

Almanac

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INSIDE

- Senate: Chair on Violations & Behavior, p. 2
 - SEAS Dean's Search, p.2
 - Invitation to Labor Day Retreat, p. 2
 - Of Record: Extraordinary Report of JIO pp. 3-5
 - Council Synopsis, PATHS Fair, p. 5
 - Of Record: Photocopying/Edl Uses, pp. 6-7
 - Statements in Suit Re Retin-A Patent, p. 7
 - HONORS, Awards of Penn Grants, pp. 8-10
 - Of Record: Academic Calendar, p. 11
 - CrimeStats, Update, p. 12
- Pullout: Summer at Penn

Record-Setting Alumni Day

Both attendance and giving records broke Saturday as more than 5000 assembled for Alumni Day and almost every reunion class set a new high. The 25th-year Class of 1964 turned over a check for nearly \$9.9 million, a million of it for the Furness Reading Room, while the Class of 1939 ended the tradition that 50-year gifts are modest by endowing a \$1.1 million chair at SAS. Class of 1959 celebrated its 30th by giving \$4.5 million, Class of 1969 went over a million (only the unrestricted portion is shown below) and Class of 1959 raised more than half a million for the Furness circulation area. The Class of 1989 added to the list below their senior gift of \$15,684 from 358 donors.

1984	\$ 40,200 from 285 donors
1979	94,399 from 364 donors
1974	60,832 from 302 donors
1969	*180,530 from 435 donors
1964	9,876,513 from 431 donors
1959	4,564,929 from 286 donors
1954	537,100 from 245 donors
1949	210,494 from 407 donors
1944	28,466 from 145 donors
1939	1,100,000 from 300 donors
1934	394,562 from 213 donors
1929	301,562 from 170 donors

*Unrestricted portion only

A-1 Annual Meeting and Election

The Annual Meeting and Election of officers and executive board members for the A-1 Assembly will be held Tuesday, June 13, noon to 1:30 p.m. in Room 110, Annenberg School.

Crime on Campus: An Informed Perspective is the topic of a panel discussion by Dr. Helen Davies, chair of the Council Committee on Safety and Security; Eric Van Merkensteijn, chair of the Task Force Charged with Examining Public Safety; Sylvia Canada and Allison Turkel of Public Safety and Robert Furniss, director of Transportation /Parking.

All A-1 professional and administrative staff are entitled to attend and vote. The slate:

Chair-elect (one to be elected)

Robert Furniss, dir. transportation & parking
Saul Katzman, dir. administrative affairs, SAS

Secretary-elect (one to be elected)

Edna Dominguez, personnel/libraries
Eileen Rauscher, bus. admin. Annenberg Ctr.

Executive Board (two to be elected)

Jane Combrinck-Graham, risk control sp'list
Michael Brennan, assoc. dir., Corporate & Foundation Relations
Patricia Renfro, asst. dir. Libraries
Dr. Mary Anne Johnston, dir. education services, Med
Deverie Pierce, research specialist, biology

Findings in Two Investigations on Judicial Hearings

The results of two separate inquiries into events surrounding the disruptions of three judiciary hearings in the Phaahla case, February 27, March 24 and April 3, were released Friday.

JIO Report: As Acting Judicial Inquiry Officer, Jane Combrinck-Graham of Risk Management found a series of violations of the Open Expression Guidelines at the March 24 hearing, but concluded that because of "certain actions and omissions of University community members in positions of leadership and responsibility," the students will not be charged. On pages 3-5 of this issue is the full text of her Extraordinary Report.



A Call for Hosts

The Task Force on International Student Security has become keenly aware of the need for temporary accommodations for newly arrived international students and scholars, many of whom reach Philadelphia with no housing arranged and without sufficient funds for local hotels. They often need a place to stay for a few nights while they look for off-campus housing or wait for residence halls to open. It is our hope that many faculty and staff will be willing to open their homes to these new members of our community—not only to provide them with a place to stay, but also to offer a warm welcome to the University.

The critical period is from mid-August to the second week of September when the majority of new students and scholars arrive. Their need will vary from overnight to a week, and the request will often come to the International Programs Office without advance notice. If you are able to host one or more new arrivals, please get in touch with Ann Kuhlman at International Programs (Ext. 8-4661). For more information call Ms. Kuhlman or:

—Barbara Cassel, Office of VPUL (Ext. 8-6081)
—Helen C. Davies, Microbiology (Ext. 8-8733)

Her investigation responds to a complaint by the Senate Executive Committee in the form of a resolution taken by SEC at a special meeting on April 12 (*Almanac* April 18).

"This JIO's decision not to press charges against certain students is not intended to excuse the students from their blatant and prolonged abuse of their privilege to assemble and demonstrate," Ms. Combrinck-Graham writes. "On the contrary, had not the actions of those in positions of authority and responsibility been as described, this JIO was prepared to present charges before the Hearing Board against all such students, regardless of the imminent graduation of some."

On page 2 is a statement disagreeing with the decision, written by Dr. Howard Brody of Physics as one of the three designated complainants who represented SEC during the investigation.

Administrative Inquiry: Dr. Barbara Butterfield, assigned by Senior Vice President Marna Whittington to make an internal investigation of charges by Associate Professor of Law Gary Francione that Director of Public Safety John Logan pushed him at a hearing held April 3, finds the charge "unfounded." Her report to Dr. Whittington also recommends that the incident be referred to the Senate and to the Open Expression Committee for consideration of procedures in cases where officers are present or on call; and that the Vice Provost for University Life be requested to "evaluate the Student Judicial Process for its coverage and clarity on the subjects of access to hearings, witness and representative holding procedures, and handling of disruption."

Executive Aide: John Wells Gould

President Sheldon Hackney has announced the appointment of John Wells Gould, now vice president for programs at The Pew Charitable Trusts, as Executive Director of the Office of the President, a new senior administrative position.

Mr. Gould comes to Penn June 1 after having managed and set policy in the program areas of education, culture and public policy for Pew, overseeing more than \$65 million annually in grants. He previously served as Senior Program Associate in education there.

After graduating in 1961 from Haverford, where he was Phi Beta Kappa, Mr. Gould earned an M.A. from Yale in 1962 and Ph.D. there in history in 1969. He taught at S.M.U. and Delaware, then in 1974 returned to Haverford, where he was Secretary of the College, Associate Vice President for Institutional Ad-

(continued next page)

Executive Aide, (continued from page 1) vancement, and a lecturer in history. During that time he also was Director of Alumni Relations and Director of the four-year Campaign for Haverford.

Mr. Gould has been a Fulbright Scholar in Italy, Council of International Relations Fellow, Yale University Fellow and Una Ballou Brinton Fellow. His research interests are U.S. relations with Italy during World War I, and the Paris Peace Conference of 1919.

At Penn Mr. Gould will serve as chief of the President's five-member senior staff, working with the President on the full range of current and long-range policy issues, coordinating the planning and policy-making deliberations of the senior officers, and working closely with the deans, Secretary of the University, General Counsel and other senior administrators.

His extensive experience as a faculty member, administrator and grantsmaker "will be a valuable addition to the University and to my office," Dr. Hackney said.

Search Committee: SEAS Dean

As Dr. Joseph Bordogna approaches the final year of his current appointment, Provost Michael Aiken has named to the search committee for Dean of SEAS:

Faculty

Dr. Campbell Laird, Materials Science and Engineering, *Chair*

Dr. Portonovo S. Ayyaswamy, Mechanical Engineering

Dr. Gershon Buchsbaum, Bioengineering

Dr. Nader Engheta, Electrical Engineering

Dr. Aravind K. Joshi, Computer & InfoScience

Dr. John A. Quinn, Chemical Engineering

Dr. Gino Segre, Physics

Dr. Hugo Sonnenschein, Dean, SAS

Students

Pramatha Sinha, Grad SEAS

Charles Katz, SEAS '90

Alumnus: To be named

SENATE

From the Chair

Complaints, Violations and Improving Behaviour

This copy of *Almanac* contains reports of the results of investigations of various events that took place in connection with the recent hearings in the Phaahla case. It is good to read that Vice President for Human Resources Dr. Barbara Butterfield found that the complaint against Public Safety Director John Logan was unfounded and that he was commended for his professional behaviour under what I know to have been extreme provocation.

However, the thorough investigation by Acting Judicial Inquiry Officer Jane Combrinck-Graham, J.D., led to a result which caused her to write, "no one who cares about the University community can be happy with this decision." This is a very important report and I hope that all readers will think carefully about the entirely understandable reasons why she decided not to press charges against certain students despite "their blatant and prolonged abuse of their privilege to assemble and demonstrate." I hope that these situations never arise again. This Fall, I intend to ask the Senate Executive Committee to investigate all the procedures, processes, and behaviours that allowed this to happen with a view toward seeing that any necessary changes take place in, among other things, the Guidelines on Open Expression and the Charter of the University Student Judicial System. Even the appearance of injustice in our procedures cannot be accepted, and violations of the Guidelines by faculty, students or any other members of the University community can neither be tolerated nor go unpunished.

An important way in which faculty, students, and staff can make their individual contributions to help improving behaviour and understanding is to volunteer for the Labor Day program described in the material recently distributed widely by Vice Provost Kim Morrisson (see below). Members of the Senate Executive Committee and I will be there. I hope you will be too.

Robert E. Davies

On the Failure to Charge

As one of the three designated faculty complainants in the case involving the disruption of judicial hearings, I would like to have my observations and opinions of the procedure on record.

The Acting JIO appointed for this case did a remarkably fine job under severe time constraints. She met with the three faculty complainants on two occasions and spent many hours listening to us as well as explaining in detail what she was doing. We could not have asked for a more thorough and complete investigation of the entire matter.

Her decision not to charge the students involved is a decision that I do not agree with. There is general agreement that the rules of the University were broken and the students knew they were violating the rules. I have listened to the Acting JIO's arguments as to why she does not feel she can charge the students, and I am not convinced of their validity. Regardless of how strongly the faculty and administration condemn the actions these students took, the failure to charge them speaks in a much louder voice. It tells the University community that they will be able to get away with virtually anything they want to unless there are major changes in the present procedures.

—Howard Brody, Professor of Physics

To the Faculty and Staff: An Invitation to a One-Day Campus Retreat

At the urging of many students, faculty and staff and with the support of University Council, the Provost and the President, the Division of University Life is planning a day-long orientation workshop for the freshman class focusing on issues of community, diversity, behavioral expectations and conduct standards. The program will take place on Labor Day, Monday, September 4, 1989. At the suggestion of faculty and students on the Diversity Education committee, I am writing to invite your participation as a facilitator for this important effort.

The Labor Day program will consist of an opening ceremony, followed by small group discussions throughout the day. We would like freshmen to meet in groups of 20 to 25 with two co-facilitators, one a faculty or staff member and the other a graduate or undergraduate student. While the specific format is in the process of development, the subject matter will focus on communication and behavior—understanding what it means to be a member of a diverse community, outlining expectations of conduct as reflected in the University's policies and procedures, and promoting the realization that the behavior of each member of the community has an impact upon its climate. We expect to use a case study and structured experiences approach for most of this material.

We are seeking significant involvement from University faculty and staff members to help make the program a success. The time commitment will involve a day of orientation during the summer as well as Labor Day itself, but we believe the benefits for participants and students will be considerable. Those who participated as facilitators in a similar program last September uniformly felt it to be a worthwhile and satisfying experience.

I hope you will agree to join us in this effort. Whether or not you are able to make this commitment, please complete and return the attached form to my office or to the Office of Student Life Programs, 115 Houston Hall/6306 by June 1, 1989.

Please accept my thanks in advance for your interest and assistance.

—Kim M. Morrisson, Vice Provost for University Life

Faculty/Staff Campus Retreat Facilitator Information

Name _____ Dept. _____

Summer Address: _____

Summer Phone(s): _____

☐ Yes, I am willing to serve as a discussion leader.

I will *not* be available to attend an orientation session between _____ and _____ (dates).

☐ No, I am not able to serve as a facilitator; please let me know if I can help in some other way.

☐ No, I am not able to participate.

Please return this form *by June 1, 1989* to:

Dr. Robert Schoenberg
Office of Student Life Programs
110 Houston Hall/6306.

Section III.D. of the Charter of the University Student Judicial System allows the appointment of an alternative staff member as Judicial Inquiry Officer when an existing staff member in that position, for various reasons, cannot perform his or her duties in a specific investigation. The charge to the Acting Judicial Inquiry Officer in the investigation of disruptions to the Phaahla hearings included issuing a report to the University community on her findings in accordance with Section XI. A. of the Charter. The text of this "Extraordinary Report" follows. It focuses explicitly on the question of whether students should be prosecuted for violations of the Guidelines on Open Expression or other conduct standards in the two hearings in question. It does not attempt to address the question of whether or not, in a situation of conflict, the objectives of those administering a process might legitimately focus on resolving the conflict expeditiously rather than on laying the groundwork for future disciplinary action. I wish to thank Jane Combrinck-Graham for her extraordinary effort in pursuing this investigation thoroughly within a very short period of time. She has performed a valuable service to the University community.

—Kim M. Morrisson, Vice Provost for University Life

Extraordinary Report of the Acting Judicial Inquiry Officer

Regarding a Senate Executive Committee Complaint of Disrupted Judicial Processes

Procedural History

The University Senate Executive Committee instituted a complaint in the form of a Resolution adopted 4/12/89 (*Almanac* April 18, 1989), which states, in part, that, "The SEC requests the JIO (or other appropriate administrator) to investigate possible violations of the Guidelines [on Open Expression] or other University regulations in connection with the recent hearings in the Phaahla case." This acting Judicial Inquiry Officer ("JIO") was appointed on May 2, 1989, to conduct an investigation into the disruption of the Vincent Phaahla hearing of March 24, 1989 ("3/24/89 hearing"), to exercise the duties assigned to the JIO as set forth in the Charter of the University Judicial System ("the Charter"), and to issue a report of findings to the University community, with appropriate safeguards to protect the confidentiality of entitled individuals. After meeting with representatives of the SEC, the investigation was broadened to include inquiry into the events of a Phaahla hearing on February 27, 1989 ("2/27/89 hearing") and to determine whether any student violated the General Conduct statement in the *University Policies and Procedures* and/or the Procedures Section IV. B.3.d. of the Charter at either hearing. This statement is issued at the conclusion of an extensive investigation during which numerous witnesses and University members with relevant information were interviewed, documents were reviewed and evidence was examined.

This JIO concludes that the evidence is ample and convincing that, on March 24, 1989, certain students¹ violated several limitations and requirements set forth in the Guidelines during a hearing in the Bishop White Room of Houston Hall. Nevertheless, for reasons which are stated below, charges will not be brought against these students before the University Hearing Board.

Major Findings

A hearing was convened by the Judicial Administrator ("JA") in a classroom in Stiteler Hall on the morning of February 27, 1989, in the Phaahla case. While the hearing was in session, the closed door was opened by certain students, who entered the room and surrounded the seated hearing participants. These students had not been previously approved for entry to the hearing by the JA. After being asked by the JA the reason for their appearance, a certain student made demands, including the right to make a statement to the participants. The JA responded that the student could make the statement and then the group must leave. The student made a statement and then left the room accompanied by the others. The JA did not then, or later, invoke an investigation of the occurrence nor did he seek assistance to prevent its recurrence.

¹ Reference to "certain students" includes both graduate and undergraduate students other than members of the Phaahla hearing panel or the respondent, which students have been identified as having been present at either or both the 2/27 and 3/24/89 hearings.

Less than an hour later, while the hearing still was in session, the door to the room was again opened by someone other than the JA, and certain students, this time accompanied by others, again entered the room and surrounded the seated participants. One member of this group addressed the JA and the panel in an angry tone, stating that among the speaker's group were non-University people and that the failure of the JA to acquiesce to certain demands would result in "city-wide repercussions." The JA asked the group to leave after these statements and the group did so. The only action the JA took in response to this event was to move the location of the next hearing to a larger room in a building in which classes were not being conducted.

Several days before the 3/24/89 hearing, a member of the VPUL's open expression team learned that an application had been made for permission to hold a demonstration outside Houston Hall in the Class of '55 Plaza the morning of the hearing. The team member notified the VPUL delegate who, in turn, notified the Open Expression Committee chair and scheduled appropriate open expression personnel with required identification to attend the demonstration. By the time demonstrators began to assemble shortly after 9:00 a.m. on March 24, it was raining and the demonstrators were directed to reassemble in Bodek Lounge. The assigned open expression personnel were present. Shortly thereafter, television crews from Philadelphia stations, which had been invited by certain students to report on the demonstration, arrived and began to set up equipment in Bodek Lounge.

At this same time, in the Bishop White Room, the Phaahla hearing was under way, and a witness was testifying. A dispute ensued among the respondent's advisor, the JA and panel members regarding the testimony, and the advisor and the respondent left the room. The JA did not adjourn the hearing; instead he acceded to the request of the panel that he and the remaining participants vacate the room temporarily so that the panel could deliberate upon various hearing issues in private.

Meanwhile, the advisor and the respondent appeared in Bodek Lounge and shouted to the assembly that they were being prevented from presenting certain evidence in the hearing and that "something must be done now" to remedy this. The entire group went up the stairs to the door of the Bishop White Room, preceded by the respondent and his advisor.

There is considerable dispute about the manner in which certain students and others gained entrance to the room. The evidence is clear, however, that once they, the television crews and the open expression personnel entered and positioned themselves throughout the room while the panel was still seated at its table, the JA announced for all to hear that he wished the room to be cleared of non-participants. Immediately thereafter, the JA responded to comments and demands of the advisor and others in the room.

A few minutes later, the JA requested a statement from an open expression monitor who had previously advised him that open expression personnel were present and available to invoke Guideline procedures when he wished them to do so. The open expression monitor audibly warned the gathering that the non-participants might be in vio-

lation of the Guidelines and should leave the room. The speaker invited anyone to address questions to the identified open expression personnel about this warning, but repeated that the JA's request to leave the room should be respected. As soon as the warning was stated, the JA resumed exchanges with the advisor and with the demonstrators on various topics, including a discussion of whether certain students could remain in the hearing. The advisor shouted comments to the JA, to the panel and to the gathering in general. The respondent spoke to news people while their cameras and microphones were recording and certain students and others yelled demands to the JA, the JIO and to others in the room. Although some people may have left the room during this time, certain students did not.

While this activity continued, and in the absence of questions about the warning, the open expression monitor issued an audible citation to the gathering of their potential violation of Guidelines Section III.B.2.c., and repeated the offer to answer questions regarding application of the Guidelines. At no time were questions about the Guidelines addressed to any open expression team or Committee member present. Again, certain students did not leave the room.

During this time, Pennsylvania State Representative David Richardson made his presence in the room known and addressed the JA, the news people and certain students. The advisor continued to shout statements to numerous people, including insults to panel members and the JIO, praises to demonstrators for their presence in the room, and declarations to the news people about the unfairness of the University's hearing process. At the same time, the JA continued to respond to the advisor, and to speak to others, including Richardson. Also during this time, other University administrators, among them a member of the President's staff, appeared in the room without open expression identification and addressed various people, including the JIO, the JA and open expression monitors and a Committee person.

A few minutes after issuing the citation, the open expression monitor, after consultation with other open expression personnel, proceeded to request University identification from each person in the room. Although a few people produced University identification or drivers' licenses, certain students did not, either stating that they didn't have identification available or that they would not produce it. These same students remained in the room after failing to produce their University identification.

Shortly thereafter, following a discussion among Richardson, the JA and another open expression monitor, the JA announced that he would permit a certain student and Richardson to remain in the hearing room if other non-participants would leave. Soon thereafter, the remaining non-hearing participants left the room. A brief while later, someone opened the hearing room door (the circumstances of which are in dispute), people still outside reentered the room and the JA announced that the hearing was adjourned and would be rescheduled for another date. The room then was cleared entirely.

Conclusions

The Charter only permits a JIO to investigate a complaint against students. Based upon a thorough preliminary investigation (an investigation to determine whether charges should be brought), this JIO concludes that the actions or omissions of University administrators and faculty created the conditions in which certain students could and did deliberately and, in some cases, repeatedly violate the Guidelines. In light of these circumstances, to subject students to potentially severe sanctions which may permanently impair their academic records is disproportionate to their share of the responsibility for the disruptions of the Phaahla hearings. This unbalanced result will not further the enforcement of "valid and fair" processes which the Complainants seek.

The following conclusions are made regarding the alleged violations of the General Conduct statement of the *University Policies and Procedures* and of the Charter Section B.3.d.. The wording of the General Conduct statement is broad and there are more specific standards of conduct established in the *Policies and Procedures* which are applicable to this case. These conclusions will refer to those specific standards in the context of this case.

Turning to the Charter, Section IV. B.3.d. applies, among other things, to the conduct of people who were previously admitted by the JA to the hearings in question as participants or observers. Section IV.B.3.d. is not applicable to certain students who disrupted the 3/24/89

hearing because they were never, even implicitly, participants or observers during that hearing. A neighboring section of the Charter, Section IV. B.3.b., states, in part, that the JA "shall preside over all hearings." Since it could reasonably be argued that the JA permitted the intruders to remain or return to the 2/27/89 hearing and to participate in the manner they did, certain students were not in violation of Section IV.B.3.d. during that hearing.

The lack of clear rulings and effective controls to limit disruptive conduct by participants and observers other than certain students at the hearing, and to respond to the disruption by certain students which eventually occurred, contributed to the unplanned and disorderly assembly in the hearing room on 3/24/89; this, in turn, resulted in the premature adjournment of the hearing.² The absence of effective control included the failure to adopt procedures to apply quickly and decisively to disruptions by participants and observers in the hearing room and the failure to take measures to safeguard the 3/24/89 hearing from intrusions from outside the hearing room similar to those at the 2/27/89 hearing.

Reasonable procedures might have included continuing the 3/24/89 hearing in the absence of the respondent and advisor (as provided for in the Charter) immediately after instituting safeguards from further disruption; once the room was invaded, temporary adjournment of the hearing until the room cleared; outright transfer of the management of the intrusion to the Open Expression process; and/or requesting public safety presence and action when appropriate.

Any discussion of the Guidelines must acknowledge that they purport to accomplish two distinct yet complementary goals: 1) to protect the right of individuals and groups to assemble and demonstrate on campus and, 2) to protect the right of others to pursue their normal activities on campus without interference and free from physical injury or property damage. The standards for open expression set forth in Section III. of the Guidelines limit the conduct by those who assemble or demonstrate in order to maintain peace and to prevent these activities from infringing upon the safe and normal activities of others. The various procedures for monitoring meetings, events or demonstrations in Section V. of the Guidelines link the responsibility to "protect the open expressions of those involved" with the requirement to observe and report violations of the standards.

The unauthorized entries of certain students to the 2/27/89 hearing violated Guidelines Section III.B.2.c., but the entries were resolved in a manner which precludes prosecution. Section V. of the Guidelines implies that, in addition to observation of meetings, events and demonstrations, authorized University members must, when appropriate, undertake to affirmatively protect open expression. They must identify themselves as monitors and negotiators and must consult with representatives of the Committee on Open Expression whenever possible, particularly before action is taken to terminate the meeting, event or demonstration by force. In the absence of monitors or Open Expression Committee members, it is incumbent upon those responsible for conducting a meeting or assembly, or upon those who believe that their normal conduct is impaired, to communicate in some appropriate manner that a disruption is unacceptable if they intend to report violations under the Guidelines. This was not accomplished during the hearing of 2/27/89.

On the other hand, the procedures set forth in the Guidelines were undertaken clearly and properly by the appropriate personnel at the 3/24/89 hearing, and certain students violated the standards established by these procedures as follows. Whether or not certain students had a reasonable belief that they were free to enter the Bishop White Room at the time they entered, all present thereafter were clearly advised by the JA and others with appropriate authority that the JA wished them to leave immediately. Their continued presence raised the possibility that their noisy and disorderly assembly was an unreasonable interference with the activities of other persons and/or was "a demonstration in a meeting room in which a private meeting was being held or immediately scheduled" (Section III.B.1.a. and 2.c.). After they were read the citation, their refusal to leave violated Section III.B.3. Finally, the refusal by certain students to comply with the request to produce their University identification for examination or to immediately leave the room violated Section V.1. While their eventual departure from the room may be

² These conclusions are directed only to issues of conduct in the hearings and do not address rulings on the subject matter of the hearings.

considered to be a mitigating factor with regard to sanctions, it does not erase the previous, deliberate violations by certain students, most of whom can be identified as having been present for and being aware of each step in these procedures.

However scrupulously the JA in this case desired to protect the rights of all hearing participants in a collegial and peaceful manner, his acts and omissions unintentionally contributed to the unchecked and egregious abuse of privileges and responsibilities by the respondent's advisor. This advisor, a faculty member, likely facilitated the invasion of the hearing session by a disorderly group. Further, the advisor's behavior toward the panel during the hearings violated the Charter's rules governing participants' conduct and governing an advisor's conduct in a hearing setting. This unjoined manipulation of the hearing process conducted uncertainty and disorder inside and outside the hearing room.

The advisor's actions do not excuse violations by others of the University's rules. However, this JIO's lack of jurisdiction over faculty members renders a recommendation of severe sanctions against certain students inequitable in this case. In light of the chaos created by the actions and omissions of University community members in positions of leadership and responsibility, the application of sanctions only against students who abused their privileges under the Guidelines is unjust.

This JIO's decision not to press charges against certain students is not intended to excuse the students from their blatant and prolonged abuse of their privilege to assemble and demonstrate. On the contrary, had not the actions of those in positions of authority and responsibility been as described, this JIO was prepared to present charges before the Hearing Board against all such students, regardless of the imminent graduation of some. Further, if no settlement could have been reached to the satisfaction of this JIO, which, at a minimum, would have required a public apology by each of those charged, she would have vigorously prosecuted each student at a hearing. Finally, if the panel determined that the evidence of violations was sufficient, this JIO would have recommended substantial sanctions which would have had a permanent impact upon the students' academic records.

No one who cares about the University community can be happy with this decision. It is hoped that the University members invested with the authority to enforce the University's rules or to censure their flagrant violation by any other member of the community will act promptly and substantively to correct these impairments to an effective process.

—Jane Combrinck-Graham, J.D., Risk Control Specialist,
Office of Risk Management
Acting Judicial Inquiry Officer

May 19, 1989

Synopsis of University Council Minutes May 10, 1989

During the period for questions, Vincent Phaahla, outgoing chair of GAPSA, inquired about progress and plans for the recruiting of minority faculty members and students. The provost responded that the 48 minority faculty members now on campus comprise three percent of the Standing Faculty, with five more coming this summer, that in some fields the pool for minority faculty appointments continues to be very small, that Penn tops the major research universities in its proportion of minority faculty members, and that there are active recruitment programs in all schools and in the central administration. An amendment to make the vice provost and director of libraries a non-voting, ex-officio member of the Communications Committee was adopted.

A joint report on international student issues by the International Programs Committee and Student Affairs Committee (*Almanac* 5/2/89) was presented by the chairs of the two committees, respectively Benjamin Gebhart and Catherine Schifter. The study was undertaken in a response to a resolution by GAPSA asking for an examination of "the circumstances and conditions of international students." In discussion, a question was raised regarding the advocacy function recommended in the report. Professor Gebhart replied that the committees envisioned a small, standing subcommittee of his committee to which international students would go when their problems cannot be solved by the relevant administrative offices.

The bill pending in Harrisburg that would require a mastery of the English language for teaching assistants was discussed. The provost commented that teaching assistants are primarily in SAS and Wharton, that SAS has a program in place to improve the English language of teaching assistants when necessary, and that Wharton is taking a less formal approach but is cognizant of the issue. He said that, in any case, the University would set the standards for language proficiency rather than

having norms set externally. It was suggested that undergraduates need to be encouraged to try to understand instructors who are not native speakers of English. Other suggestions were made that the \$8,000 loan fund available to international students needs to be increased substantially and that faculty members volunteer to take arriving international students into their homes until they are able to find permanent housing. Dr. Schifter stated that, as indicated in the report, the responsibility for implementing the committees' recommendations lies with the relevant offices and student groups and that the committees should assess the future responses to the recommendations. The president termed the report "a marvelous step forward."

Elections to the 1989-90 Steering Committee were held.

—Robert G. Lorndale, Secretary

This is Mr. Lorndale's last Council report in Almanac. His fine work in these pages and his many courtesies to the staff have been deeply appreciated. We wish him well in his coming retirement.—K.C.G. and M.F.M.

Text of a Message to Dean Bordogna and Associate Dean Worrell, SEAS

According to an article published in the *Daily Pennsylvanian* on April 27, Provost Michael Aiken is quoted as saying that the School of Engineering will hire a black faculty person for the fall term, 1989.

This is a very promising development and a tremendous step forward for the School of Engineering and the University of Pennsylvania as a whole. The hiring of at least one tenure-track black faculty person in *each* school of the University, and the promotion to tenure of at least one black faculty person in the Graduate School of Education, by 1992, are important goals of the black community at Penn. These steps would go a long way toward improving the racial climate at Penn and contributing toward the permanence and stability of the black presence.

I am delighted to hear that the School of Engineering will make the appointment of the first black faculty person in its history for the fall of 1989. Please accept my most sincere congratulations.

—Wayne C. Glasker, Chair
Minority Affairs Committee, GAPSA

PATHS for Temporary Help: A June 14 Fair

Penn now has a program of preferred vendors of temporary help, and to introduce them the Employment Office is holding the first annual Temporary Help Service Fair. The PATHS (Preferred Agencies for Temporary Help Services) Fair is Wednesday, June 14, from 11:30 a.m. to 2 p.m. at Bodek Lounge, Houston Hall. Refreshments will be served and there will be raffles and giveaways.

Last year, the University used some \$1,300,000. worth of temporary help from as many as 19 different services. While offering no known advantages this spread among providers often resulted in unsatisfactory service, with departments having no protection and little recourse. Human Resources responded to the University community's desire for change by initiating a bid process which has resulted in four services' having full University endorsement.

The four firms, Temporary Solutions, Inc., Temps America, Manpower, and Kelly Services, were approved because of the special rates, guarantees and special services they offer the University. These firms have shown such a strong desire and commitment to work with us that it would definitely be worthwhile for temporary help users to explore what they are willing to do. For more information regarding the fair or any of the approved vendors please call Ext. 8-7285.

—Frank Jackson, Manager of Employment

The following statement from the University's Handbook for Faculty and Academic Administrators is reprinted in anticipation of faculty preparation for fall classes, to remind faculty members of the legal implications of photocopying for educational uses. Specific questions regarding the application of the Copyright Act should be addressed to the Office of the General Counsel. —Shelley Z. Green, University General Counsel

Photocopying for Educational Uses

(Source: Office of the General Counsel, 8/19/83)

The enactment of a federal Copyright Act, effective January 1, 1978, has produced much misunderstanding among teachers regarding the permissible amount of photocopying for educational purposes.

Only copyrighted works are protected by the act. This elemental point is often overlooked. Court opinions, legislative hearings and other government documents are not copyrighted, and may be freely photocopied. The same is true of works which the copyright has expired, and of works which prior to January 1978 were sold or disseminated without proper notice of copyright.

There is a danger, however, of acting unlawfully when one photocopies without permission works which are covered by the act. The act applies to all "original works of authorship" in written (or other tangible) form, from the moment the work is created, whether it was created before or after January 1, 1978 and whether or not it has been published.

But even copyrighted materials may be photocopied without permission from, or payment to, the copyright owner, if it is a "fair use," a doctrine recognized by American courts for nearly a century and a half whose principal purpose is to protect the public interest in the dissemination of knowledge. This doctrine is endorsed in the text of the act, which explicitly refers to the allowable reproduction of copyrighted works for purposes, such as "criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research."

Congress appreciated the impossibility of announcing in a statute an exact quantitative measure that would distinguish copying which is a fair use from copying which is an infringement. Rather, the act provides factors to be considered:

1. the purpose and character of the use, including whether such is of a commercial nature or is for non-profit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work."

The making of a single copy of copyrighted material for a teacher's personal use in teaching, scholarship or research will almost always be a fair use. More difficult questions arise when multiple copies are made for distribution to students. Certainly, the risk of infringement increases in proportion to the amount of copyrighted material which is photocopied and the extent that the photocopying replaces what would otherwise be a purchase of copies of the work from trade sources by (or for) the students. Thus, the making of multiple photocopies of an entire or of a substantial part of an article will raise serious question as to whether such use is "fair," while the reproduction of five pages of an article of 25 or 30 pages will generally be regarded as privileged. A teacher should try to avoid making multiple photocopies of copyrighted material which is not truly important for that teacher's pedagogical needs. In any event, students receiving such photocopied material should be charged no more than is necessary to cover the cost of photocopying and processing.

During congressional deliberations on the act, a group of educational associations and commercial publishers developed a set of guidelines which purport to announce the minimum reach of the fair use doctrine as applied to educational photocopying. The guidelines are set forth below. In the report by the House committee submitting the copyright bill, these guidelines were said to constitute a "reasonable" construction of the fair use doctrine. *Several misconceptions about these guidelines have developed and should be dispelled.*

Although some have read the guidelines as imposing limits upon educational photocopying, in fact they prohibit nothing. They purport to

state only the minimum protection of the fair use doctrine and announce a "safe harbor" within which a teacher is assured of protection against claims of infringement. The guidelines acknowledge that there may be allowable photocopying beyond that which is set forth; they do not purport to state where the fair use privilege ends.

Although some have treated the guidelines as though they have the status of legislation, that is not true, either. The text of the act, strengthened in committee deliberations, explicitly adverts to "teaching (including multiple copies for classroom use)" as a classic situation in which the fair use doctrine applies. This is the statutory text Congressmen had before them when they voted, and it is the statutory text which the courts will construe. The extent to which the privately developed "guidelines" will pre-empt other "reasonable" interpretations of fair use is a judicial question.

A teacher should consider the potential consequences of an incorrect decision. If the teacher elects not to photocopy in circumstances constituting fair use, students must find the material in the library or elsewhere. Techniques for increasing student access to limited materials will vary; the question of permissible library photocopying for "reserve" purposes raises issues not addressed here.

If a teacher decides to photocopy for classroom use, the possible legal sanctions for an incorrect decision must be appreciated. Book publishers have declared and demonstrated their intention to sue faculty members, universities and copy centers for copyright infringement. As a general rule, a copyright infringer is liable for damages, measured by the loss of profits to the copyright owner and any additional profits acquired by the infringer. Since in the academic setting there will not generally be profits to the teacher or school, damages will be measured by the likely loss in sales of the copyrighted work, normally an uncertain figure. For this reason, the act permits the copyright owner to sue for "statutory damages" in lieu of actual damages, and the court is given discretion to enter an award between \$250 and \$10,000 (which may be increased to \$50,000 for willful violations). If, however, a teacher had reasonable grounds to believe that the photocopying was a fair use, he is not liable for statutory damages (although he may be liable for actual damages). In all cases, the court may issue an order against the teacher or the educational institution barring future infringements.

Without regard to legal implications, a teacher should be sensitive to the dictates of good practice and courtesy in the use of copyrighted material. Authors and copyright owners appreciate notification that uses are being made of their work. It is common for the copyright owner to permit substantial photocopying for educational purposes, provided that the author and copyright owner are identified and proper copyright notice is affixed.

Questions regarding the application of the Copyright Act in specific situation should be addressed to the Office of the General Counsel.

Guidelines

I. Single Copying for Teachers. A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a. A chapter from a book;
- b. An article from a periodical or newspaper;
- c. A short story, short essay or short poem whether or not from a collective work;
- d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

(continued next page)

II. Multiple Copies for Classroom Use. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion *provided that*:

- a. The copying meets the tests of brevity and spontaneity as defined below; *and*,
- b. Meets the cumulative effect test as defined below; *and*,
- c. Each copy includes a notice of copyright.

Definitions

Brevity

a. Poetry: (1) A complete poem if less than 250 words and if printed on not more than two pages, or (2) from a longer poem, an excerpt of not more than 250 words.

b. Prose: (1) Either a complete article, story or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "a" and "b" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

c. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

d. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, fall short of 2,500 words in their entirety. Paragraph "b" above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

Spontaneity

a. The copying is at the instance and inspiration of the individual teacher, *and*

b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

a. The copying of the material is for only one course in the school in which the copies are made.

b. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.

c. There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "b" and "c" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to the above. Notwithstanding any of the above, the following shall be prohibited:

a. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.

b. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercise, standardized tests and test booklets and answer sheets and like consumable material.

c. Copying shall not:

(1) substitute for the purpose of books, publisher's reprints or periodicals;

(2) be directed by higher authority;

(3) be repeated with respect to the same item by the same teacher from term to term.

d. No charge shall be made to the student beyond the actual cost of the photocopying.

Statements on a Suit Involving Retin-A

As background for readers of recent newspaper reports (Inquirer May 11, Daily Pennsylvanian May 19) concerning a patent suit involving Retin-A, following are the verbatim texts of two news statements issued for release May 10. First is the release issued by ECOM CONSULTANTS, INC., of New York, for University Patents, Inc., indicating that UPI filed suit on behalf of itself and the University; second is a statement by Vice Provost for Research Barry Cooperman issued through the University News Bureau, describing the University as an involuntary plaintiff. The headings are worded as in the original releases.—Ed.

University Patents Claims Ownership of Retin-A Invention

Westport, CT, May 10, 1989 — University Patents, Inc. (UPT-AMEX) on behalf of itself and the University of Pennsylvania filed suit today in Philadelphia District Court claiming ownership of a use of Retin-A (an acne medicine) that has been found to retard wrinkles and reverse photoaging of the skin. The suit states that the inventor of this new use of Retin-A excluded the University of Pennsylvania and University Patents from sharing in the invention by patenting and licensing it to a pharmaceutical company on his own.

According to the lawsuit, Dr. Albert M. Kligman made and patented the invention while serving as an employee of the University of Pennsylvania, which had in place a technology management agreement with UPI giving UPI right of first refusal on all inventions developed by its research staff. The University has a patent policy which states that any invention or discovery resulting from work carried out on University time or at University expense is the property of the University.

The Retin-A invention was licensed by Dr. Kligman to Otto Pharmaceutical, a division of Johnson & Johnson. The drug, which retails for about \$20 per 20-gram tube, when applied in accordance with Dr. Kligman's patented claims will diminish wrinkles by speeding the production of collagen and elastin.

Under a UPI-University of Pennsylvania servicing agreement, royalties on the sale of products resulting from any licensed University of Pennsylvania invention are shared by the University and UPI. Normally, inventors are reimbursed out of the University's share on a formula stipulated in the University's Patent Policy. At this point, there has been no determination as to what percent of recovery UPI will retain.

University Patents has been technology transfer agent for numerous universities for 16 years. It has earned more than \$31 million in royalties for its universities, its inventors and itself during those years.

Response by Dr. Barry S. Cooperman Vice Provost, Research, University of Pennsylvania

We regret that the University of Pennsylvania has been named as an involuntary plaintiff in a suit filed by University Patents Incorporated, a private firm based in Westport, Conn., against Dr. Albert Kligman.

Dr. Kligman is a respected member of Penn's faculty in the Department of Dermatology (School of Medicine) and has assigned to the department very considerable royalties from his first patent on Retin-A, a prescription-only acne treatment cream. He applied for an additional patent for the use of Retin-A as a wrinkle-reducing cream in 1981 and received a patent for that purpose in 1986 (the federal Food and Drug Administration has yet to approve sales of Retin-A for reducing wrinkles). By policy, the University has rights to all faculty patents obtained as the result of research using University facilities.

The suit filed May 10 by the University Patents in Federal District Court, Philadelphia, stems from a series of agreements between Penn and the company between 1978 and 1987, which provided, among other things, for University Patents to license certain patents obtained by Penn faculty members. In exchange, the company was and continues to be entitled to a percentage of the royalties those patents might earn.

Although the University believes it has legitimate claims to some portion of the royalties Kligman might earn from Retin A's use as an anti-wrinkle cream, we prefer to reach a negotiated, rather than litigated, settlement. However, Penn acknowledges that University Patents Incorporated believes that it must file suit to protect its rights.

The relationship and issues in the case are clearly complex, and would be best handled outside of court. Since the case is in litigation, however, it would be inappropriate to comment further.

HONORS & . . . Other Things

In Engineering, *Dean Joseph Bordogna* has been named to the National Science Foundation Advisory Council for Engineering, and *Associate Dean Wayne Worrell* was elected vice president of the 88-year-old Electrochemical Society, an international organization of scientists and engineers from more than 40 countries.

Dr. Vincent J. Cristofalo, director of the Center for the Study of Aging, won this year's Irving S. Wright Award of Distinction from the American Federation for Aging Research.

Penn Firsts

Three new awards in dermatology, named for members of the Penn family, have been made this spring.

Dr. Cynthia A. Guzzo, director of the University's Psoriasis Day Care Center and head of Dermatology's clinical pharmacology unit, became the first *Sandra Lazarus* Scholar, chosen for her "humanity, creativity and commitment to excellence in clinical research work."

The award is given in memory of the late wife of Dermatology Chairman Gerald Lazarus. . . *Dr. George Murphy*, professor of dermatology and pathology and director of the Immunodermatology Diagnostic Laboratory, is the first *Herman Beerman* Scholar. The award was established in honor of Dr. Beerman, now 88, a world-renowned scholar who has been a major figure in the field's history—and in addition to his hundreds of research papers also wrote the history of the department, titled *Tradition of Excellence*. Dr. Murphy also holds the Benjamin Castleton Award of the International Academy of Pathology. . . *Dr. Leslie Stewart*, chief resident in the Dermatology Clinic of Penn Medical Center, has been named the first *Albert M. Kligman* Fellow for her work in the Center for Human Appearance which focuses on the pathophysiology of aging skin including problems involving sun damage, diabetes and skin cancer. Johnson and Johnson committed \$30,000 to the one-time award in honor of Dr. Kligman, the emeritus professor

whose royalties also largely fund the new chair held by *Dr. Albert Rook* (*Almanac* May 16).

The Italian Studies Center's first Clifford Fellow has been named, eleven years after the award was founded by *Mrs. Henry Clifford* in honor of her late husband, the first president of the America-Italy Society. *Anna Botto*, a doctoral candidate in classical studies who teaches Italian here and is a member of the hi-rise college house *Casa Italiana*, won the \$10,000 competitive award which allows her to focus full-time on completing her dissertation.

WXPN's major sweep of the National Public Radio awards this year is believed to set a record: nominated in four of the ten categories and competing with 300 stations, Penn's FM station took three gold awards and a silver one. The gold is for children's programming (*Kids Corner*), public service (coverage of city-wide drug hearings) and public affairs (*No Bed of Roses*). The silver award for arts and performance went to *Poetry in the Air*.

Publications

SEAS undergraduates' *Triangle* kept up a 65-year winning streak in the Engineering College Magazines Association competition, with a first place for best article in the general science background category ("Making Music: The History Behind the Curis Organ, by *Brad S. Green*, Fall 1988), and two second place awards (for best single issue, Winter 1988, *Editor Michael A. Adler*) and best editorial, "Today's Engineer," by *Timothy Lee* in Spring 1988.)

The Daily Pennsylvanian won a Silver Crown, the second highest award of the Columbia Scholastic Press Association, at the 11th Annual College Press Convention. This year's Executive Editor is *Greg Stone*, Wh '90.

Wanted: A Few Good...

Scientists and technically adept readers-aloud—whether faculty, staff or students—to volunteer for *Recording for the Blind*, which has now opened a Philadelphia Studio at 3550 Market Street. Skill is needed not only to read aloud (about an hour and a half a week on chapter assignments of perhaps two months running) but to describe scientific drawings and models for the blind and print-handicapped. Among the Penn members who now volunteer are *Dr. Lawrence Bernstein* of music, *Dr. Vernon Brightman* of the Dental School, *Douglas Dickson*, the longtime administrator, and students including *Diane Ader* of GSAS, *Annette Anderson* of political science, and *Antone Casta* of math. *President Sheldon Hackney* and *Trustee Constance Clayton* are on the Board of the nationwide organization. For information call Tom Blosser at 382-1100.

Tutors, especially of math and English, in two programs. One is for youngsters from elementary through high school, led by *Dr. Norman Newberg*'s at GSE...the other for eighth-graders now spreading out from Belmont School in the "Say Yes to Education" program. *Constance Oliver* spearheads volunteer tutoring with college prep in mind for the Belmont youngsters who learned in the sixth grade that if they qualify for college entrance their tuition is guaranteed by *George and Diane Weiss*. For information on both tutoring opportunities, contact *Claudia Apfelbaum* at Penn Extension, Ext. 8-4831.

A Message to SAS Faculty/Staff: E-Mail Is Up and Running

I am pleased to announce the availability of the School of Arts and Sciences' electronic mail facility, PENNSAS. PENNSAS is available to all faculty and staff within SAS at no charge. It is accessed via a PennNet connection on campus or through a modem from off-campus, and instruction in its use will be provided.

The software used in the system is IBM's Professional Office System (PROFS). PROFS offers electronic mail services which allow users to communicate with more than 1500 others on campus, including those using DEC ALL-IN-1 as well as other systems on the SEAS, Wharton and Medical School facilities. Through communication networks such as BITNET and INTERNET, electronic mail may be sent to and received from colleagues throughout the United States and the world.

Electronic mail has changed the way the academic community communicates. Not only can we reach each other quickly on campus, but information between collaborators at different universities now takes minutes instead of the days required by surface mail.

In addition to mail, PROFS also offers an electronic calendar service, and an SAS bulletin board (SASINFO) is currently being developed. SAS faculty and staff members who wish to open an account or obtain more information should contact Terri Mayson Williams at 8-8199 or send a mail note to help@pennsas.

—*Gerald J. Porter, Associate Dean for Computing, School of Arts and Sciences*



Among the first to sign up for PENNSAS service: *Dean Hugo Sonnenschein*, learning E-mail operation from *Ms. Mason* and *Dr. Porter*.

On this page and the following one are announced the 1989 winners of awards from several University funds administered internally—awards to Schools for facilities (box below) and for educational projects, (below and next page) are followed by lists of individual winners of research awards from the Rose Fund and UPS Fund. The July issue of Almanac will carry the names of 26 who have received Biomedical Research Support Grants and 67 who have won awards from the University Research Foundation.

The Undergraduate Education Fund: Fourth Year of Awards to Schools

Since the inception of the Undergraduate Education Fund in 1986, nearly \$5 million has been committed to efforts by the faculty to improve undergraduate education. Over the past three years, a number of exciting programs have been proposed and developed that have enriched the undergraduate experience. This year's awards, which total \$1,135,000, continue that process.

Proposals to the Fund for FY 1990 were forwarded by the Schools of Arts and Sciences, Engineering and Applied Science, Nursing, Fine Arts, Education, and the Wharton School. These proposals were reviewed by the Provost, in conjunction with the Academic Planning and Budget Committee, to ensure that each would make a direct contribution to undergraduate education and complement the five-year plans of the schools.

This year's funded projects are outlined below.

Michael Aiken
Provost

Sheldon Hackney
President

School of Arts and Sciences: \$600,000

Curriculum Development. Funds will go toward the development of 1) courses that meet the new General Requirement, including the development of a year-long interdisciplinary course in Cultural Studies; 2) senior seminars, "capstone" courses and other terminal major experiences; 3) a pilot project for minority students and other potential math majors taking freshman calculus courses; the course is modeled on the successful Challenge Laboratory conducted at Berkeley; 4) alternative instructional options that meet the recently adopted Writing requirement, including the possible integration of literature and writing into fourth-level language courses; and 5) two efforts focusing on premedical education: the first promotes sequential science course work early in the undergraduate career, with general education postponed until later and the second seeks to establish a premedical program within the humanities and the social sciences.

Computing. Funding is provided for the purchase of computing equipment in support of the further development, in Economics and Sociology, of the comprehensive computer literacy program outlined in the SAS five-year plan.

Foreign Language/Literature Instruction. Funds will be provided for the purchase of video-disc equipment to implement an innovative computer-assisted instructional tool called "Cinema," which permits interactive student access to maps, historical data, related background information, and translations of collo-

quial speech, while viewing foreign-language films.

Training of Teaching Assistants. Expansion of Arts and Sciences's two-year old pilot effort to improve the teaching effectiveness of Teaching Assistants will be undertaken through the offering of follow-up workshops during the fall term and the development of the concept of "master TA" mentors for less-experienced graduate students. These activities will be conducted under the aegis of the new SAS Teaching Resource Center which will also receive support for faculty participation and TA assistantships.

School of Engineering & Applied Science: \$225,000

Computer for Undergraduate Education. Funds will be used to purchase new computers that will enable the School to provide computer support to all undergraduate engineering students.

Freshman Coaching to Achieve Success. The "failure syndrome" seen in many well-qualified freshmen as the result of transition problems and unmatched academic backgrounds—particularly among minority students—will be addressed through a program of early identification and "coaching." Students will be encouraged to join coaching groups of four to five

students whose purpose will be to ensure that they obtain A's in their courses during their freshman year.

Instructional Development Laboratory. Funds will be provided for equipment to support the establishment of an Instructional Development Laboratory to address the need for improvement in undergraduate teaching quality, familiarize faculty with the use of computers in education, and develop instructional visual materials and computer-assisted instruction.

Engineering Laboratory Development. As part of an ongoing SEAS effort to upgrade the quality of undergraduate teaching laboratories, the Fund will support the purchase of laboratory equipment for the new Materials Science and Engineering laboratory and a computer-aided design and simulation capability for the Computer Science and Engineering Department's Distributed Systems Laboratory.

The University of Pennsylvania Solar-Powered Vehicle. Funds will be provided to support the involvement of undergraduate students in Mechanical Engineering and Applied Mechanics, and in Electrical Engineering, in the development of an energy efficient and non-polluting, solar-powered vehicle, as part of a national competition sponsored by General Motors.

(continued next page)

Research Facilities Development Fund Awards

The Research Facilities Development Fund supports the improvement, renovation and construction of research facilities at the University, as well as the acquisition of major items of equipment. For FY 1990 and FY 91, Provost Michael Aiken and Vice Provost for Research Barry Cooperman announce the following awards:

School	1989-90	1990-91
Medicine		
Renovations to		
Mahoney Institute of Neurological Sciences (INS)	\$250,000	\$250,000
Protein characterization—part of core molecular biology	285,000	
Pharmacology—renovations for new faculty-1100 sq ft	235,000	
Total Medicine	770,000	
Arts & Sciences:		
Biology: Growth Chambers—to match \$480,000 external grant	141,000	
Biology—to fund DNA facility	125,000	
Chemistry & Physics—beam line	223,000	
Total SAS	489,000	
Dental: Protein characterization—		
part of core molecular biology	94,700	50,700
Wharton: Behavioral Laboratory	140,000	120,000
SEAS: Electrical Engineering—renovation	250,000	
Law: Library enhancement/connections to University Libraries	50,000	
TOTALS	1,793,700	420,700

Undergraduate Educational Fund Awards *continued*

School of Nursing: \$80,000

Integration of Computer Technology. The Nursing School's plans for the continued integration of computers into its undergraduate courses will be supported through the provision of funds for faculty participation, software development, and student supervision.

Nutrition Minor. Funds will be provided for summer faculty support to develop new courses as part of a new Nutrition Minor to be offered to both nursing and non-nursing students.

International Studies Program. Nurses (and other professionals) are becoming increasingly involved in the care of culturally-diverse groups, both in the U.S. and abroad, and need to receive a cross-cultural education that prepares them to deal effectively with such groups. Funds are provided for the planning of a model International Studies Program that will have the potential to eventually address this concern in all of the undergraduate schools.

The Wharton School: \$150,000

Joseph Wharton Scholars Program. Support will be provided for a variety of expenses associated with the further development of the recently inaugurated Joseph Wharton Scholars Program. This innovative program seeks to attract the very top prospective freshmen by providing a uniquely rigorous and challenging undergraduate curriculum in both business and the liberal arts. These students also will serve as role models for other Wharton students, to foster a broader, better-rounded, and more rigorous intellectual experience among all Wharton undergraduates.

Current Events/Contemporary Issues Seminar Series. A series of evening seminars will be supported that aim to promote student understanding of the larger societal context in which they live and to provide freshmen and sophomores with opportunities to interact with scholars and leaders in various fields in a seminar-style setting.

Rose Awards for Student Research

Penn maintains two special funds to encourage undergraduate research efforts, both administered by the Office of the Vice Provost for University Life. The Nassau Fund, endowed by the Nassau family, provides grants to support research projects (and are announced at the end of the fall term—see *Almanac* February 7).

The Rose Foundation has endowed the Rose Undergraduate Research Award Fund, whose income recognizes outstanding achievement in research by undergraduates and by the faculty who advise them. Up to five awards of at least \$800 are made each year, with an additional award of at least \$200 to the faculty advisor(s) of each project. Vice Provost Kim Morrisson announces the four projects by five students selected this year, with the names of their faculty advisors in parentheses.

Arthur Burke (SAS: Dr. Walter A. McDougall, Dr. Ruth Karras), *The British Guarantee to Poland After Fifty Years: A Reappraisal*.

Timothy Chiu and Christopher Donham (SEAS: Dr. Jan Van der Spiegel), *A VLSL Based Programmable Synaptic Array*.

John Harley (SEAS: Dr. Jay N. Zemel, Dr. Haim Bau), *Fluid Flow in Micron and Submicron Size Channels*.

Reiko Maki (SAS: Dr. Jay Schulkin) *The Effects of Stria Terminalis Transections of Sodium Appetite*.

Pre-Law Curricular Option. Funds will be provided for the development of a pre-law curricular option for Wharton undergraduates to help them take best advantage of opportunities in both Wharton and Arts and Sciences to foster the broad-based grounding and strong analytic and communication skills required by law schools.

Support Programs for High-Risk Students. Support will be given from the Fund for special tutorial classes and enhanced academic advising for minority students designed to foster the development of both the verbal and quantitative skills needed for academic success at Penn.

Graduate School of Education: \$25,000

Project 30 Participation. On the basis of a national competition, the University of Pennsylvania has been selected to participate in Project 30, a major effort to improve the quality of undergraduate teacher education by better integrating teacher preparation programs with the liberal arts. Funds will be provided to support Penn's Project 30 team (a joint GSE-SAS group) in the development of a curriculum plan to redesign the teacher preparation program and strengthen the undergraduate major in Education.

Graduate School of Fine Arts: \$15,000

Urban Poverty. As urban poverty and related problems move to the center of national concerns, the interdisciplinary Urban Studies Program will receive funding for the development of two sequential undergraduate courses under the auspices of a committee of senior faculty from the Schools of Fine Arts, Arts and Sciences, and Social Work. One course will introduce students to the literature and analysis of poverty, while the other will provide research training and internship experiences.

UPS Public Policy Grants

The President and Provost have announced the award of 11 grants to 14 faculty members from the Public Policy Initiatives Fund provided by the UPS Foundation.

Eighteen proposals were received and reviewed following the guidelines published in *Almanac* February 28, according to President Emeritus Martin Meyerson, who chairs the Advisory Committee that recommends these awards. Those selected are:

G. Anandalingam, assistant professor of systems engineering, SEAS—*Power Plant Siting to Reduce Environmental Impact*.

June Axinn and Mark Stern, professor of social welfare and associate professor of social welfare, respectively, School of Social Work—*Funding Social Security*.

Erling Boe, professor of education, Graduate School of Education—*Federal and State Merit School Policies: Formation, Implementation and Outcomes*.

Thomas Callaghy, associate professor of political science, SAS—*Beyond the Brady Plan: U.S. Policy Implications of Africa's Debt and Economic Crises*.

Jean Crockett and Susan Wachter, professor of finance and associate professor of finance, respectively, Wharton—*Preretirement Earnings, Size and Composition of Wealth at Retirement and Postretirement Savings or Dissavings*.

Kenneth Foster, associate professor of bioengineering, SEAS—*New Course entitled From Benchtop to Bedside: Evaluation of Medical Technologies*.

Lani Guinier, associate professor of law—*New Course entitled Lawyering in the Public Interest*.

Ian MacMillan, director, Entrepreneurial Center, Wharton—*Facilitating Relationships Among Firms in Business Incubators: A Study of Factors Influencing Interim Dynamics*.

Peter Swenson, assistant professor of political science, SAS—*Markets, Employers and Unions: Political and Economic Grounds for Public Support of Organized Labor*.

Daniel Wagner and Vivian Gadsden, professor and director, and associate director, respectively, Literacy Research Center, Graduate School of Education—*Conference on Literacy Among Black Youth: Issues in Learning, Teaching and Schooling*.

Barbara Woodhouse, assistant professor of law—*New Course entitled Family and State*.

Death of Margaret Sabre

Margaret Sabre, a member of Development since 1964, died Monday at 71. Mrs. Sabre, a founder of the A-3 Assembly who held numerous roles in the organization over the years, had been on active service as administrative assistant in Donor Relations until she became ill in December. Mrs. Sabre was widowed and the mother of three, Lynnette S. Hubert, Ru Michael and Adrian Sabre. Family wishes were unknown at presstime, but friends may call Nora Hunt-Johnson at Ext. 8-5285.

OF RECORD

Academic Calendar 1989-90

1989 Fall Term

August 31	Thurs./Fri.	Move-in and registration for transfer students
September 1	Friday	Center for University of Pennsylvania Identification (CUPID) opens in Palestra (through Sept. 8)
September 2	Saturday	Move-in for freshmen/new student orientation activities begin
September 3	Sunday	Dean's Meeting — College of Arts and Sciences; Opening Exercises and Freshman Convocation
September 4	Monday	Labor Day; CUPID closed; new student community orientation
September 5	Tuesday	Deans' Meeting (Engineering, Nursing, Wharton)
September 6	Wednesday	Placement Examinations
September 7	Thursday	First day of classes
September 22	Friday	Add period ends
October 13	Friday	Drop period ends
October 14-17	Sat./Tues.	Fall term break
October 20-21	Fri./Sat.	Parents' Weekend
November 4	Saturday	Homecoming
Nov. 6-19	Mon./Sun.	Advance registration for Spring Term
November 22	Wednesday	Thanksgiving recess begins at close of classes
November 27	Monday	Thanksgiving recess ends at 8:00 a.m.
December 11	Monday	Fall Term classes end
Dec. 12-13	Tues./Wed.	Reading Days
Dec. 14-22	Thurs./Fri.	Final Examinations
December 22	Friday	Fall Term ends

1990 Spring Term

January 4-5	Thurs./Fri.	Registration, undergraduate transfer students
January 8	Monday	Evening classes begin
January 9	Tuesday	Spring Term (daytime) classes begin
January 17	Wednesday	University Founder's Day
January 26	Friday	Add period ends
February 16	Friday	Drop period ends
March 9	Friday	Spring recess begins at close of classes
March 19	Monday	Spring recess ends at 8:00 a.m.
March 19/April 1	Mon./Sun.	Advance registration for Fall Term and Summer Session
April 20	Friday	Spring Term classes end
April 23-25	Mon./Wed.	Reading Days
April 26/May 4	Thurs./Fri.	Final Examinations
May 13	Sunday	Baccalaureate
May 14	Monday	Commencement
May 19	Saturday	Special 250th Alumni Reunions and Dinners

1990 Summer Sessions

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

Religious and other holidays, 1989-90

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

Number of Class Days

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

Academic Calendar 1990-1991

1990 Fall Term

August 30-31	Thurs./Fri.	Move-in and registration for transfer students
August 31	Friday	Center for University of Pennsylvania Identification (CUPID) opens in Palestra (through Sept. 7)
September 1	Saturday	Move-in for freshmen/New student orientation activities begin
September 2	Sunday	Dean's Meeting — College of Arts and Sciences; Opening Exercises and Freshman Convocation
September 3	Monday	Labor Day; CUPID closed; new student community orientation
September 4	Tuesday	Deans' Meetings (Engineering, Nursing, Wharton)
September 5	Wednesday	Placement Examinations
September 6	Thursday	First day of classes
September 21	Friday	Add period ends
October 12	Friday	Drop period ends
October 13-16	Sat./Tues.	Fall term break
October 27	Saturday	Homecoming
Nov. 9-10	Fri./Sat.	Parents' Weekend
Nov. 5-18	Mon./Sun.	Advance registration for Spring Term
November 21	Wednesday	Thanksgiving recess begins at close of classes
November 26	Monday	Thanksgiving recess ends at 8:00 a.m.
December 10	Monday	Fall Term classes end
Dec. 11-12	Tues./Wed.	Reading Days
Dec. 13-21	Thurs./Fri.	Final Examinations
December 21	Friday	Fall Term ends

1991 Spring Term

January 10-11	Thurs./Fri.	Registration for undergraduate transfer students
January 14	Monday	Evening classes for Spring Term begin
January 15	Tuesday	Spring Term classes (daytime) begin
February 1	Friday	Add period ends
February 22	Friday	Drop period ends
March 8	Friday	Spring recess begins at close of classes
March 18	Monday	Spring recess ends at 8:00 a.m.
March 25/April 7	Mon./Sun.	Advance registration for Fall Summer Session
April 26	Friday	Spring Term classes end
April 29/May 1	Mon./Wed.	Reading days
May 2-10	Thurs./Fri.	Final Examinations
May 18	Saturday	Alumni Day
May 20	Monday	Baccalaureate
May 21	Tuesday	Commencement

1991 Summer Sessions

May 21	Tuesday	12-week Evening Session classes begin
May 22	Wednesday	First Session classes begin
June 28	Friday	First Session classes end
July 1	Monday	Second Session classes begin
July 4	Thursday	Independence Day
August 9	Friday	Second Session and 12-week Session classes end

Religious and other holidays, 1990-91

(These dates are provided for information only. They are not necessarily recognized within the Academic Calendar.)		
Labor Day	Monday	Sept. 3
Rosh Hashanah	Thurs./Fri.	Sept. 20-21
Yom Kippur	Saturday	Sept. 29
Columbus Day	Monday	Oct. 8
Veterans' Day	Sunday	Nov. 11
Thanksgiving Day	Thursday	Nov. 22
Christmas	Tuesday	Dec. 25
New Year's Day	Tuesday	Jan. 1
Martin Luther King, Jr.'s Birthday	Monday	Jan. 21
Presidents' Day	Monday	Feb. 18
Philadelphia Flower Show	Sun./Sun.	March 10-17
Good Friday	Friday	March 29
Easter Sunday	Sunday	March 31
Passover	Sat./Sat.	
March 30-April 5		
Memorial Day	Monday	May 27
Independence Day	Thursday	July 4

Number of Class Days

Fall	M	T	W	Th	F	Total	Spring	M	T	W	Th	F	Total
1987-88	12	13	13	13	13	64	1987-88	13	14	14	14	14	69
1988-89	13	12	13	13	13	64	1988-89	13	14	14	14	14	69
1989-90	13	12	13	13	13	64	1989-90	13	14	14	14	14	69
1990-91	13	12	13	13	13	64	1990-91	13	14	14	14	14	69
1991-92	13	12	13	13	13	64	1991-92	13	14	14	14	14	69

Academic Calendar 1991-1992

1991 Fall Term

August 29-30	Thurs./Fri.	Move-in and registration for transfer students
August 30	Friday	Center for University of Pennsylvania Identification (CUPID) opens in Palestra (through Sept. 6)
August 31	Saturday	Move-in for freshmen, new student orientation activities begin
September 1	Sunday	Dean's Meeting — College of Arts and Sciences; Opening Exercises and Freshman Convocation
September 2	Monday	Labor Day; CUPID closed; New Student community orientation
September 3	Tuesday	Deans' Meetings (Engineering, Nursing, Wharton)
September 4	Wednesday	Placement Examinations
September 5	Thursday	First Day of classes
September 20	Friday	Add period ends
October 11	Friday	Drop period ends
October 12-15	Sat./Tues.	Fall Term break
October	Saturday	Homecoming
November	Fri./Sat.	Parents' Weekend
Nov. 4-17	Mon./Sun.	Advance registration for Spring Term
November 27	Wednesday	Thanksgiving recess begins at close of classes
December 2	Monday	Thanksgiving recess ends at 8:00 a.m.
December 9	Monday	Fall term classes end
Dec. 10-11	Tues./Wed.	Reading Days
Dec. 12-20	Thurs./Fri.	Final Examinations
December 20	Friday	Fall Term ends

1992 Spring Term

January 9-10	Thurs./Fri.	Registration for undergraduate transfer students
January 13	Monday	Evening classes for Spring Term begin
January 14	Tuesday	Spring Term classes (daytime) begin
January 31	Friday	Add period ends
February 21	Friday	Drop period ends
March 6	Friday	Spring recess begins at close of classes
March 16	Monday	Spring recess ends at 8:00 a.m.
Mar. 30/Apr. 12	Mon./Sun.	Advance registration for Fall Term and Summer Sessions
April 24	Friday	Spring Term classes end
April 27-29	Mon./Wed.	Reading days
April 30/May 8	Thurs./Fri.	Final Examinations
May 16	Saturday	Alumni Day
May 17	Sunday	Baccalaureate
May 18	Monday	Commencement

1992 Summer Session

May 18	Monday	12-week Evening Session classes begin
May 19	Tuesday	First Session classes begin
June 26	Friday	First Session classes end
June 29	Monday	Second Session classes begin
July 4	Saturday	Independence Day
August 7	Friday	Second Session classes end
		12-week Evening Session classes end

Religious and other holidays, 1991-92

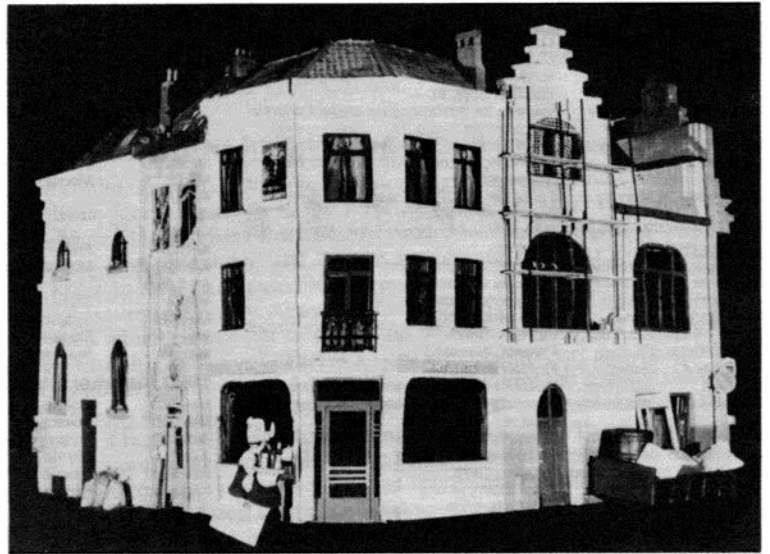
(These dates are provided for information only. They are not necessarily recognized within the Academic Calendar.)		
Labor Day	Monday	Sept. 2
Rosh Hashanah	Monday	Sept. 9
Yom Kippur	Wednesday	Sept. 18
Columbus Day	Monday	Oct. 14
Veterans' Day	Monday	Nov. 11
Thanksgiving	Thursday	Nov. 28
Christmas	Wednesday	Dec. 25
New Year's Day	Wednesday	Jan. 1
Martin Luther King, Jr.'s Birthday	Monday	Jan. 20
Presidents' Day	Monday	Feb. 17
Philadelphia Flower Show	Sun./Sun.	Mar. 8-15
Good Friday	Friday	April 17
Passover	Saturday	April 18
Easter Sunday	Sunday	April 19
Memorial Day	Monday	May 25
Independence Day	Saturday	July 4

Number of Class Days

Fall	M	T	W	Th	F	Total	Spring	M	T	W	Th	F	Total
1987-88	12	13	13	13	13	64	1987-88	13	14	14	14	14	69
1988-89	13	12	13	13	13	64	1988-89	13	14	14	14	14	69
1989-90	13	12	13	13	13	64	1989-90	13	14	14	14	14	69
1990-91	13	12	13	13	13	64	1990-91	13	14	14	14	14	69
1991-92	13	12	13	13	13	64	1991-92	13	14	14	14	14	69



The lyre with gold and lapis bull's head, shown at left, comes from the death pit of the Royal Tombs of Ur 789. The plaque on the front is of shell set in bitumen and is decorated with four different mythological scenes. This piece is only one of over 150 artifacts from the Museum's exhibit *Discovering the Past*, which will be shown only at the IBM Gallery of Science and Art. This marks the first time in the Museum's 100-year history that so many important artifacts from its collections have been lent for a single exhibition. Exhibit dates are June 20 through August 26.



Pictured above is the miniature city block that is the setting for *Le Tour du Bloc*, a puppet play from Belgium's Tof Theatre-La Filippendule. *Le Tour du Bloc* is suggested entertainment for pre-school through 6th grade children, and is just one of the many shows and activities at this year's Philadelphia International Theatre Festival for Children. For show times, tickets, and information, call the Annenberg Center at Ext. 8-6791.

Department of Public Safety

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 May 15 and May 21, 1989.

Total Crime: Crimes Against Persons-0, Burglaries-1, Thefts-22, Thefts of Auto-3, Attempted Thefts of Auto-0

Date	Time Reported	Location	Incident
39th St. to 40th St., Spruce St. to Locust Walk			
05/16/89	1:41 AM	1925 House	Pictures taken from basement lounge.
05/19/89	7:52 PM	Harrison House	Men's 10-speed bike taken.
05/20/89	2:27 PM	3900 Blk Locust	Unattended purse taken.
05/20/89	3:36 PM	3900 Blk Locust	Theft of wallet.
34th St. 36th St., Locust Walk to Walnut St.			
05/19/89	11:18 AM	Alumni Center	Unattended purse/contents taken.
05/19/89	4:52 PM	Van Pelt Library	Wallet taken from unattended backpack.
05/20/89	11:47 PM	Alumni Center	Arrest/basement window broken/person inside.
36th St. to 37th St., Spruce St. to Locust Walk			
05/15/89	1:49 PM	Steinberg/Dietrich	Typewriter taken from unsecured area.
05/20/89	5:41 PM	3600 Blk Locust	Unattended wallet taken.
38th St. to 39th St., Locust Walk to Walnut St.			
05/15/89	12:02 PM	Kappa Alpha	Bike taken from residence.
05/20/89	9:52 PM	3800 Blk Walnut	Unsecured, unattended bike taken.
32nd St. to 33rd St., South St. to Walnut St.			
05/18/89	11:25 AM	Franklin Field	Wallet/contents/keys taken.
05/21/89	4:51 PM	Lot #5	Window broken/bag of clothes taken.

Safety Tip: Warm weather is here. Those students who are remaining on campus are reminded to close and lock windows and doors before leaving their rooms unattended. Help prevent a crime from occurring by removing the opportunity for one to be committed.

18th Police District

Reported crimes against persons from 05/08/89 to 05/14/89 in the portions of the 18th District from the Schuylkill River to 49th St., and Market St. to Schuylkill/Woodland Ave.

Total: Crimes Against Person—7,
(Aggravated Assault/fists-1, Aggravated Assault/knife-1, Rape-1, Robbery/gun-1, Robbery/knife-1, Robbery/strongarm-2, Arrests-2)

Date	Location/Time Reported	Offense/weapon	Arrest
05/08/89	123 S. 39th St., 4:22 AM	Rape/gun	No
05/09/89	4600 Woodland Ave., 1:55 AM	Robbery/strongarm	No
05/09/89	3400 Spruce St., 2:00 PM	Aggravated Assault/knife	Yes
05/10/89	3000 Market St.	Robbery/strongarm	No
05/10/89	4314 Locust Walk, 4:35 PM	Aggravated Assault/fists	Yes
05/10/89	4211 Pine St., 8:37 PM	Robbery/gun	No
05/11/89	220 S. 34th St., 5:35 AM	Robbery/knife	No

Update

MAY AT PENN

TALKS

26 Subcellular Distribution of Volatile Anesthetics; Roderic G. Eckenhoff, Institute for Environmental Medicine; 12:15 p.m., Room 1, John Morgan Building (Institute for Environmental Medicine).

Nathan Mossell Lecture: A.I.D.S. in Philadelphia; Maurice C. Clifford, Commissioner, Department of Public Health; 3:15 p.m., Class of '62 Lecture Hall, John Morgan Building (Clinical Epidemiology Unit of the Department of Medicine, Office of Minority Affairs, Medical Student Government, Student National Medical Association).

Correction: The credit lines for three photos were inadvertently left out in the issue of May 9. They were: Stan Barouh for Judi Moore Smith, Boston University Photo Service for Dean Diver, and Gregory Benson for Helen Davies. *Almanac* regrets the error.

Break: Unless special issues are needed in June, *Almanac* will not publish again until mid-July. Staff are on duty throughout the summer to assist contributors or those in need of back issues.—Ed.

Almanac

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