

# Almanac

## INSIDE

- Commonwealth Funding, p. 2
- Speaking Out: Protesting Termination, p. 2
- Freshman Convocation (Hackney, Davies, Aiken, Morrisson (with class profile), pp. 3-7
- CrimeStats, Update, p. 8

Pullout: Library Resource Guide

Tuesday, September 12, 1989

Published by the University of Pennsylvania

Volume 36 Number 4

## Diversity Education: A 75% Turnout

Some 1700 of the entering class of 2820 attended Penn's Labor Day program on diversity, inaugurated by the Office of the Vice Provost for University Life this fall after long debate in the University Council last year.

A hundred all-day workshops at the Palestra were led by pairs of facilitators--in each case an upperclass student teamed with one of the 30 volunteer faculty or 70 staff members.

President Sheldon Hackney and the noted author Maya Angelou addressed the class in plenary session at the Palestra. Afterward, a hundred small-group sessions met, each with two facilitators (an upperclass student paired with one of 30 faculty volunteers or 70 staff members chosen for the program).

The morning discussions focused on com-

munity--what it means to join a diverse community, and what each participant understood community to mean. Examples of what happens when differences are not accepted or understood were given in case histories from throughout the country, including Penn.

After a box-lunch break the workshops reassembled for sessions on Penn's policies and procedures for dealing with racial, sexual and religious differences--including the Conduct Code, Judiciary, Open Expression Guidelines, anti-discrimination and anti-harassment policies--and other key policies such as the academic integrity code and drug and alcohol policies.

Each workshop closed with participatory dramatic skits based on real incidents with

freshmen playing assigned roles--scripted to outline the problem, then resolving to full-workshop discussion of potential solutions. The actual resolutions of the cases were then revealed by facilitators.

At day's end the 1700 freshmen turned in evaluation forms which are being processed for a detailed report, according to Robert Schoenberg, who chaired the VPUL's subcommittee for the Labor Day Program. The returns are being analyzed by a subcommittee headed by Joanne Zoll, coordinator of the drug and alcohol program in University Life.

Next steps are follow-up programs for freshmen in their residences, being designed in cooperation with the residents. Rene Gonzales of Greenfield Center and Chris Dennis of the College House Office co-chair the subcommittee that coordinates follow-through.

## Death of Dr. Iyengar

Dr. M. Raja Iyengar, professor of biochemistry in animal biology at the School of Veterinary Medicine, died September 9 at the age of 62, following a stroke on the eve of his return to teaching after a lengthy heart ailment.

A leading investigator of muscle proteins and energy transfer in biological systems, Dr. Iyengar was a founding member of the Pennsylvania Muscle Institute and a founder and executive secretary of Penn's cross-disciplinary Myobio Club. In the course of his work he discovered the chemical compound phosphocreatinine as a cell energy source related to the longer-known phosphocreatine.

Dr. Iyengar earned his bachelor's and master's at the University of Mysore in his native India, winning the Maharajah's Gold Medal. A Fulbright Scholar in 1953-54, he took his Ph.D. in 1956 from Wisconsin, and was a research assistant professor at Pittsburgh and then visiting scientist at the Max Planck Institute in Heidelberg before joining Penn in 1963. Promoted to associate professor two years later, he became full professor in 1976.

He is survived by his wife, the chemist Dr. Chung Wha Lee, and by their three children, all of whom are alumni of Penn: daughters Anita and Tara, and a son, Arun.

**Service on Saturday:** A memorial service will be held Saturday, September 16, at 10 a.m. in the auditorium of the Christian Association, 36th St. and Locust Walk. The family suggest, in lieu of flowers, donations in Dr. Iyengar's memory to the Department of Animal Biology, School of Veterinary Medicine, University of Pennsylvania.

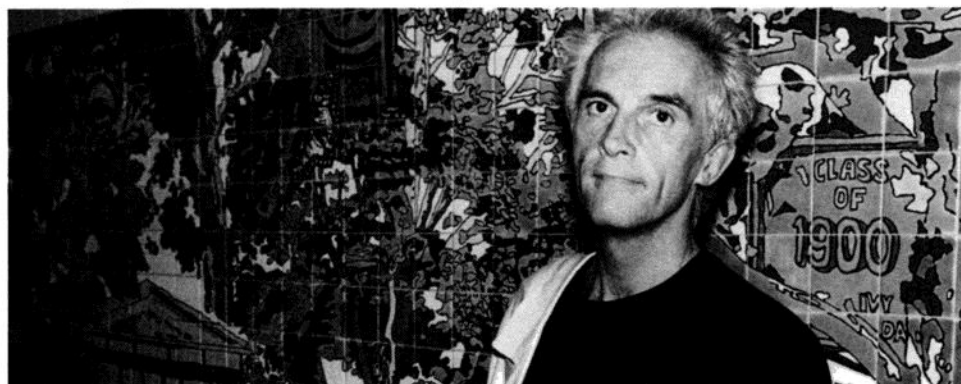
## New Post in The College: Director Jean Avnet Morse

In a reorganization of the College Office, Jean Avnet Morse has been named to the new position of Director of the College. The 1968 Wellesley alumna, who took her J.D. *cum laude* from Harvard, took office this summer with the triple assignment to coordinate services offered by the College, improve planning and supervision; and strengthen communication with other parts of the University. The overall goal of the new structure is to "improve the quality and efficiency of the services the College Office provides to students, faculty, parents and the rest of the University," she said.

Ms. Morse was elected to Phi Beta Kappa at Wellesley, where she majored in liberal arts/history. While taking her law degree she was a consultant to the Boston Housing Authority, and after taking the J.D. in 1971 she clerked for the Superior Court of Massachusetts, was editor for the American Bar Association Centennial Commission of *The Lawyer in America* by Arthur Sutherland, and practiced law both in Boston and with two Los Angeles area firms where she was a partner.



Jean A. Morse



**Color Down Below:** After five years' planning between SEPTA and University City institutions including Penn, the 34th Street Subway Stop is now a work of art. Philadelphia architect David Beck, above, designed, and ceramicist John Hilarides translated to tile a 250-square-foot montage of West Philadelphia life and landmarks in dazzling crayon colors. At this summer's dedication Peter Aborn, chair of the West Philadelphia Chamber of Commerce, called it not just decoration but "a symbol of cooperation." between community and institutions. The project began when the University City Science Center, Penn, Drexel and the Institute for Scientific Information provided \$40,000 to commission a series of murals to improve 34th Street Station. Mr. Beck based the mural's design on photographs of the neighborhood which volunteers from numerous University City sources helped to gather.

## Commonwealth Funding 1989-90: Up 7%

The Pennsylvania General Assembly's HB 1473 awards Penn a total of \$37,312,000 in FY1989-90, an increase of \$2,442,000 over FY1988-89. All the individual lines within the bill were increased by 7 percent, as shown in the table below. The funding for the various lines associated with the Veterinary School total \$15,016,000, an increase of almost a million dollars.

The Legislature approved several other grants to University programs, not shown on the table. The University Museum received \$190,000 and Cardiovascular Studies \$137,000 through separate non-preferred appropriation bills. Through a General Appropriations bill, the Cancer Center received \$250,000 and Morris Arboretum \$400,000. The University will also receive approximately \$765,000 as its share of \$6.6 million appropriated for higher education equipment statewide.

Line Item	1988-1989 Appropriation	1988-1989 Governor's Rec.	HB 1473 PN 2306	(1)HB 1473 \$ Increase	(1)HB 1473 % Increase
Instruction	\$15,545,000	\$15,545,000	\$16,633,000	\$1,088,000	7.0
Medical Instruction	4,295,000	4,295,000	4,596,000	301,000	7.0
*Vet Instruction	7,481,000	7,481,000	8,005,000	524,000	7.0
New Bolton Center	3,509,000	3,509,000	3,755,000	246,000	7.0
*Food/ Animal Clin.	1,890,000	1,890,000	2,022,000	132,000	7.0
*Center for Animal Health & Productivity	1,153,000	1,153,000	1,234,000	81,000	7.0
<b>Totals</b>	<b>\$34,870,000<sup>(2)</sup></b>	<b>\$34,870,000</b>	<b>\$37,312,000</b>	<b>\$2,442,000</b>	<b>7.0</b>
<b>Combined Vet</b>	<b>\$14,033,000<sup>(2)</sup></b>	<b>\$14,033,000</b>	<b>\$15,016,000</b>	<b>\$983,000</b>	<b>7.0</b>

\*Items included in Combined Vet Appropriation

(1) Increases over 1988-1989 Appropriation

(2) Does not include one-time appropriations for Allam Dairy Facility (\$322,000) and New Bolton incinerator (\$400,000)

SOURCE: Paul S. Cribbens, Director, Commonwealth Relations

## Invitation from the D.P.

*The Daily Pennsylvanian* strongly encourages all faculty, staff, and administrators to contribute their opinions to the editorial page. Please send me your guest columns and letters: 4015 Walnut St., Philadelphia, PA 19104. Submissions can also be sent via facsimile to 898-2050.

—Bret Parker, Editorial Page Editor

**Corrections:** In the September 5 issue, *Almanac* regrettably followed a flawed first announcement of Dr. Daniel Janzen's MacArthur Award, giving his first name as "David." I apologize to Dr. Janzen and his friends. In the same issue, a story on the NEA/ICA affair attributed two proposed amendments to Senator Jesse Helms, one of them incorrectly. Senator Helms is the author of the amendment setting broad prohibitions on use of federal funds; the proposal to make ICA ineligible for funding for five years originated with Senator Robert Byrd.—K.C.G.

# Speaking Out

## Protesting a Termination

Several events took place this summer of which the Faculty of the University should become aware. I am a Wistar Professor and a Wistar Institute Professor in the Department of Microbiology in the School of Medicine. I have been tenured at the Wistar Institute since 1965. The conditions of tenure as described in the Wistar By-Laws in existence at that time are as follows:

*Appointment of Members (Professors) of the Institute shall be made for an indefinite term, affording them tenure with the Institute similar to that of a full professor of the University of Pennsylvania with the University.*

*The appointment of Members may be terminated only through resignation, or by the Board of Managers for just cause, or because of a financial exigency. The financial obligation of the Institute to appointees under tenure shall be the same as that of the University of Pennsylvania." (By-Laws dated April 28, 1959)*

The By-Laws have been amended in 1972 and in 1986, and in each case there was included a grandfather clause which excluded me from those amendments and related my tenure to the above described condition. There has been on-going since 1981 a disagreement between the Administration of the Wistar Institute and myself on scientific matters and the nature of the research I have been pursuing. This culminated in the Administration locking me out of my laboratory by having the lock on my laboratory door changed on December 31, 1986, and or-

dering my technicians, who were fully supported by my Grant from the National Cancer Institute, no longer to take orders from me as of January 1, 1987. This action was taken in spite of my being a tenured Professor of the Institute, in spite of my appeals to the Board of Managers to intervene in this dispute, and in spite of the fact that I and my research activities were totally supported by an NCI Grant of which I was the Principal Investigator. This was followed by a letter from the Wistar Administration to the National Cancer Institute in which the following statements appear:

*...the Wistar Institute has decided that it is no longer able to provide laboratory space to Dr. Lionel Manson, who is the Principal Investigator on the referenced grant. As a consequence, the Institute will not authorize further expenditures on the grant effective January 1, 1987. The Institute proposes that the funds expended in the grant as of January 1, 1987, be returned to the National Cancer Institute.*

Colleagues helped me to move my laboratory and NIH Grant to the University during the summer of 1987. Subsequently, on December 16, 1987, all my personal files and belongings were removed from my office at the Wistar Institute, without my knowledge, to a warehouse. When these were returned to me, many files had been destroyed. I appealed to the Board of Managers about this and other matters perpetrated by the Wistar Institute Administration. After a year and a half of fruitless discussions with a Committee of the Board appointed to hear my appeal, the Board of Managers

terminated me with no warning and without due process on June 2, 1989, informing me that my employment with the Institute would end on June 30, 1989. On June 28, 1989, a lawsuit was filed on my behalf, seeking, in part, a Temporary Injunction preventing the Wistar Board from terminating me prior to a Hearing. On July 24, 1989, a stipulation was entered into which provided that the *status quo* be maintained to allow me to attend and present a paper at the 7th International Congress of Immunology in West Berlin; however, my salary and fringe benefits were to be placed in escrow pending an amicable resolution or trial on the matter.

The Board of Managers of the Wistar Institute are appointed by the Board of Trustees of the University of Pennsylvania. As a consequence of their appointment, they are also Associate Members of the Board of Trustees. In addition, the current Chairman of the Board of Managers of the Wistar Institute is also the Vice Chairman of the Board of Trustees of the University of Pennsylvania.

I believe that the entire academic community has an interest in how this matter is resolved because its resolution may have an impact on the University faculty as well. I have requested that the Faculty Senate investigate the matter since the question of academic freedom and its exercise at Wistar Institute is at the heart of the issue.

—Lionel A. Manson, Professor

**On Wistar Response:** An associate director serving as spokesman for the Wistar Institute advises that the Institute will not respond at this time, since the above matter is in litigation.—Ed.



*The four speakers who traditionally address the Freshman Convocation—the President, Senate Chair, Provost and Vice Provost for University Life—sum up the University as each of them sees it; and, in the VPUL's case, also provide a profile of the Class of '93.*

## The Arts Battle: 'Our Soul as a University' at Stake *by Sheldon Hackney*

Members of the Class of 1993, welcome to the University of Pennsylvania as you begin your life-long attachment to it, as your class meets for the first time as a class, and as the University approaches its 250th birthday, which we will be celebrating throughout the year in 1990. Inasmuch as Penn has chosen you and you have chosen Penn, this is a meeting of the chosen. I hope you will take as much pride in being here as the faculty does in having you here.

I will not give you my lecture on the history of this great University, about how it was the only one of the nine colonial American colleges to be secular in its origins, how it was the first American institution of higher education to have a medical school, how it set the pattern of organization of American universities after the Scottish model rather than the English, the first to be chartered as a university, the first to build and operate a hospital as part of its medical school, the first to offer the collegiate study of business, the first to have a veterinary school that was not part of an agricultural school, the first to have a student union when Houston Hall was built, the home of the first electronic digital general-purpose computer, and a host of other firsts and preeminences from every part of the University. You will have to learn that history on your own, and I hope you will. It should leave you with the correct impression that this is an energetic and adventurous place, one that deserves to be the nation's first university in every respect.

Just as Penn seeks to be the most intellectually integrated university in the country, you should use your time here to make connections. You should seek to increase your store of knowledge, to acquire analytical skills that are infinitely reusable, and to create a coherent view of the world and of your place in it. What kind of a person do you want to be? What sort of world do you wish to live in? How can you conduct your life to bring those two goals within reach?

To do all of that requires some risk, of course, but our University is a risk-taking environment—not a careless or irresponsible one, of course, but one devoted to intellectual and personal exploration. That is risky because it leads to change. Our goal is the one set forth by Benjamin Franklin in his then-unorthodox plan for the education of youth in Pennsylvania: to render our students capable of "thinking, writing and acting well, which is the grand aim of a liberal education."

You have decided to join the Penn family at a very interesting time, a time of increasing popularity and visibility, a huge birthday party, the launching this fall of a very ambitious and important fund-raising campaign, a surge forward in our sense of community, and our determination to nurture a unity that glories in and transcends the diversity of its component part. Your institutional lives should be as full of extraordinary events as your personal lives will be. You will hear a lot about diversity at Penn, about our commitment to the idea that we gain great educational benefits and we strengthen and enrich our human community through the diverse mixture of people who compose our student body, our faculty and our staff. We are serious about creating here at Penn a model community for the heterogeneous world in which we live. You will be spending a significant part of your orientation next week on the joys and problems of a diverse community, because each of us is responsible for making our community work.

You are arriving at Penn also at a time of extraordinary developments on the world scene. While we were consuming this year's favorite beach books, or watching the usual variety of summer movies, or grilling hamburgers to earn enough money to show up at Penn, the international scene was being fundamentally altered. The first non-communist government since the Russian occupation in World War II was being organized in Warsaw; there was in the Middle East some sense of new possibilities in a region where hatred, distrust, terror and force are

making a mockery of human happiness; *perestroika* proceeded on its troubled way in the Soviet Union, accompanied by the unprecedented assertion of ethnic, religious, and national self-consciousness within the Soviet republics—a reflection of the paradox that as the world shrinks in almost every objective way, as the forces of modernity bring peoples together, there is around the world a reactivation of the fiercely subjective loyalties of language, ethnicity, race, and religion. Meanwhile, in China, we witnessed the uplifting, flowering and then tragic suppression of the democracy movement.

There are lessons to be learned from all of this, but not the fatuous notion being discussed seriously in some American intellectual circles that history has come to an end because the world has been suddenly converted to a belief in a congenial notion of individual liberty and parliamentary democracy.

Not only does the idea that we are living now in "post-history" offend my sense as a historian of what history is, but there are abundant examples of the persistence of the ideological conflict that fuels international rivalries of the sort that make "history," not to mention the fact that communism is not dead, authoritarian regimes of the left and right still hold sway over vast numbers of people, apartheid continues in South Africa, drug lords threaten large parts of Latin America, and prisoners of conscience still hold out in grim prison cells in their lonely vigil for human dignity. No, the millennium has not arrived.

Brutal proof of this was provided in June in Tiananmen Square in Beijing. I hope you watched and read and reflected on the events there as thousands of young and old Chinese risked their lives and their futures to obtain some voice in the affairs of their country and to create a wider arena of public debate about the future of their nation. For so closely controlled a society, it was an amazing and heady demonstration against a system that had begun to be seen not only as inefficient but as insensitive to the needs of the people. It is yet another example of the revolutionary potential of rising expectations, as the desire for personal and intellectual freedom was unleashed by the liberalization of the economy that was being pursued as ordered by Deng Xiaoping and the apparatus of the party and the state.

During that extraordinary confrontation in Tiananmen Square, the world watched in awe as a single Chinese student of immense bravery stood in front of a tank clanking menacingly through the huge square and thwarted it—a face-off between an individual and an anonymous, powerful, high-tech war machine symbolizing the human drama being acted out between the communist government and the masses of individuals represented by the democracy movement.

Then came the military repression—swift, brutal, bloody. We will never know how many people were killed in the forceful clearing of Tiananmen Square, many hundreds at least, and estimates are that 10,000 people have been arrested in the purges that are still going on. It is a reminder, as if we needed one, that humane and enlightened alternatives are not always chosen by leaders who see their power being called into question or who see the social order they represent being threatened by suggestions for change, that even discredited ideologies die hard because they offer the comfort of familiarity when the alternative is to risk the unknown.

I remember, poignantly, my own alternating emotions as I watched and read about the construction by the Chinese students in Beijing of the Goddess of Democracy, the symbol of their aspirations for reform in China, looking suspiciously akin to the Statue of Liberty. My conflicting reactions were rekindled later in the summer when I talked with some of the more than 300 students and dependents at Penn from the People's Republic of China. They are proud and angry and brave and

frightened and worried, of course, and Penn will do what it can to sustain them through this crisis.

On the one hand, I was very proud as an American that the best principles of our nationhood were still providing inspiration to people around the world who aspired to greater degrees of freedom and human dignity. I also felt embarrassed at the same instant because I realized the still existing imperfections in our fulfillment of the promises of the Declaration of Independence and the Constitution. Those imperfections cast a shadow of unworthiness over our shining example. Given my belief that the University has a special obligation to protect and nurture free inquiry and free expression, I had additional occasion over the summer to reflect on the tenuousness of our devotion to free speech and therefore our need for eternal vigilance.

It is ironic, of course, that while Americans were applauding the democracy movement in Tiananmen Square with its demands for expanding the realm of public conversation in China, some of the people applauding the hardest were busy in Washington attempting to limit expression in the land of liberty.

The University of Pennsylvania is a central actor in this drama about free speech. The threat comes in the form of an amendment to an appropriations bill adopted by the Senate at the urging of Senator Jesse Helms of North Carolina. Its fate will be decided by a conference committee when Congress reconvenes after its summer recess. The Helms amendment would prohibit the use of federal funds by the National Endowment for the Arts for the dissemination, promotion, or production of "obscene or indecent materials, including but not limited to depictions sadomasochism, homo-eroticism, the exploitation of children, or individuals engaged in sex acts," or "material which denigrates the objects or beliefs of the adherents of a particular religion or non-religion," or "material which denigrates, debases or reviles a person, group, or class of citizens on the basis of race, creed, sex, handicap, age, or national origin."

The amendment is a repressive reaction to a show of Robert Mapplethorpe's photographs organized here at Penn by our Institute of Contemporary Art, under a grant from the NEA, and shown both here and in Chicago without incident before it was canceled by the Corcoran Gallery in Washington under pressure from Senator Helms and his think-alikes, though it was subsequently seen at the Washington Project for the arts by 68,000 people, convincing evidence of the art-going public's opinion of Senator Helms' critical taste.

The Helms amendment is a serious threat to free expression and is receiving an appropriately strong and clear response from the art and museum world. In my opinion, universities have a great deal at stake also because the same reasoning that Helms is applying to art supported by the NEA can easily apply to scholarship and research that is supported by other government agencies, and indeed to students who are supported by federal financial aid programs. Universities are dependent on federal funds and thus very vulnerable to inappropriate controls imposed by restrictions that accompany federal funds. Helms and his allies argue that they are not proposing any sort of censorship; artists may do what they wish and exhibit what they wish; they simply will be barred from getting a government grant if their work fits within the meaning of the Helms amendment. There would be two classes of artists in the future, and two classes of art institutions: those qualifying under the Helms amendment and those banned from the use of federal funds. That sounds like a blacklist to me.

If the government has a program of subsidies for the arts, and we certainly need such a program, the grants should be open to competition from all artists based on their value as artists as judged by qualified spe-

cialists in the field. That is the way the National Endowment for the Arts does it now, and Congress should respect this apolitical process. To introduce some sort of aesthetic mccarthyism will have predictable results: an Orwellian nightmare of erratic judgments, sanitized programs, and mediocrity.

Clearly, the panels of the NEA should not be subsidizing "Hustler" and "Debbie Does Dallas," but the argument about them should focus on their artistic merit, or lack of it, and not upon whether they are obscene or indecent. There is a critical difference.

The issue is not whether Mapplethorpe's images are pornographic or whether his work is really art. The issue is who is to decide those questions. Having decided to support the arts, our government should not be involved in attempting to suppress certain forms of expression in an attempt to cleanse public discourse of offensive material. It is perfectly fair for Senator Helms and his allies to denounce Mapplethorpe and all he stands for, and it is within bounds for them to criticize the Institute of Contemporary Art and the National Endowment for the Arts. This is part of the American way. They should not, however, use the power of the public purse to limit the public's intellectual and cultural life.

Leaving intellectual and cultural life unfettered is clearly a risky thing. Mistakes will be made. Some people or groups will be offended from time to time, but our founding fathers decided long ago that the rewards of freedom were well worth the risks. The communist world is now in the throes of a fundamental reassessment of the risk/reward ratio of its system, and the trend seems to be toward more freedom and more risk. They go together. We should not be undermining our position just as others are adopting it.

As for universities, it is clear that it is impossible to fulfill the role of a center of learning, much less pretend to excellence, without a scrupulous respect for freedom of inquiry and freedom of expression. They are our core values. Penn is proudly faithful to them: Jerry Falwell, Louis Farrakhan, Jeanne Kirkpatrick, Angela Davis and many others whose views arouse strong opposition have spoken on campus in the recent past. Such freedom creates its problems and poses great risks, but the cost of limiting inquiry and expression is to lose our soul as a university.

Needless to say, I do not believe in controversy for its own sake, and I urge campus groups to be respectful of the feelings of others in planning their programs. But I am very clear about the primacy of open expression on this campus. You should be, also.

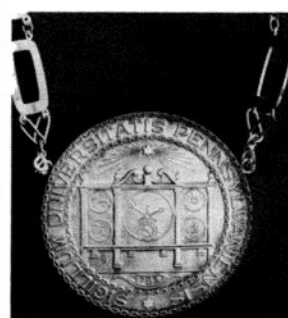
Each of you has a role to play in maintaining this campus as an open forum for the exploration of ideas. You each have rights and obligations that are spelled out in our Guidelines on Open Expression. You must read and understand that policy document.

Beyond the regulatory requirements set forth in the Guidelines on Open Expression, I hope that we can together nurture an atmosphere that is civil, in which we can disagree without being disagreeable, in which we demonstrate our recognition of each other's humanity in the respect we show to those with whom we disagree.

Though we glory in our diversity, and learn from our differences, we are members of a single community. We have obligations to each other. We are bound together in mutual care by our duty to the University whose most fundamental values proceed from intellectual freedom and intellectual integrity. Whatever else you learn at Penn, you should learn to live and love those values.

Finally, while you are here—if I may steal a line from my favorite movie this summer—"do the right thing."

Welcome to Penn.



Convocation texts continue with the Senate Chair's talk on Penn symbols (page 5). Tait Mackenzie design above is on the Mace (right) and the President's badge. Far right is the Seal, for official use only. The Penn Shield on mace and badge has three plates from William Penn's family arms, and a dolphin from Benjamin Franklin's.

The Provost's address is on page 6, and the VPUL's salute to the Class of 1993—including highlights of class quality—is on page 7.



## The University and the Mace by R. E. Davies\*

Exactly fifty years ago this weekend Hitler's storm troops invaded Poland, and exactly fifty years ago today Britain and the Commonwealth declared war on Nazi Germany. I was then a young university student just like you. Most of my classmates were amongst the fifty million dead in that World War II. It is good that our joint victory and the subsequent *Pax Atomica* have made our world a safer place. You have far more expectations for a happy future than we had then.

I arrived here today carrying the mace of the University of Pennsylvania. This is full of symbolism of many sorts. It goes back to the dawn of history in Africa when the mace was a determinative sign in the Egyptian system of hieroglyphs. It governed the idea of the creative Word and achievement. Those of you educated in the Judaeo-Christian tradition will surely remember "In the beginning was the Word."

Besides this, the mace denotes a destruction and not simply victory over the adversary. The mace is also an attribute of Hercules, who used a mace or club made of oak. Oak is a tree consecrated to Jupiter, the god who controlled lightning, and there is an ancient belief that oak trees attract lightning more than any other tree. (As you all should know, lightning was first understood because of the famous experiments of our own Benjamin Franklin who used a kite and key to show conclusively that lightning was really electricity). The mace of the University of Pennsylvania has on its bottom end an acorn that represents strength and long life. It also reminds us of all these bits of history and of the old saying that "mighty oaks from little acorns grow." We hope that you new students that we welcome here today will eventually become mighty oaks of whom we can all be proud.

The mace was the weapon used in battle by bishops and members of the church militant so that they could subdue their enemies without drawing blood. It is the symbol of the University's power and integrity and, as is the case in the Parliament of Great Britain, that Mother of Parliaments, its presence here on this table shows that the University is in session in this the 250th Anniversary year of its founding by Ben Franklin himself.

At the top end of our mace is a flame. Fire is of course a most complex symbol and relates to many things. The Egyptian hieroglyphics considered it a solar symbol for life and health. The Heraclitean idea of fire was "the agent of transmutation" since he thought that all things derive from, and return to, fire. It was thought that the aim of fire was the purification or destruction of the forces of evil. To pass through fire is symbolic of transcending the human condition. These thoughts have been widespread throughout history and of course include the idea of the flame as the questing spirit in search of truth and, in this case, the fire started by the lightning from on high.

This mace has many attributes unique to Penn. At the bottom, the finial, is the coat-of-arms of the Penn family, after whom Pennsylvania is named. The disks represent the sun and the heavens. Also engraved there is the dolphin, an allegory of salvation, from the Franklin shield. On the head of the mace these two are united along with open books to denote an institution of learning to make the coat-of-arms of our university, together with the motto *Leges sine moribus vanae*. This was once translated, by some male, as "loose women without morals," but, as you all should know, it is part of a quotation from Horace about two thousand years ago and has the sense "Of what avail are empty laws without good morals?" or "Laws (or learning) without character are in vain".

The head of the mace also has the Seal of the Corporation, composed of seven books from top to bottom on Theology, Astronomy, Philosophy, Mathematics, Logic, Rhetoric and Grammar. I really doubt that all of you are going to take courses in all of those!—but you could do worse.

There are four other things of general interest on the mace. A thistle, the national flower of Scotland, denotes our early ties with the University of Edinburgh. The first members of the faculty of medicine graduated from there. There is a note that the mace was made in memory of William M. Gordon, Med 1910, and a drawing of part of the orrery that you can see in the Van Pelt Library. As perhaps you don't all know, this is a mechanical apparatus that illustrates the positions and motions of the bodies of the solar system as they were then known to Dr. David Rittenhouse, the first Professor of Astronomy in the American Colonies.

This is considered to be the single most important historical artifact and proudest possession of Pennsylvania. It is also engraved on the silver medallion which President Hackney wears as a badge of office at the University Commencements. It displays a star of the first magnitude in full radiance, being one of the thirteen stars in the arms of the United States, representing the State of Pennsylvania. This orrery was so important that, during what we British call the War of American Independence, when British troops came to occupy Philadelphia and the Continental Congress fled the city, the orrery and the Liberty Bell were taken to Fort Allen, now Allentown, for safety.

It is interesting that the engraving on the President's medal shows the orrery as complete, whereas the actual model of the Solar System appears never to have been completely finished. In any case, you should all go and look at that great astronomical machine.

The last engraving on the top node of the shaft of the mace is a Latin aphorism *Temporis Lux Acti Illustret Posteritatis Viam*, meaning "Let the light of the past show the way to the future." This aphorism is modern. It was created by a group of our Latin professors over fifty years ago especially for the Bicentennial Medal of the University in 1940 that was designed by Dr. Robert Tait McKenzie. He was made the first professor of physical education at Penn in 1904 and many of his seals, medals and statues are here on our campus. These include the young Ben Franklin near Weightman Hall and our past Provost, Edgar Fahs Smith.

On the Bicentennial medal by these Latin words is a herm or pillar with two back-to-back heads. Facing left is the old Ben Franklin crowned with laurels, representing the wisdom of the past and looking at an ancient cruse of oil, the lighted lamp of learning.

On the right a youth, looking to the new light for guidance for the future, faces an electric light bulb with zigzag rays. This is symbolic of Franklin's interest and discoveries in electricity and of Provost Smith's pioneer work on the purification of tungsten when he was a professor of chemistry here. There is also McKenzie's monogram dated 1938. The engravings on the mace thus relate to many events in the history of Penn, and the mace represents the power, integrity, authority, autonomy, immunity, and sovereignty vested in the University.

So much for the mace and its many meanings, now what about the University itself?

Soon after the end of World War II, John Masefield, the then Poet Laureate of Great Britain, received an honorary degree from the war-torn University of Sheffield. This is what I heard him say:

There are few earthly things more splendid than a university. In these days of broken frontiers and collapsing values, when the dams are down and the floods are making misery, when every future looks somewhat grim and every ancient foothold has become something of a quagmire, where a university stands, it stands and shines; wherever it exists, the free minds of men (and women), urged on to full and fair enquiry, may still bring wisdom into human affairs.

There are few earthly things more beautiful than a university. It is a place where those who hate ignorance may strive to know, where those who perceive truth may strive to make others see; where seekers and learners alike, banded together in the search for knowledge, will honour thought in all its finer ways, will welcome thinkers in distress or in exile, will uphold ever the dignity of thought and learning and will exact standards in these things.

They give to the young in their impressionable years, the bond of a lofty purpose shared, of a great corporate life whose links will not be loosed until they die.

They give young people that close companionship for which youth longs, and that chance of the endless discussion of themes which are endless, without which youth would seem a waste of time.

There are few things more enduring than a university. Religions may split into sect or heresy; dynasties may perish or be supplanted, but for century after century the university will continue, and the stream of life will pass through it, and the thinker and the seeker will be bound together in the undying cause of bringing thought into the world.

Few people have said it better. You are all now part of that unending quest. Use your opportunities, stretch your minds, enjoy yourselves, be tolerant of others. Try to understand why they may have views different from your own before you try to convince them.

I and other members of the University will be discussing this and other topics at the Diversity Education Program tomorrow. I hope to see you there.

On behalf of the faculty, I welcome you all to Penn.

\* I thank William Richard Gordon, Joseph C. Holub, Maryellen Kaminsky, Robert G. Lorndale and Robert E.A. Palmer, who provided some of the clues needed to uncover the history of the mace—R.E.D.

# Mr. Franklin's Idea at Work Today *by Michael Aiken*

As Provost of the University and its chief academic officer, I welcome you—the members of the Class of 1993—to Penn. You have joined us during a very special year—the 250th anniversary of our founding. You will hear much about the history of the University during the coming year....

The coming year marks the 200th anniversary of the death of Benjamin Franklin, the founder of this institution. Under Franklin's leadership, Penn departed from the common classical education of the time by insisting upon the fundamental importance of the English language and upon combining the useful arts with theoretical knowledge. He advocated the study of history, foreign languages, applied mathematics and government. Together Franklin, and William Smith, the University's first Provost, forged an institution that was unique, offering for the first time in the new nation a scientific and a classical education—what is now considered the first liberal arts curriculum in the country.

Although the University of Pennsylvania has changed considerably since its founding, it remains very much the University envisioned by Franklin. Today, a Penn education has the potential not only to link the theoretical and the practical but to do so across an extraordinary range of programs. There is probably no other institution in the country that offers its students a greater range of opportunities for exposure, under gifted teachers, to a variety of disciplines and professional fields and to the interaction between the two.

Franklin was also concerned that an education should enable each to contribute to the world around them. In his *Proposals Relating to the Education of Youth in Pennsylvania*, he wrote:

The Idea of what is true merit, should also be often presented to Youth, explained and impressed on their Minds, as consisting in an Inclination joined with an Ability to serve Mankind, one's Country, Friends and Family; which Ability is (with the blessing of God) to be acquired or greatly increased by true learning; and should indeed be the great Aim and End of all learning.

From its earliest beginnings, the University has followed this precept. Nine of the signers of the Declaration of Independence were students, faculty or Trustees of Penn; over twenty-one members of the Continental Congress also had ties to the University. Eleven of our graduates were among the framers of the Constitution and eight graduates served in the first Congress of the United States.

Graduates of the University have contributed to human advancement in other ways as well. Benjamin Barton authored the first American text on botany and was adviser to the Lewis and Clark Expedition. John Morgan was the founder of our medical school and Philip Syng Physick became known as the "Father of American Surgery." The first chair of Chemistry was established here and held by Benjamin Rush, who was a graduate of the first class at Penn.

More recently, there is director Harold Prince, who was also the founder of the campus radio station, WXPB; the poets, Ezra Pound and William Carlos Williams; the honorable William J. Brennan, Associate Justice of the Supreme Court; William T. Coleman, who helped draft the brief that led to the 1954 Supreme Court decision barring school segregation and who once served as Secretary of Transportation; and women like Frances Perkins, who served as Secretary of Labor, and lawyer Sadie Alexander, who received four degrees from Penn, the first black woman to receive a Ph.D. from any University in the country and to be admitted to the Bar in the Commonwealth of Pennsylvania.

Obviously a Penn education is an auspicious beginning. It offers you an extraordinary opportunity to develop your abilities, to stretch your mind and to help you discover new talents. Here you will encounter scholars and teachers who bring the excitement of their research into the classroom—people like Daniel Janzen, recipient this year of a MacArthur Fellowship and a biologist who is working to preserve the tropical dry forest of Costa Rica; Nobel Prize winner Lawrence Klein who is one of the world's foremost econometricians; Lindback Teaching Award winner Abraham Noordergraaf, a Professor of Bioengineering who applies modern modeling techniques to the study of the mammalian cardiovascular system; and Ann Mayer, Associate Professor of Legal Studies, who has both a law degree and a Ph.D. in Middle Eastern History and specializes in Islamic law.

These are but four of the hundreds of faculty at Penn who through their teaching and research provide a better understanding of society and the world in which we live, whose classes enable you to explore your

intellectual interests and to learn more about yourself and your fellow human beings.

We are living in an extraordinary time, and there are extraordinary changes occurring in the world today. Consider, for example:

- the trend toward democratization in the Soviet Union and Eastern Europe;
- the problem of global warming and its technological, social, political and economic foundations;
- the excitement of Voyager II and new discoveries within our solar system and the universe;
- the major changes in biological sciences and medicine as the molecular and structural biological revolution proceeds;
- the peril of illegal drugs, both domestically and internationally.

As tomorrow's leaders—and you will be among America's leaders of the 21st century—you will need to understand these and other issues in depth. Seek an education that provides a better understanding of the society and world in which you will live, that will help you develop your ability to reason and to put that reasoning to work. Take chances intellectually and be open to new perspectives and knowledge. Like those who have gone before you, you can do enormously important things in your life, you can make distinct differences in the quality of the lives around you. Many of your fellow students are already doing this: some 3,000 each year provide volunteer service within the Philadelphia community, doing everything from running soup kitchens for the homeless to tutoring neighborhood school children. I would urge you to follow their example, for a life of leadership also means a life of service.

Throughout the 250 years of its history, Penn has striven to help students become more knowledgeable about the world and its complexities, to be aware of moral, ethical and social issues. It has tried to prepare students to exercise intellectual leadership and the informed exercise of the rights and responsibilities of citizenship. Leadership not only means the privilege to serve, however, but the responsibility to express and manifest the highest moral and ethical standards in one's daily life. Each of you has a responsibility to uphold the values of honesty and academic integrity and to make them a part of your everyday life not only while you are here at Penn but for the rest of your life.

Ours—and now yours—is a proud heritage. The men and women who have gone before you have contributed much—through their work, through community service, and through participation in national life. We believe you can and will do likewise. We are pleased you have joined our intellectual community. We look forward to sharing the excitement of research and the pursuit of knowledge, of understanding, and of truth. And we look forward to celebrating with you our very special birthday.

## A Class of Leaders *by Kim M. Morrisson*

I am delighted to add my welcome to that of others on this stage as you join the Penn community. You come to Penn at a very special time. As you have heard, the University is celebrating its 250th anniversary this year, and the recognition of its long and proud history is a very important part of Penn's celebration. You become, today, a part of that history.

At the same time, you represent Penn's connection to the future. Your working lives will bring you to the midpoint of the 21st century and your lasting ties to Penn may well shape the directions this institution will take for the next 250 years.

So you are poised at this juncture of past and future, as we express our commitment to you and invite you to express, beginning now, your commitment to Penn.

The commitment we ask is that you take responsibility for becoming a member of the Penn community. You will hear a great deal about the nature of community and how, through the choices that we make, we are all active participants in shaping the community of which we are a part. This is the basic premise of tomorrow's "Community Orientation" program which is the beginning of a series of programs on diversity education that will take place in your freshman residential communities



throughout the year. But although we focus on community, it is also important to remember that we are individuals, each of us formed by a set of conditions, characteristics and experiences that shape our perceptions of reality. For individuals to form a community, they must find the common ground, and the largest common ground here is your identity as Penn students.

There is, to be sure, more than one common ground. There is the common ground of your identity as the freshman class; your identity as residents of a first year residential community—Community House, Spruce St., Upper Quad, Butcher/Speakman, King's Court/English House, Hill, Harrison; or as a resident of any of the College Houses; your identity as a commuting student; your identity as a student in the College, Nursing, Engineering or Wharton; your identity as a member of a student organization or a Greek chapter; your identity as a woman, a man or a student of color; your identity as an empathetic listener, a friend, to someone different from yourself. You will belong, at the same time, to many small communities which are subsets of the community of Penn and the common grounds you identify will define the quality and the nature of your experience here.

Since this is a year in which we will be reflecting on our historical connections, I might point out that your predecessors, in the earliest days of this University, entered a community regulated by a set of narrowly defined conditions that governed their actions. One revealing document, entitled "Laws relating to the moral conduct and orderly behavior of the students and scholars of the University of Pennsylvania" dated September 19th, 1801 and perhaps read to the newest students at the start of the academic year, lists some interesting regulations:

- ~ None of the students or scholars...shall make use of any indecent or immoral language...
- ~ None of them shall, without a good and sufficient reason, be absent from school or late in his attendance...
- ~ Within the walls of the building, none of them shall appear with his hat on, in presence of any of the Professors or Tutors...
- ~ There shall be no playing in the yard, or in the street, during the time in which the schools are assembled; nor, within the walls of the building, at any times; nor shall any boy cut or notch the furniture of the rooms; or draw any figures or characters on the walls...
- ~ When the schools are dismissed, whether in the morning or afternoon, the boys shall not remain in the yard, or in the neighborhood of the building; but shall immediately disperse without noise or tumult and return each to his respective home, so as to be at the disposal of his parents...

And finally, and surely the most time-consuming,

- ~ The students of the Philosophical classes shall, each in succession, deliver an oration every morning in the Hall, to proceed in alphabetical order.

Transgressors of any of these laws were subject to a fine, or suspension if they were over the age of 14, and if younger, to the additional penalty of corporal punishment, at the discretion of the Faculty. But the fine, in no case, was to exceed 25 cents.

The codes are less specific now, though notching furniture may still get you fines that have been subject to inflation, and we still deplore graffiti. Hats have gone the way of freshman caps and orations are less likely to be found in class than in the midst of Undergraduate Assembly elections. And references to "boys" have long disappeared (you will note, of course, that there were no references to "girls," who did not appear in classrooms at Penn until the middle of the 19th century); the references today have been replaced by men and women. The expectations too have changed, become adult and focused on respect for others, maturity, responsibility, and human dignity. The common ground today rests on a base of principles, and the tradition we celebrate, in this 250th year, shows how far we have come.

What are the characteristics you bring to this community? What do you have to work with and what are the implications of your presence in this auditorium on this day? First of all, you are many. There are 2,280 members of your class, selected from 11,206 applications. Those numbers mean that for every seat each of you occupies, there were 4 additional competitors. Your very presence here signifies achievement.

You come from 47 different states and 46 foreign countries. Although more than 19% of you are residents of the Commonwealth of Pennsylvania, 43% of you come from outside the Northeast and Middle Atlantic States. Over 7% of you are international students. Clearly, many of you are very far from home.

As individuals, you are also racially and ethnically diverse. More than 27% of you are identified as members of racial minority groups. In

total, your class contains 158 African-American, 14 Chicano, 79 Latino, 7 Puertorriqueno, 364 Asian and 2 American Indian freshmen.

More than 41% of you are women. Nearly 13% of you have mothers or fathers who attended Penn and 2.5% of you are daughters and sons of people who presently teach or work at Penn. Approximately 65% of you have come from public high school systems, 30% from private schools, and 5% from parochial high schools.

You have all been high achievers and have shown your leadership in diverse ways. 1014 of you, nearly half your class, have been National Honor Society presidents; 1219 of you have played significant leadership roles in your schools. 181 of you have been editors-in-chief of major high school publications. 477 of you have been captains or stars in one or more varsity sports and three of you have been identified as having Olympic potential. 346 members of your class have held half-time jobs while in school and 12 of you have owned and operated your own businesses.

As individuals, you bring with you energy, dedication and determination. For example, you have among you:

- ~ a world class polo player from Connecticut;
- ~ a martial arts expert from Florida with the distinction of being the youngest person in the United States to receive a black belt in Karate—at the age of eight!
- ~ an award-winning fencer from New York who has also been designated a University Scholar;
- ~ a student who excels in Chinese brush painting;
- ~ an interpreter for the Panamerican games;
- ~ a student who has danced with her municipal ballet and has edited a published book;
- ~ a student who has a national ranking in Squash in the 18 and under age group.
- ~ a specialist in Renaissance music who plays five instruments.

This list, of course, could go on and on. But keep in mind, it represents your *past*. Your future lies in what you gain from Penn and from each other. Your being here means that each of you was judged to offer something special to Penn.

What might your future look like? Three, four, or five years from now, when you graduate from Penn, you will enter a working world that is substantially different from anything your parents or grandparents would have encountered. The U.S. Dept. of Labor report on "Workforce 2000" has projected that between the end of this year, 1989, and the year 2000, there will be 21 million new workers entering the workforce and that nearly two-thirds of these new workers will be women, and 29% will be people of color. So the changing workforce will be far more diverse than anything we have seen to date.

The role of technology, the removal of trade barriers in the European economic community in 1992 and the increasing internationalization of our economy at all levels means that jobs, careers, employers, and locations of employment will be more fluid than they have ever been before. For all of you, whatever path you take, if you are to be leaders in the next century, this means that you must develop greater global understanding, both of languages and cultures; an outlook that is international; the ability to reach beyond the boundaries of one's own limited experience; the ability to listen, to reflect, to persuade, to deal with complex issues of many dimensions, to reason, to problem-solve, and to understand and communicate through speech and written word the importance of goals that transcend one's individual or perhaps even national identity.

These are not small requirements, and the first call of these challenges is sounded here, tonight, tomorrow, and in your classroom, in the library, in your residence, in your dining hall, in your work-study job, in your volunteer activity, in your student organization, in the peaks and valleys of your days at Penn.

The call is clear. Will you seize the opportunities that lie before you to become an active and committed participant of this community? Will you open your eyes and your minds to the individual differences among us and will you recognize that in differences there can be strength as well as unity? Will you dedicate your strengths to build connections so that your common grounds are many and informed by understanding? Will you use these next four years to gain the skills, the knowledge, you will need to be the leaders you are capable of becoming?

If you commit your energy to these challenges with the spirit and determination shown by your predecessors of the last 250 years, then I consider it a privilege to say to the President, to the Provost, to the Deans and members of the Faculty, to my colleagues, and to your fellow students, "Our future is in good hands with this, the Class of 1993."

## Department of Public Safety

This report contains tallies of Part 1 crimes, a listing of Part 1 crimes against persons, and summaries of Part 1 crime in the five busiest sectors on campus where two or more incidents were reported between August 21, 1989, and September 10, 1989.

**Total:** Crimes Against Persons—0, Thefts—52, Burglaries—8,  
Thefts of Auto—2, Attempted Thefts of Auto—0

Date	Time Reported	Location	Incident
<b>32nd to 33rd; South to Walnut</b>			
89/08/21	4:34PM	Lot #5	Items taken from 2 autos
89/08/23	11:50AM	Rittenhouse Lab	Electric coffee machine taken
89/08/24	9:06AM	Weightman Hall	Male stole cash & checks
89/08/30	3:30PM	Hutchinson Gym	Stationary bike taken
89/08/30	10:52PM	Lot #5	Arrest male/auto broken into, property taken
89/09/02	3:46PM	Franklin Field	TV & VCR taken from auto
89/09/02	10:40PM	Weightman Hall	Unattended knapsack taken
89/09/05	11:13AM	Palestra	VCR/stereo/tapes taken from secured room
89/09/05	11:47AM	Lot # 6	Cash taken from parking lot booth
89/09/05	7:55 PM	Lott Tennis Cts	Wallet & contents taken
89/09/06	4:52 PM	Franklin Field	2 bags with wallets taken
89/09/08	9:30 AM	Rittenhouse Lab	Extrom phone from secured room
<b>34th to 36th; Walnut to Market</b>			
89/08/22	8:09PM	Pepper Dorm	Computer & printer taken
89/08/23	9:13AM	3401 Walnut	Tools taken from construction area
89/08/30	9:30AM	3401 Walnut	Wallet/ contents taken
89/09/05	9:53AM	3401 Walnut	Gym bag/contents from unattended room
89/09/08	3:55PM	Franklin Bldg	Handbag taken from unattended room
89/09/08	4:23PM	Roberts Dorm	Computer equipment from secured room
<b>36th to 38th; Walnut to Market</b>			
89/08/28	8:27AM	Lot# 17	Auto window smashed, radio taken
89/08/30	4:37PM	Lot# 17	Tool box taken from vehicle
89/09/02	8:18AM	Lot# 17	Auto window broken/tapes, tools, change taken
89/09/02	9:29AM	Lot# 17	Auto window broken/lamp & clothes taken
89/09/08	4:15PM	Lot# 17	Auto taken
<b>38th to 42nd; Walnut to Market</b>			
89/08/21	9:06AM	4015 Walnut	Scale, adding machine taken from office
89/08/24	4:25PM	4015 Walnut	Men's bike taken
89/09/03	5:34PM	Kappa Delta	Men's bike taken
89/09/04	2:17PM	Sigma Alpha Mu	Auto window broken, clothing taken
89/09/06	11:04AM	Acacia	Bike taken
<b>34th to 38th; Civic Center to Hamilton</b>			
89/08/22	12:56PM	Med Educ Bldg	Pocketbook taken/ recovered/cashmissing
89/08/30	12:22PM	Nursing Ed Bldg	Unattended briefcase from unlocked office
89/09/05	6:47AM	Guardian Drive	Cash taken from construction trailer
89/09/10	11:23AM	Johnson Pavln.	Computer taken from unsecured room

**Safety Tip:** Wherever you are—whether walking between classes, in the library, shopping, driving or whatever—stay alert and tuned-in to your surroundings.

## 18th Police District

Schuylkill River to 49th Street, Market to Woodland Avenue. Reported crimes against persons from 12:01 a.m. 8/21/89 to 11:59 p.m. 8/27/89: 25 Incidents 6 Arrests

Date	Time	Location	Offense Weapon	Arrest
08/22/89	2531	Baltimore 4600	Robbery/knife	No
08/23/89	0140	Walnut 4000	Agg Assault/screwdriver	Yes
08/23/89	0723	Market 4600	Robbery/strongarm	No
08/23/89	0528	Walnut 4800	Rape	No
08/24/89	0005	Chester 4200	Robbery/gun	No
08/24/89	0210	Chestnut 3600	Robbery/knife	No
08/24/89	0250	Woodland 4800	Robbery/strongarm	No
08/24/89	0129	Chester 4000	Homicide/gun	No
08/26/89	1845	Spruce 3400	Purse Snatch/knife	No
08/27/89	0210	Market 4500	Agg Assault/gun	Yes
08/27/89	1734	Chestnut 4600	Robbery/strongarm	Yes
08/27/89	2040	Kingsessing 4609	Robbery/baseball bat	No
08/27/89	2257	Sansom 3600	Robbery/gun	No
08/28/89	1658	Civic Ctr. 3400	Robbery/strongarm	No
08/28/89	2342	Spruce 4600	Robbery/knife	No
08/30/89	0025	S. 46 1019	Agg Assault/knife	Yes
08/30/89	1130	Walnut 4000	Robbery/strongarm	No
08/30/89	1620	Sansom 4641	Homicide/gun	Yes
08/30/89	2100	Walnut 4000	Robbery/knife	No
08/31/89	0455	Pine 4326	Robbery/machete	No
09/01/89	0310	Walnut 4700	Agg Assault/knife	Yes
09/01/89	0840	Baltimore 4400	Agg Assault/knife	No
09/01/89	2220	Walnut 4201	Robbery/gun	No
09/02/89	2127	Hazel 4704	Robbery /strongarm	No
09/02/89	2156	Chestnut 4000	Robbery/strongarm	No

## Public Safety Open House

All members of the University are cordially invited to the Department of Public Safety Open House on Friday, September 15, from 4 to 6 p.m. Come meet our supervisory staff, police officers, detectives and director, and observe our operations. We invite you to tour our building and to see our state-of-the-art equipment.

We'll look forward to seeing you.

—*Sylvia Canada, Public Safety*

## Update

SEPTEMBER AT PENN

### EXHIBIT

**15 Gallery 3601;** Group show: Bailey, Beckett, Chudzinski, Corenzwit, Gallagher, Gowen, Knowles, Weinreich; opening reception 5:30-7:30 p.m., Christian Association. *Through October 27 (CA).*

### FITNESS/LEARNING

**18 English Classes for Foreign Students;** 10-week, bi-weekly classes to learn or improve spoken English. Registration: *September 11-15*, at International House. *Native speakers of American English needed as volunteers to teach: call Jamie Reinstein at 387-5125, Ext. 2239.*

**20 Bible Study;** noon, Christian Association Building. *Every Wednesday (CA).*

### SPECIAL EVENT

**17 Christian Association Picnic;** 3-6 p.m., Hill Field (CA).

### TALKS

**18 The Evolution and Growth of Technology;** George Basalla, University of Delaware, Newark; 4-6 p.m., Room 108, Smith Hall (Department of History and Sociology of Science).

**21 Moving beyond the Organic/Non-Organic Distinction in Psychiatric Nosology;** Robert Spitzer, NY State Psychiatric Institute; 11:30 a.m.-1 p.m., Room B, John Morgan Building (Department of Psychiatry Colloquium Series).

*Custodians of Our Conscience: Religion in the Lives of Slaveholding Women;* Elizabeth Fox-Genovese, director of Women's Studies and professor of history, Emory University; 4 p.m., Lower Egyptian Gallery, University Museum (Leon Lecture Series, SAS Dean's Office, Department of History, and Women's Studies Program).

**Correction:** Under *Fitness/Learning* in September's pullout calendar, the phone number for Career Planning & Placement should be Ext. 8-7530.

## Almanac

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