified the virtues of the ordinary American, and we created a cult of John F. Kennedy because he came to seem so extraordinary in glamor and style. We are a youth-oriented culture that neglects its young in so many ways. We believe mightily in the necessity and moral value of work, yet we harbor get-rich-quick dreams that lead directly from the gold rush of 1849 in California to the contemporary equivalent in Atlantic City. The most tolerant and free society in the history of the world has only a small radical tradition operating at the fringes of the mainstream. We are a nation of immigrants that is given to periodic fits of ethnocentrism. One could go on.

These contradictions are not simply wonderfully confusing and idiosyncratic; each of them points to an unresolved conflict of values in our culture, as if each strongly established orientation generated its own opposition, so that opposing pairs of values march through American history marking the frontier of social conflict. Like matter and anti-matter, and the mirror-image action of genes, things in nature seem to proceed through linked pairs of opposites.

So it is with culture. The mythic lonely hero, stalking through the forests and plains of the American imagination from James Fenimore Cooper's leatherstocking tales to the movies of Clint Eastwood, is balanced by the fact that America has been the world's laboratory for Utopian communities in which the individual is to achieve happiness or salvation of some sort by subordinating his individual desires to the life of the group.

Just as surely as individualism and materialism provide major motifs in American culture, the critiques of those dominant traits have achieved a dominance of their own. I offer as evidence this summer's best-selling beach book, Tom Wolfe's *Bonfire of the Vanities*, which is the latest expression of the anti-commercial ethos in American literature. His materialistic anti-heroes lead lives of unredeemed emptiness because greed is their only motivation. One might also point to the movie, "Wall Street," which dramatizes the astounding greed exemplified in the insider trading scandals, or perhaps to the Costa-Gavras film, "Betrayed", which attacks the pathological form of individualism expressed in middle-class, midwestern, family-based, right-wing terrorism.

An even more instructive example from this summer's frothy movie fare might be *Tucker*, the Francis Ford Coppola film set in the years just after World War II and based on the life of Preston Tucker, the visionary automobile maker. It is not only an allegory of greed but a cautionary tale that portrays Preston Tucker as a charismatic leader with the common touch. He is in pursuit of a dream, struggling against the bureaucracy, against the risk-averse mediocrity of modern industrial society, and against a conspiracy that included a U.S. Senator and the big three car manufacturers.

The system succeeds in quashing the maverick idealist by nefariously manipulating the awesome power of the legal system and of the capitalist economy. The movie's message is that the complex modern society in which we live is hostile to individuals, especially to individuals of heroic proportion or innovative ideas. One suspects that we have here a thinly disguised version of the cliché about how conventional society constrains artistic genius, and how the profit motive is always at war with artistic values.

The one glimmer of hope held out by *Tucker* is that the vision or idea to which the unsuccessful hero is faithful lives on to inspire future generations, even if the realities of modern life defeat it in the present. To make that point, the film lists an impressive number of features that we take for granted on today's automobiles that were revolutionary when they were included on the Tucker. Besides, as the character Tucker says in the film, the idea was never to manufacture cars and make a lot of money; it was to make the perfect car. They did that, 50 of them, and in doing it added to the myth of American individual enterprise.

Aside from the moral question of whether individual investors were cheated and the public deceived, which the movie cleverly sidesteps by showing Tucker being found not guilty in a climactic fraud trial, there are two general problems posed by this bit of urban hagiography. On the first level is the question of the moral utility of the myth of individual heroism in an interdependent and complex world in which very little can be accomplished except in conjunction with other people.

On another level, there is the eternal problem of the individual and society. Can the individual achieve fulfillment within the constraints imposed by membership in any group? Can the individual find meaning outside the nurturing bonds of human society?

You will have to answer these questions for yourselves continuously over the next four years and countless times in the years beyond Penn. Of course, there is no final answer. You must develop a tolerance for ambiguity.

As we do with the other contradictions of values that we imbibe from our culture, we should not finally choose one side or the other. Rather, we should maintain the two sides in uneasy equilibrium, leaning one way or the other from time to time, but never choosing exclusively one side or the other, giving way, that is, to neither unrestrained individual liberty nor unrelieved conformity to one's group. The goal is to find your meaning as an autonomous individual who is a responsible member of society, to discover yourself through other people and to express yourself in cooperation with other people.

Like the Utopian communities that abound throughout American history, Penn is an intentional community. We have all chosen to be members of it rather than to be somewhere else. The full flowering of all of our individual creativity and potential is only possible if each of us feels responsible for each other person in the Penn family. I would urge you, therefore, to find ways of being of service to others, both on the campus and in the neighborhoods around us.

There are countless ways to do this, but you should especially explore the Penn Extension, the office that coordinates volunteer activities off the campus. Penn is very involved in West Philadelphia in exciting ways, and there are important roles for you to play in improving the quality of life in our city and in our special part of the city. In addition to Penn Extension, you can find opportunities through the Newman Center, Hillel, the Office of Community-Oriented Policy Studies in the College of Arts and Sciences, and through other groups on campus. You can make a difference.

In addition, I remind you that we are all responsible for the tone of life on the campus. We can disagree, but we should do so in a way that respects the humanity and dignity of all other people. We cannot all be best friends, but we can help to maintain a friendly and inclusive community in which everyone has a strong sense of belonging. By making our proudly heterogeneous campus a fulfilling environment for everyone, we are providing a model to be emulated by the multicultural society that is America. This is a wonderfully vibrant and supportive campus. You were chosen to join us because you can benefit from it and can contribute to it. When you graduate four years from now, I hope you will have gained tremendously in knowledge and in your ability to use it with integrity, and I hope you will have grown as a person capable of realizing his or her own dreams while helping others do the same.

The University will help all along the way, but it will really be up to you, individually and collectively. Good luck.

Provost's Address next page

Why is Penn Different? *by Michael Aiken*

As Provost of the University I welcome you to Penn. You have become a member of a unique, and, I think, very special place—one with great traditions and one that generates deep attachments among its students and alumni. Few, if any institutions in the world, provide their students with a greater range of opportunities for exposure, under gifted teachers, to a variety of disciplines and professional fields. While at Penn you can take courses in the liberal arts and at the same time, if you choose, learn something about engineering, or business, or nursing, or communications, or medicine, or architecture, or any one of several scores of other professional fields. Alternatively, those of you enrolled in Engineering, Nursing, and Wharton will take approximately half of your courses in the College, and you too can venture broadly into Penn's rich offerings. Far more than other great universities, there is an interaction here among the disciplines, enabling undergraduates to learn about many different fields.

You may have no interest in becoming an engineer or going into business, but as a student in the College of Arts and Sciences, you may want to know more about computer technology or marketing. You may find that as a student in Wharton, you want to study the Japanese language and culture, or as a nursing student you want to know more about management. At Penn you can do these things—and more.

This makes Penn very different from Harvard or Yale or Princeton, a difference we can trace back to the man who helped found this great institution almost 250 years ago, Benjamin Franklin.

Franklin insisted upon the fundamental importance of a knowledge of the English language, of history, and of foreign languages, and he advocated the study of the social and natural sciences. While Harvard and Yale tended to remain religious in nature and classical in their programs of study, the College of Philadelphia (as Penn was then called) chose to explore in addition such new fields of study as applied mathematics (now the field of economics) and government (i.e., political science). It established early on a close relationship between the liberal arts and the professions, with faculty in the College teaching courses in law and medicine and subsequently developing professional schools in these areas. Penn founded the first medical school and the first collegiate school of business. It became the nation's first university and as such introduced multidisciplinary education well before the term was invented.

Such academic innovations, particularly the unique interaction among different disciplines, established a tradition and a point of view that have continued throughout the history of the University. You will find here scholars working on the frontiers of knowledge in such fields as cognitive science, which cuts across psychology, linguistics, philosophy and computer science; in materials science, which involves faculty in physics, chemistry and engineering; in medieval studies, which involves faculty from 12 different departments and disciplines; and in molecular biology, which involves faculty in arts and sciences, engineering, medicine, dental medicine and veterinary medicine.

Penn offers you an extraordinary opportunity to develop your abilities. It provides exposure to a rich diversity of disciplines and offers an array of ways to develop your mind and talents. Here you will encounter scholars and teachers who bring the excitement of their research into the classroom. I urge you to take full advantage of all they have to offer. Don't be afraid to take risks; enroll in a course in art history, or in linguistics or in science or technology, however unfamiliar they may seem to you. In any given academic year there are approximately 2,000

undergraduate courses offered at Penn; most of you will take no more than 40 of these by the time you graduate four years from now, so make certain that you not only learn the depth that is expected in a major, but that you have sampled the great intellectual diversity that exists in the intellectual community that is the University.

The time to explore new disciplines is now, early in your college career, while there is the greatest freedom, not later when the demands of a major or a professional program may dictate your choices. There will always be pressures on you to limit your learning to what seems practical and what one believes is most immediately relevant to a future career. I would urge you instead to test yourself, to follow your intellectual interests, to experiment, and not be limited alone by what you think professional schools and careers may require.

Penn also offers you the opportunity to meet people of diverse social and economic circumstances, of differing ethnic and religious backgrounds, as well as from different national experiences. As an example, you will find that this freshman class includes students from 46 nations. Penn also offers you the opportunity to participate in myriad experiences and activities, both inside and outside the classroom. There are some 250 clubs and organizations at this University, ranging from the Student Volunteer Center to the Black Pre-Law Society, from the Amorphous Jugglers to the Debate Council, and from the Muslim Students' Association to the Society for Creative Anachronism. Students are active in some 13 publications, numerous musical and theatre groups, in sports and special interests clubs. Almost every conceivable area of interest can be found on the campus. Take advantage of these opportunities. Like your classroom work, they will help you to learn more about yourself and your fellow students.

Whenever I meet with successful alumni, whether in business, government or the professions, the one factor they most often consider critical to their success is the ability to work with different people. A recent alumnus, an engineer as a matter of fact, pointed out that, "You need to develop a real understanding of people and what they support in order to be successful in any type of business endeavor . . . you really need to be able to work with people, to understand how they are interrelated and how organizations function."

The next four years should be a time of tremendous challenge, of discovery, of learning, and of hard work. These four years will have a profound impact on the rest of your life, and they will pass far more rapidly than you think. Use them well. Do not fail yourself. Too many people these days believe that the buck is the only bottom line, and that this college experience is only a means to an end. While I do not think it is wrong to pursue personal success, I do think it is wrong if it encourages you to take short-cuts, to depart from the highest standards of academic integrity, or to betray the trust of others.

One of my colleagues here at Penn once remarked that "Educated people die regularly, but none are born." Learning is a difficult process, yet invigorating and stimulating. You have joined a community of explorers who seek new discoveries—of knowledge, of the world, and of themselves. And as my colleague also noted: "You have the potential to set new standards for the classes that will follow and the potential to follow the many and individual paths of achievement you set for yourself."

To the Class of 1992, I say welcome to Penn. We are pleased that you have joined our intellectual community.

Inaugurating the Arboretum's 'New Era' in Art and Landscape

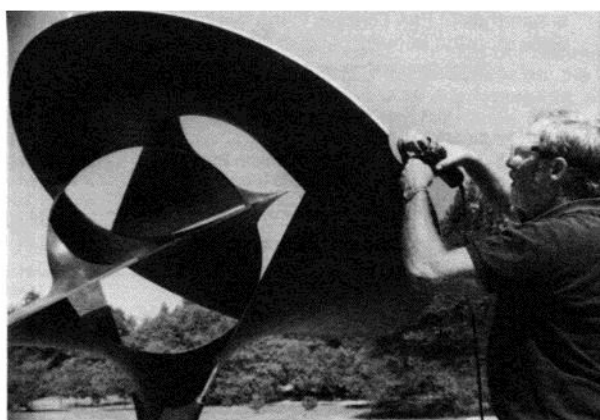
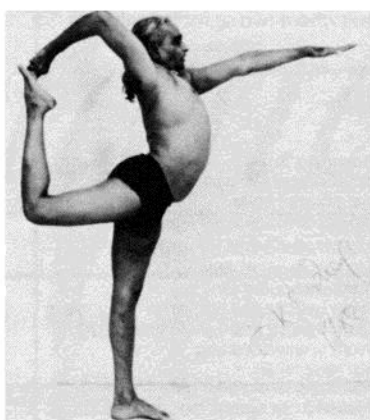
With the unveiling of Robert Engman's bronze "After B.K.S. Iyengar," and the flow of water for the first time in 60 years down the tiers of a restored Victorian step-fountain, Morris Arboretum abounded in symbols last week.

The 70-year-old yoga master whom Engman saw perform in 1976 was there, demonstrating through motion and stillness the "incredible control, wisdom and gentleness and concern for life" that inspired the lyric bronze that now crowns the step-fountain. The sculpture, on long-term loan from Marvin and Marian Garfinkel, stands where originally there was a chestnut tree that fell to blight.

The occasion was the first of several unveilings this fall in celebration of what the Arboretum calls its New Era—a program of outdoor exhibition made possible by the National Endowment of the Humanities' awarding, two years ago, a \$25,000 grant that has helped research sites and settings for art outdoors. Both acquisitions and changing exhibits are selected by the Arboretum's Fine Arts Committee, headed originally by the late Henry P. McIlhenny and now chaired by Madeline K. Butcher (Mrs. W.W. Keen Butcher).

"Bringing art to the garden is a way of probing each generation's relationship to the environment," said Director William M. Klein. "We want to create a resonance between artistic and scientific ways of looking at the garden." Morris Arboretum is both a research station and a public garden, already dotted with sculpture and architectural forms dating from the world travels of founders Lydia and John Morris, with contemporary works donated by Philip and Muriel Herman and the late Dorothy Haas.

The stepped-up program in art and restoration came on the heels of the Pennsylvania General Assembly's adoption of the Chestnut Hill institution as the "Official Arboretum of the Commonwealth of Pennsylvania."



Steven Goldblatt

India's B.K.S. Iyengar (above left, at 70) inspired the design of Robert Engman's bronze, shown in-progress above. Professor Engman, who is co-chair of fine arts and chair of the graduate program in sculpture at Penn, paid tribute to the "balance and strength" of the Yoga master, who is the author of *Light on Yoga* and the just issued *The Tree of Yoga*. Below, the Philadelphia landscape architects Coe Lee Robinson and Roesch integrated the Engman design with the setting, and landscape contractors N.V. Holmes Inc. donated their services to the project, in memory of the founder of their company.



Trustees: A Tribute to Philo at 175

On a motion by Dr. Gloria Chisum for the Trustees Committee on Academic Policy, the Executive Committee of the Trustees voted the following resolution on September 9:

On 23 November, 1813, the Trustees, upon the recommendation of Provost Frederick Beasley, sanctioned "the institution of a Literary Society" and stipulated that "a suitable room shall be appropriated for their use." This body, composed of undergraduate students, was subsequently named the Philomathean Society and is the oldest collegiate literary society in the United States. The Society's stated purpose is "to promote the learning of its members and to increase the academic prestige of the University." Its activities include lectures, poetry and fiction readings, art exhibits and concerts, held in its "suitable room" on the fourth floor of College Hall.

Philo's accomplishments over the years have been highlighted by the publication of the first English translation of the Rosetta Stone in 1858, recommendations that led to the founding of the Departments of History and Sociology of Science, Comparative Literature, and American Civilization, and the creation of *The Daily Pennsylvanian*. Its illustrious past augurs a bright future.

RESOLVED, that the Trustees extend to the Philomathean Society their heartiest congratulations on the occasion of its 175th anniversary and wish the society continued success as an institution fostering independent intellectual pursuits by students.

D.P. Photo by Joanne Rinn



Philo's gift to the University community on the opening day of school 1988 was an open-air Mozart marathon in Blanche Levy Park. The noted pianist Gary Goldschneider, C'59—active in the society as an undergraduate—played the sonatas in chronological order, occasionally breaking for commentary during his seven hours at the Steinway last Thursday.

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 crimes in the five busiest sectors on campus where two or more incidents were reported between August 29 and September 11, 1988.

Total Crime: Crimes Against Persons—4, Burglaries—4, Thefts—46, Thefts of Auto—1, Attempted Thefts of Auto—1

Date	Time Reported	Location	Incident
Crimes Against Persons			
08-31-88	6:36 PM	Franklin Bldg.	Arrest/purse taken by force.
09-05-88	7:47 PM	200 Block 37th St.	2 women threatened/purses taken/actor fled.
09-07-88	7:25 AM	Lot #31	Money taken at point of knife.
09-10-88	11:21 PM	3800 Block Locust	Student had charm snatched. No injuries.
34th St. to 36th St., Spruce St. to Locust Walk			
09-02-88	2:21 PM	Williams Hall	Purse taken from unsecured area.
09-02-88	5:39 PM	Duhring Wing	Tools taken from unsecured area.
09-05-88	12:32 AM	Houston Hall	Wallet taken from unattended purse.
09-07-88	6:45 PM	Houston Hall	Wallet taken from behind desk/office unsecured.
09-07-88	7:59 PM	Houston Hall	Wallet taken from unattended bag.
09-09-88	12:42 PM	Furness Bldg.	University telephone taken.
09-10-88	7:12 PM	Williams Hall	Secured bicycle stolen from bike rack.
09-11-88	8:40 PM	Furness Bldg.	Secured bike taken from rack.
32nd St. to 33rd St., South St. to Walnut St.			
08-29-88	11:42 AM	Rittenhouse Lab	Dictaphone & telephone taken from office.
08-30-88	9:15 AM	Weightman Hall	VCR & radio taken from secured area.
09-02-88	3:19 PM	Weightman Hall	Personal items taken from unsecured locker.
09-04-88	4:14 PM	Palestra	Wallet taken from unattended jacket.
09-05-88	8:21 PM	Lot #5	Steering column damaged on jeep.
09-08-88	9:07 AM	Lot #5	Auto taken from lot.
37th St. to 38th St., Spruce St. to Locust Walk			
08-31-88	9:24 PM	McNeil Bldg.	Wallet taken from unattended desk.
09-06-88	2:13 PM	Kappa Sigma	Bike taken from inside building.
09-07-88	4:00 PM	McNeil Bldg.	University phone taken from office.
09-09-88	10:52 AM	McNeil Bldg.	Unattended drill taken from room.
33rd St. to 34th St., Spruce St. to Walnut St.			
08-30-88	10:52 AM	Towne Bldg.	Speakers & telephone taken from secured room.
08-31-88	3:06 PM	Chemistry Bldg.	Knapsack taken from unsecured area.
09-04-88	4:30 PM	Hayden Hall	Mirror taken from men's room.
09-09-88	1:39 PM	Towne Bldg.	Unattended wallet taken from lab area.
34th St. to 38th St., Civic Center Blvd. to Hamilton Walk			
08-29-88	7:09 PM	Leidy Lab	Wallet taken from unsecured area.
08-30-88	5:10 PM	Johnson Pavilion	Secured bike taken from rack.
09-02-88	10:21 AM	Anat-Chem Wing	Wallet taken from unsecured office.
09-08-88	5:29 PM	Med Educ Bldg.	Unsecured bike taken from auditorium.

18th Police District

Schuylkill River to 49th St., Market St. to Schuylkill/Woodland Ave.

Summary of reported crimes against persons from 12:01 a.m. 8-22-88 to 11:59 p.m. 8-28-88

Total: Crimes Against Persons—13, Purse Snatch—2, Aggravated Assault/Bottle—1, Aggravated Assault/knife—1, Aggravated Assault/unknown—1, Robbery/gun—2, Robbery/knife—1, Robbery/bottle—1, Robbery/strongarm—3, Arrests—4

18th Police District

Schuylkill River to 49th St., Market St. to Schuylkill/Woodland Ave.

Reported crimes against persons from 12:01 a.m. 8-29-88 to 11:59 p.m. 9-4-88

Total: Crimes Against Persons—26, Purse Snatch—5, Robbery/gun—9, Robbery/strongarm—7, Robbery mallet—1, Robbery/knife—1, Aggravated Assault/ax handle—1, Aggravated Assault/bitten—1, Aggravated Assault/knife—1, Arrests—7

Date	Location/Time Reported	Offense/weapon	Arrest
08-29-88	34th and Sansom St., 5:25 PM	Robbery/strongarm	No
08-30-88	3604 Chestnut St., 1:20 AM	Robbery/gun	No
08-30-88	3925 Walnut St., 6:15 AM	Robbery/gun	No
08-30-88	4627 Kingsessing Ave., 5:55 PM	Aggravated Assault/ax handle	Yes
08-30-88	36th and Spruce St., 8:13 PM	Robbery/gun	No
08-30-88	45th and Walnut St., 8:50 PM	Aggravated Assault/knife	No
08-31-88	Convention & South, 10:48 AM	Robbery/strongarm	No
08-31-88	3451 Walnut St., 6:36 PM	Purse Snatch	Yes
08-31-88	39th and Chestnut St., 10:35 PM	Purse Snatch	No
09-01-88	232 S. 45th St., 12:57 AM	Robbery/gun	No
09-01-88	4800 Pine St., 2:07 AM	Robbery/strongarm	No
09-01-88	3700 Spruce St., 12:00 AM	Robbery/strongarm	No
09-01-88	100 S. Farragut St., 7:48 AM	Purse Snatch	No
09-01-88	3400 Market St., 9:00 PM	Purse Snatch	No
09-02-88	3736 Walnut St., 10:00 AM	Robbery/knife	Yes
09-02-88	3700 Walnut St., 10:00 AM	Aggravated Assault/bitten	No
09-02-88	4700 Locust St., 10:00 AM	Robbery/mallet	Yes
09-02-88	4537 Springfield Ave., 12:00 PM	Robbery/strongarm	No
09-02-88	500 S. 47th St., 10:00 AM	Robbery/strongarm	No
09-03-88	4000 Pine St., 1:40 AM	Robbery/gun	No
09-04-88	4044 Spruce St., 12:50 AM	Purse Snatch	No
09-04-88	4201 Walnut St., 1:14 AM	Robbery/gun	No
09-04-88	4600 Walnut St., 4:00 AM	Robbery/gun	Yes
09-04-88	4715 Walnut St., 10:40 AM	Robbery/gun	No
09-04-88	46th and Springfield Ave., 7:00 PM	Robbery/strongarm	No
09-04-88	1102 S. 47th St., 9:50 PM	Robbery/gun	No

Update

SEPTEMBER AT PENN

FITNESS/LEARNING

English Classes at International House; learn or improve spoken English skills, classes available at different levels from beginning to advanced. Each session is 10 weeks beginning September 26 and classes meet twice a week. Registration: through September 16. Information: 895-6552.

19 English Language Programs; courses are offered in *Intermediate Conversational English*, *Advanced Conversational English*, *Language in the Workplace*, *TOEFL Preparation Session I*, *TOEFL Preparation Session II*, *Pronunciation Improvement*, *Academic Writing and Vocabulary Development*; Room 21, Bennett Hall. Information: Ext. 8-8681. Registration: through September 30.

SPECIAL EVENTS

13 A Talk by Frances FitzGerald, author of *Fire in the Lake*, a Pulitzer-prize winning account of the Vietnam War; 4 p.m., Upper East Lounge, Hill House (PEN at PENN).

15 Spouse Orientation; for spouses of international and American students; 9:30 a.m.-noon, Mayer Hall Lounge (International Women's Group).

Library Orientation for Graduate Education Students; introduction to Penn Libraries, discussion of services available for graduate students; 7 p.m., Van Pelt Library. Sign-up at the Van Pelt Reference Desk.

16 Activities/ Resources Day; learn about the many student organizations and University services at Penn; 125 tables are set-up on Locust Walk below 36th; noon-4 p.m. (Office of Student Life Activities and New Student Week Committee).

Graduate Student Party: Sansom Street Block Party; Sansom Street merchants throw a block party to welcome new and returning graduate students; food, dancing and refreshments; 9 p.m.-midnight, (Graduate and Professional Student Assembly (GAPSA) and Graduate Student Associations Council (GSAC).

19 Bible Study; a Women's Support and Discussion Group, and Peace Programs will begin this week at the Christian Association. Information: 386-1530.

TALKS

14 Growth Cone Guidance and Labeled Axons; Jonathan Raper, department of anatomy; 4 p.m., Room 140, Neuroscience Conference Room/Library, John Morgan Building. Information: Ext. 8-8820 (David Mahoney Institute of Neurological Sciences).

Almanac

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