

# Almanac

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## SENATE

### From the Senate Office

*The following is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. We would be pleased to hear suggestions from members of the Faculty Senate. Please communicate your comments to Senate Chair Robert E. Davies or Faculty Senate Staff Assistant Carolyn Burdon, 15 College Hall/6303, Ext. 8-6943.*

### Actions Taken by the Senate Executive Committee Wednesday, November 1, 1989

**1. Senate Nominating Committee.** Prof. F. Gerard Adams was selected as the ninth member from among the SEC membership. (See full committee membership, page 4.)

**2. Policy on Misconduct in Research.** Amendments were adopted in the policy dated October 23, 1989, so that it reads as follows (new language underlined):

p.2, par. 8, line 6: "The making of knowingly false or malicious accusations violates acceptable norms of behavior for members of the University community, and may result in formal charges being brought against the complainant under University procedures."

p.4, par. 1.4, line 16: "In the event that the dean and Provost determine to drop the matter, they shall use diligent efforts, as appropriate, to restore the reputation of the respondent and to protect the position and reputation of the complainant, if the complaint is found to have been made in good faith."

p.6, par. 3.1, line 5: "The dean and the Provost have the responsibility to take an active role to repair any damage done to the reputation of the respondent, and to take appropriate action should they determine that the accusation was knowingly false."

**3. Campus Center.** Prof. Stephen Gale and VPUL Kim Morrisson presented results of the recent survey on the community's preferences for facilities, services, and programs that should be in the new center and asked for the faculty's suggestions. SEC raised concerns that included the need to replace the parking that would be lost by construction of the center; support for moving of the Bookstore to a larger, better stocked location; adequate storage space; as well as the need for routine faculty review beyond this program stage when the drawings are with the architect and the center is under construction.

**4. Diversity Education Program.** VPUL Kim Morrisson described the program activities and gave a preliminary review of the questionnaire results from program facilitators. While analysis has just begun, Dr. Morrisson felt the program had a positive result. Among issues raised by SEC members was the need to use accurate information and the suggestion to change the name to "community building." As the meeting had run beyond the announced adjournment time, discussion of an expression of thanks was carried over to the next SEC meeting.

## Eckman Professor: Dr. Mark Greene

The first holder of a new endowed professorship of medicine, established by the Rorer Group Inc. in honor of its longtime executive board chairman, is Dr. Mark I. Greene, a Canadian-born M.D.-Ph.D. who joined Penn Med in 1986 as professor of pathology and director of the division of immunology. Since 1987 Dr. Greene has also been associate head of fundamental research for the Cancer Center here.

The professorship is named for John W. Eckman, a 1943 Wharton alumnus who has been a Life Trustee, chair of the SAS Board of Overseers, president of the Wistar Institute Board of Managers, and member of the President's Council. Penn Med is also the home of the Rorer Professorship funded by the estate of the pharmaceutical company's founder.

According to his colleague Dr. Peter Nowell, Dr. Greene's research on cancer cells is "the first to show that we can attack tumor cells and leave other cells alone." Studying a particular oncogene, *neu*, that is involved in the regulation of growth of normal cells, Dr. Greene made major discoveries in how the *neu* and its product work—but "Most important, he developed antibodies against the gene product that in laboratory animals block the growth of tumors in which that gene is abnormal. This has major potential implications for human cancer in which the *neu* gene is functionally abnormal—including breast and lung cancer," Dr. Nowell said.

Dr. Greene earned his undergraduate and advanced degrees from the University of Manitoba (M.D. in 1973 and Ph.D. in 1977), and became a Fellow of the Royal College of Physicians (Canada) in 1976. The author of 42 books and monographs and 179 papers, Dr. Greene was on the Harvard medical and public health faculties, then chief of rheumatology/immunology at Tufts before joining Penn.



## Dr. Kaurouma, Associate VPUL . . . Other Changes

Dr. Patricia Kaurouma, MIT's associate dean for student affairs and director of minority education, joins Penn next week as associate vice provost for student affairs. VPUL Kim Morrisson said Dr. Kaurouma will oversee a new division called Student Affairs, which includes Student Activities and Facilities, Student Life Programs, Fraternity/Sorority Affairs, University Counseling Service, Student Health Services, Drug and Alcohol Resource Center and Judicial Inquiry Office.

The appointment is one of a series of internal moves. In the new position of Deputy Vice Provost for University Life is *George Koval*, who has been executive director of student financial and administrative services; Off-Campus Living Director *Carolynne Martin* is his executive assistant. Former Residential Living Director *Dr. Carol Kontos-Cohen*, is now on the central VPUL staff, and *Dr. Gigi Simeone*, has moved up from associate director of residential living to director. *Dr. Christopher Dennis*, who has been director of the College House Program, is now Director of Academic Programs for Residences. Director of Tutoring *Harold Haskins* has been named Director of Student Academic Support Services, overseeing the pre-freshman program, Reading Improvement, Upward Bound, Veterans Upward Bound, Tutoring and PennCAP.



Left to right: Dr. Kaurouma, Dr. Kontos-Cohen, Dr. Simeone, Mr. Koval

## Is There "No Argument about the Truth"?

I have received the following letter from Professor Morrison, with the notation that copies were sent to Professors Cohen and Kors:

Dear Bob:

You have been speaking out as our leader, quite appropriately, on the question of academic integrity and fraud this year.

It would seem appropriate, therefore, that you also concern yourself with honesty in the transmission of information and ideas to the young at Penn. I would like to hear you discuss the DP article by Michael Cohen concerning the alleged tampering with the truth at the freshman diversity education sessions. I am concerned as well that nonsense not be transmitted. I refer to the paragraph from Alan Kors' article that I have circled\*. I realize that one can argue about what is sense and what is nonsense, but there is no argument about the truth.

Sincerely,  
Adrian R. Morrison

My reply, which I have also sent to Professors Cohen and Kors, follows:

Dear Adrian:

Thank you for your letter of October 19, 1989. You raise a very important issue that I had already begun to address in my article (*Almanac* 9/26/89) on "Academic Integrity: A University-Wide Agenda" that contains the words "But there should be no doubt in our institution that immediate removal is to be the end result of any proven falsification or plagiarism, whether by students, faculty or supporting staff or administration." You may also have read by now the article on "Fighting Words" and the Speaking Out letter and response in *Almanac* 10/17/89.

The issue of what actually took place during the orientation workshops for the facilitators and during the Diversity Education Program for First-year students is so important that as Chair of the Faculty Senate and as Chair of the Steering Committee of the University Council I have already invited the Vice Provost for University Life, Dr. Kim Morrison, to come to the next meeting of the Senate Executive Committee on November 1, 1989, and to the next meeting of the University Council on November 8, 1989, to give us the results of the extensive questionnaire filled in by those who took part in the Program and to answer any questions that people at those meetings may wish to ask.

In your letter you wrote "I realize that one can argue about what is sense and what is nonsense, but there is no argument about the truth." However, the real problem is often to discover precisely what is the "truth" about which there can be no further argument.

I certainly would like to know more about the "brave undergraduate on Penn's planning committee for 'diversity education'..." mentioned in Professor Alan Kors' article in the *Wall Street Journal* (10/12/89) that you circled in the photocopy that you sent to me\*. Can you, or Professor Kors, get me a copy of the "memo," give me an opportunity to talk to the student and the administrator concerned, and let me know of the context in which that exchange took place? I am surprised that Professor Kors had not raised this previously within the University at the Senate Executive Committee or at the University Council so that it could have been investigated already.

As for "the DP article by Professor Michael Cohen concerning the alleged tampering with the truth at the freshman diversity education sessions" the situation is not quite so straightforward. For example, neither you, nor Professor Kors, nor Professor Cohen were facilitators in the program, but I was, and so was Professor Helen Davies. She went

to the all-day workshop for facilitators on Thursday, August 10, 1989, whereas I went to the one on Tuesday, August 22, 1989. Both of us remember being told that the "Incidents of Harassment at the University of Pennsylvania" and the "Scenarios for Afternoon Session" were composites or case examples that had been mixed up deliberately so that no particular person or fraternity would be identified. That is why I did not request that "University professor" be changed. That identification was apparently made by Professor Cohen although he knew that Mr. Murray Dolfman was not a "University professor" or even a member of the standing faculty. He was a part-time lecturer.

Another problem stems from Professor Cohen's article "What is Happening and Why?" in *The Daily Pennsylvanian* of October 2, 1989. He wrote that the material in the "Incidents..." that he said relates to the "Dolfman affair" is variously "false and libelous," "a lie," a "distortion," "totally unfair" and "too serious to be dismissed as an honest mistake" since "the report of the Wharton School Committee on Academic Freedom [and Responsibility] found that Dolfman's reference to black students as 'ex-slaves' was a one-time occurrence..."

However, a reading of the report of that committee in *Almanac* April 9, 1985, by no means supports Professor Cohen's claims. What the committee did state was that questioning at the March 12, 1985, meeting elicited no affirmative response to whether the remarks with respect to slavery and the 13th Amendment were repeated in the Spring Term, 1985. What the "Incidents..." said was "It was later discovered that other African-American students who had taken the professor's class had had similar experiences."

The evidence that this is true is by no means trivial. For example: A letter in *The Daily Pennsylvanian* of March 13, 1985, written by four students in the Classes of '84 and '85 under the heading "Fraternity Brothers Support Dolfman As Friend, Teacher" states "For the three-and-a-half years that we have known Murray Dolfman, he has constantly been embroiled in controversy. He has been accused more than once of showing blatant favoritism in class, making sexist, racist and other non-denominational yet nonetheless [sic] offensive remarks in class, and generally behaving in a manner unbecoming a faculty member. He is certainly not unaware of these allegations, yet he persists every semester in the same exact manner, recycling to the letter his remarks, jokes and demeanor."

I have discussed the matter with the Chair of the Wharton School Committee on Academic Freedom and Responsibility that investigated the case. Very properly he did not wish to have material published from his confidential files and tapes but said that the report did not contain everything that they had learned about the case; that many students had claimed that the remarks had been said in past years; that the Committee did not wish to publish admissions by Mr. Dolfman concerning repetitions of the racist remarks in previous years that were not confirmed by other testimony; that no students from previous years appeared before the Committee at the March 12, 1985 meeting; that the statements in the Report were true; that Professor Cohen's conclusions could not be validly drawn from the Report; and finally, and most importantly, he had no objections to the statements in the "Incidents..." that "other African-American students who had taken the professor's class had had similar experiences."

I personally, and many others who have discussed this case with me, feel that Mr. Dolfman, (who after all admitted to, and publicly apologized for, his remarks), has suffered enough, and that anyone who is really concerned for him will let the matter drop.

Sincerely,  
Robert E. Davies

### From the Senate Office

#### Election of Secretary-elect

No nominations were received by petition and the Senate Nominating Committee's nominee Gary Hatfield, associate professor of philosophy is declared elected Secretary-elect for 1989-90.

**Ed. Note:** Senate notices are normally contiguous, but to allow for the exchange that begins above and continues starting opposite, the SEC Actions of November 1 are on page 1 and the Senate Nominating Committee list is on page 4.

\* **Ed. Note:** Reference is to the following paragraph from "It's Speech, Not Sex, the Dean Bans Now," by Alan Charles Kors, *WSJ* 10/12/89:

One brave undergraduate on Penn's planning committee for "diversity education" wrote a memo to her colleagues about "my deep regard for the individual and my desire to protect the freedom of all members of society." An administrator paid to think about such things wrote back to her, circling the quoted phrase, underlining the word "individual," and commenting, "This is a 'RED FLAG' phrase today, which is considered by many to be RACIST. Arguments that champion the individual over the group ultimately privileges [sic] the 'individuals' belonging to the largest or dominant group."



# Speaking Out

## Responses on Truth & Diversity

Following are replies to the Senate Chair's column (opposite) by Professors Michael Cohen and Alan Kors. Further below are comments by Vice Provost Kim Morrisson, a message from Mr Dolfman (next page), and a group response to Dr. Kors.

### From Professor Cohen

According to the *Daily Pennsylvanian* (9/27/89) the Vice Provost for University Life "sent all diversity education facilitators a memo correcting errors in the Labor Day program's portrayal of two of the most controversial events on campus in the past five years." The memo, which I have not seen, was sent out after I pointed out factual errors to Dr. Kim Morrisson. I have asked *Almanac* to publish the memo, and I also requested (unsuccessfully) that the corrections be publicized so as to reach the 1700 students who participated in the program.

Professor Davies states that facilitators were told that the "Incidents of Harassment" cited were "composites or case examples that had been mixed up deliberately so that no particular person or fraternity would be identified." Regardless of what the facilitators may have been told, they were instructed to read these words to the students:

The following are examples of racial, gender-related, religious, and homophobic incidents of harassment that have taken place at the University over the past few years. The incidents described on this list are examples of the difficulties and problems that many student and faculty/staff members face at Penn. While some of these events have received considerable attention over the past few years, there are other incidents listed that have not received such publicity. It is important to recognize that these less well known incidents are no less important than those which have been widely publicized.

There is no suggestion in the above that the examples are composites or may be partially inaccurate. Furthermore, I would consider it very unethical to mix fact and fiction in such a context. One incident cited is the following:

A University professor continually referred to African-American students in his class as 'ex-slaves' and said that their comments would be particularly useful when the class discussed the Thirteenth Amendment. It was later discovered that other African-American students who had taken the professor's class had had similar experiences.

Everyone, including Professor Davies, knows that this refers to Mr. Murray Dolfman. The report of the Wharton Academic Freedom Committee, which held open hearings, stated that "...prior to the complaints now lodged, no complaint has been filed... during the twenty-two years Mr. Dolfman has taught at Wharton.... Students' course evaluations of Mr. Dolfman have been uniformly outstand-

ing..." The Committee also found that "Despite allegations...that Mr. Dolfman repeated his remarks with respect to slavery and the 13th Amendment in the Spring Term 1985, the Committee has found no evidence that would support such allegations." Regarding the circumstances of Dolfman's only documented reference to "ex-slaves," the report states: "Mr. Dolfman then expressed surprise that while he, as a Jew and a 'former slave,' celebrated the end of his slavery at Passover, the black students, whom he likewise called 'former slaves' or 'ex-slaves,' did not celebrate the passage of the 13th Amendment."

Perhaps Professor Davies and the compiler of the list of incidents know, or think they know, more than was in the report of the Academic Freedom Committee. They can say anything they want at lunch or at cocktail parties, but when reciting "facts" about the University and about real people to freshmen who know nothing about past history, they should adhere scrupulously to what is on the record and not deal in gossip.

Professor Davies, who in 1985 introduced a resolution (which passed) in University Council calling for the immediate suspension of Dolfman without even waiting for the report of the Academic Freedom Committee, now magnanimously urges us to "let the matter drop" in deference to Dolfman. Unfortunately, his terms for dropping the matter include accepting a tendentious version of history which is being imposed on the University and has been force-fed to helpless freshmen.

My column in the *DP* (Oct.2) also discussed two other misrepresentations in the facilitator's guide. One concerned alleged racial slurs at a ZBT rush event; when Dr. Morrisson published her report on this event, conspicuously absent from the list of 19 findings of fact was any reference to racial slurs. The other concerned an alleged physical assault on an African-American student. According to the facilitator's guide, "The student was punched in the face in an elevator in High Rise East by a white student, who the victim said 'was trying to put him in his place'." When questioned about this incident in University Council (three months after the incident) Dr. Morrisson said that her office had no knowledge of such an incident, and no complaint was ever made. There has never been a hearing to ascertain the facts. Nevertheless, an account of this "incident" was recited to 1700 freshmen.

It is not surprising that when the University gets into the business of indoctrination rather than education, old-fashioned values like truth and factual accuracy get battered. The facilitators and the Administration are hardly in a strong position to lecture the students and faculty about academic integrity.

—Michael Cohen, Professor of Physics

### From Professor Kors

I do wish that Professor Davies had not chosen to lecture me on subjects ethical, but since he has, let me reply. The man has *chutzpah*. Being told by Robert Davies that Murray Dolfman has suffered enough is like being told by Torquemada that heretics have suffered enough. In what was, in my opinion, an infamous breach of all decency and collegial due process, Professor Davies helped to create the very atmosphere of witch-hunt and hysteria in which this University disgraced itself in the matter of Murray Dolfman. He co-authored a letter that called for his colleague's suspension from teaching prior to a hearing, as if this then and current member of our faculty were a clear and present danger to the safety of his students. I well understand why he would want the matter dropped. Perhaps we shouldn't talk about the McCarthy period either, since its victims have "suffered enough" and some of them even apologized at the time to their fellow citizens. I'll take no moral instruction from Bob Davies, thank you!

His argument that the "University Professor" falsely described and further persecuted in the harassment scenarios foisted upon our ever more indoctrinated undergraduates was a "composite" and not necessarily Murray Dolfman is disingenuous and casuistical bad faith.

His "surprise" that I did not begin an "investigation" into an administrator's advice to an undergraduate that individualism was racism simply reveals the difference between the inquisitor and the critic. I find that the administrator's memo sheds light on the moral degradation of our academic culture, but the administrator is entitled to his opinion, others are free to agree or disagree with him, and he should not be subjected to any "investigation," by me or by Professor Davies. Perhaps Professor Davies also would like him suspended with pay until some future *auto-da-fe*, but as for me, I believe in live and let live, think and let think, express and let express.

—Alan Charles Kors, Professor of History

### From Dr. Morrisson

The points that Professor Cohen and others have raised about the "truth" suggest that it is a subject around which it may be difficult to reach agreement. Others writing in this issue may dispute whether one of the incidents reported in the Facilitator's Manual occurred once or more than once; for its significance to the Labor Day Program, what is important is that it occurred at all.

It was the intent of the Facilitator's Manual to list incidents which had occurred at Penn—minus individual identifier—so that new students could understand what had formed the climate of opin-

Under the Faculty Senate Rules, formal notification to members may be accomplished by publication in *Almanac* in lieu of direct mail. The following is published under that rule:

**To: Members of the Faculty Senate**  
**From: Robert E. Davies, Chair**  
**Subject: Senate Nominating Committee**

1. In accordance with the requirements of the Faculty Senate Bylaws, notice is herewith given to the Senate Membership of the Senate Executive Committee's 9-member slate of nominees for the Nominating Committee for 1989-90. The Nominating Committee nominates candidates for election to the Offices of the Senate (chair-elect and secretary-elect), to the at-large and assistant professor positions on the Senate Executive Committee, and to the Senate Committee on the Economic Status of the Faculty, the Senate Committee on Academic Freedom and Responsibility, and the Senate Committee on Conduct. The nine nominees, all of whom have indicated their willingness to serve, are:

F. Gerard Adams (professor economics)  
 Adelaide M. Delluva (emeritus professor biochemistry/veterinary)  
 Roselyn J. Eisenberg (professor microbiology/veterinary)  
 Oscar Gandy (associate professor communications)  
 Robert Giegengack (professor geology)  
 Sol Goodgal (professor microbiology/medicine)  
 Morris Mendelson (professor finance)  
 Stephen Roth (professor biology)  
 Louise Shoemaker (professor social work)

2. Pursuant to the Bylaws, you are herewith invited to submit additional nominations, which shall be accomplished via petitions containing at least twenty-five valid names and the signed approval of the candidate. All such petitions must be received no later than fourteen days subsequent to the date of this notice. If no additional nominations are received, the slate nominated by the Executive Committee will be declared elected. Should additional nominations be received, a mail ballot will be distributed to the Senate membership.

The closing date for receipt of nominations by petition is Tuesday, November 21, 1989. Please forward any nominations by petition to the Faculty Senate Office, 15 College Hall/6303.

ion in the community they were entering. Language chosen to obscure identities may have led to confusion on whether they were "composites," but the term is more aptly applied to a second set of materials—case studies used to explore some of the issues in depth, which were based on composites of cases handled by the judicial inquiry office or by the residential system.

Much as one might wish otherwise, the climate of opinion is often formed by incidents which never go through a formal judicial investigative procedure, but instead are reported through informal networks or sometimes through the campus media. That a student chooses not to press charges, for whatever reason, does not mean that an incident did not happen, and it certainly does not mean that the campus or students are unaffected.

Professor Cohen's image of "helpless freshmen" being "force-fed" against their will reflects a dim set of expectations of the entering class and paints a dismal picture of their experience. Fortunately, it is not supported by the nearly 81% of the students who agreed that "the day was a valuable educational experience" or the 97% of the students who agreed that the facilitators "created an environment in which I felt comfortable." From my own experience as a facilitator, I can say that the first-year students in my group were bright, concerned, challenging, questioning, willing to debate each other on the issues, and as diverse in opinion as any Council meeting.

On the matter of the exchange cited in Professor Kors' article, the committee in question was considering recommendations for the follow-up programs in residence, an effort separate from the planning of the Labor Day Program. The "administrator" in question was another volunteer committee member who is also a part-time faculty member. He is not a student affairs administrator, as passages elsewhere in the *Wall Street Journal* article might suggest. I don't know whether he is "paid to think

about such things," but I am sure he was surprised to read his private correspondence with another committee member in *The Wall Street Journal*. In any case, Professor Kors and I agree that he has the right to express his opinion freely in response to another's viewpoint. Both viewpoints were welcome and discussed fully by the committee.

Much has been said about "indoctrination," so that it is perhaps worth saying that the purpose of the Labor Day Program was not to lecture anyone, but to create an opportunity for discussion, communication, and exploration—surely efforts to be valued in the business (art? science?) of education.

—Kim M. Morrisson  
 Vice Provost for University Life

## Conveyed for Mr. Dolfman

**Ed. Note:** On Saturday, November 4, *Almanac* contacted Murray Dolfman by phone and read him passages from page 2 and page 3, asking if he wished to respond in this or a future issue. He suggested insertion of an editor's note conveying his complete surprise and total ignorance as to the issues being raised here or in the D.P. October 2. He added that he would review the material and if it was libelous or did defame his character he would bring appropriate action, and reserved for a future issue his right to comment. Page proofs and a copy of the D.P. article were delivered to his home on Sunday. Subsequently the contribution below was accepted, on the advice of *Almanac*'s Advisory Board Chair, Dr. Charles D. Graham, Jr., as a response to the letter by Dr. Kors on page 3.

## From 1985 Co-Authors

*From Faculty Members Who Co-Authored the Letter with Professor R.E. Davies (Almanac, 2/26/85)*

We are appalled at the language and tone of Professor Kors' letter. Any attack on the integrity of Professor R. E. Davies' actions with respect to the letter described by Professor Kors as "...an infamous breach of all decency and collegial due

process..." is indeed an attack on us all. We do not accept this intemperate claim of Professor Kors, nor do we believe that "...this University disgraced itself in the matter of Murray Dolfman." To deal with the particulars of our letter to *Almanac*, we would like to clarify the historical record with respect to context and chronology.

President Hackney on the 18th of February, 1985, sent a letter to the student media (see *Daily Pennsylvanian* 2/19/85) saying:

I spoke this morning with Mr. Murray Dolfman and emphasized the seriousness with which I regarded the incident in his class that led to a protest from black students. I told Mr. Dolfman that a public apology from him was in order. He readily agreed. His statement follows: "I do admit that my presentation and feigned reaction on November 12, 1984, was overdramatic and unnecessary. I apologized then to those who were directly affected. And I apologize now to the entire community."

Our letter signed by 10 faculty members including Professor R.E. Davies read in its entirety\*:

Members of the Black Student League, along with a group of Black faculty and staff at the University of Pennsylvania, have reshaped the politics and practices of the University. They have taken those behaviors and attitudes many at this institution assume to be "standard educational practice" and named them appropriately as racist.

We support this powerful coalition in their efforts to force the institution to recognize and act on internal racism. The University does reflect the racism of the larger culture, but it is a university's job to lead that culture in identifying racism as a problem with consequences for all of us.

We believe that Professor Dolfman should be suspended from his teaching responsibilities, with pay, pending the results of what we hope will be an expedited investigation. We also support the BSL's demands for increased minority presence on the fac-

\* *Almanac* inserts headings on letters that arrive untitled, those addressed "To the Editor" and those with titles too long for the space available. This letter was given the title "Call for Suspension"—Ed.



continued from page 4

ulty and increased sensitivity to issues of racial harassment on the part of all faculty. We believe that racial harassment is very harmful not only to African-American students directly exposed, but to the campus as a whole. Mindful of Section III.E.14 of the Handbook for Faculty and Academic Administrators, we expressed our view on temporary suspension with pay and an expedited investigation in order to assess the nature of the action, of the harm, and appropriate disposition of the case.

In summary, the letter signed by Professor R.E. Davies, along with each of the following signatories, was written subsequent to Mr. Dolfman's public acknowledgement of and apology for his actions and was written within the legal language of the Handbook. Mr. Dolfman was suspended subsequently. This decision (see Memorandum from Dean Russell E. Palmer, *Almanac* 4/9/85) was taken on the basis of the report of the Wharton School Committee on Academic Freedom and Responsibility and input from the Legal Studies Department and the Dean's Advisory Council (which was composed of senior members of the Wharton School faculty). We end by reiterating a comment by President Hackney and then-Provost

Ehrlich: "The Statutes of the University as approved by the Trustees, are clear that 'The teacher is entitled to freedom in the classroom in discussing his or her subject. At the same time, that freedom obviously does not include humiliating Black students based on their race.'" (*Almanac* 4/9/85)

—Fred Block, professor and chair, sociology

—Susan Cohen, assistant professor, nursing

—Helen Davies, professor and acting chair, microbiology/Med

—Adeleide Delluva, emeritus professor, biochemistry/Vet

—Michelle Fine, associate professor, education

—Ann Matter, associate professor and chair, religious studies

—Mark Stern, associate professor, School of Social Work

(This includes all of the original signers still at the University except R.E. Davies, who was not permitted to reply in this issue because of the operating procedures of *Almanac*)

### Dr. Rutman on Research Policy

A letter from Dr. Robert J. Rutman, sent to Dr. Haim Bau as chair of the University Council Committee on Research and intended for Speaking Out in this issue, has been scheduled for November 14. Dr. Rutman details his concern over Item 4 of the Draft Procedures Regarding Misconduct in Research (*Almanac* October 10) and Dr. Bau urges all faculty to convey their views on the proposed procedure.—Ed.

### United Way/Penn's Way(s)

Several weeks ago the *Inquirer* reported that Penn would be among the local employers offering employees a new option to designate payroll-deductible United Way/Donor Option gifts for specific local "umbrella" organizations that raise funds for groups of agencies. Initial campus campaign announcements did not include the option, but the following was released Monday by University Relations.

This year's campaign at Penn is different than previous ones. Four Delaware Valley organizations that raise funds similarly to United Way are being given visibility as options to which employees may direct all or part of their contribution.

Traditional United Way giving options remain available to donors, who may either make a non-specific contribution with distribution determined by United Way, or designate the gift for agencies in one of six categories.

Literature from the United Way and the four additional fund-raising organizations has been sent to all Penn employees. The four organizations are the Black United Fund, which provides financial and technical resources to African-American community-based self-help projects; Bread and Roses, a partnership of activities and donors who are committed to building a permanent financial and institutional base for social change; United Negro College Fund, which provides financial aid to college-bound African-Americans; and Women's Way, which supports a range of services for women and girls.

Solicitors can supply information on insuring that your contribution is directed to the agency or group of agencies of your choice.

## COUNCIL

Below and on page 6 are excerpts from the Vice Provost for University Life's report to be delivered to the University Council on November 8. The full report is available on request to the VPUL, 200 Houston Hall/6306, Ext. 6081.

### Evaluating the 1989 Orientation for Students in a Diverse Community

On Monday, September 4, 1989, Labor Day, as part of new student orientation week, the University sponsored a community orientation program for new first year students as part of its Diversity Education Program. The program was designed by students, faculty, and staff, working in a variety of committees throughout the preceding year, and was intended to provide a "common experience" for new students. It was to be followed by a series of residentially-based programs on diversity, developed by each first year residential community, to take place throughout the academic year.

The content of the Labor Day program was designed to meet the following objectives:

1. To define community and what it means to be a member of a diverse community at the University of Pennsylvania.
2. To recognize the complexity and scope of differences among people and the impact of those differences on interactions.
3. To understand individual responsibility and choices of behaviors that enhance or detract from community.
4. To understand the University's behavioral policies.
5. To introduce students to relevant campus resources.
6. To introduce students to Diversity Education Followup Programs.

The day's activities began with a plenary session at 9 a.m. in the Palestra for all first year students and program facilitators. The audience was welcomed by President Sheldon Hackney, Provost Michael Aiken, Vice Provost Kim Morrisson, Chair of the United Minorities Council Patricia Marin, and President of the Black Student League Reuben Brown. Poet and actress Maya Angelou gave the keynote speech.

After the plenary session, the audience broke into small groups of sizes ranging from 7 to 28 students with two facilitators, a faculty or staff member and a student. The workshops were scheduled to begin at 10:30

a.m., break for lunch, and then resume for the afternoon, ending at around 4:45 p.m. At the end of the day, students and facilitators were each given an evaluation form. The preliminary results of those evaluations are appended in the form of a report, written by Jo-Ann Zoll, Coordinator of the University's Drug and Alcohol program and Gretchen Boris, Associate Director of Student Data. Participating students and facilitators were also given tickets to the Ron Darian concert which took place that evening.

Of the 195 program facilitators participating in the Labor Day program from all parts of the University, 100 were faculty/staff and 95 were students. (A list of facilitators is in the full report available from my office.) The facilitators were trained by attending one of three all-day training sessions held on August 10, August 22 and September 3, 1989. At the training sessions, the facilitators were given a 24-page Facilitators's Manual to guide them in the day's activities, which included a mix of brainstorming exercises, discussions, examination of case studies, and role-playing exercises.

The morning program included an icebreaker exercise to get students talking to each other, a review of the objectives of the program, brainstorming exercises exploring common perceptions and anxieties about the Penn community, brainstorming exercises about differences among people in the Penn community, a review of known demographic statistics within the Penn community, discussion of the term "community" and its meanings to different people, and discussion of behaviors that add to or detract from a sense of community. Two case studies were explored, the first concentrating on a roommate conflict, and the second concentrating on the telling of racial/ethnic jokes. At the end of this session, a list of reported occurrences of conflict between individual and community from campuses around the country was read by the facilitators.

tor to the group and discussed, followed by a similar reading and discussion of a list describing incidents which had occurred at Penn. After the morning session, the groups were given box lunches which most chose to eat outside.

The afternoon session consisted of an overview of University policies and procedures governing student conduct including the Code of Conduct, the Student judicial system, the University Anti-Discrimination Policy, the Code of Academic Integrity, the Guidelines on Open Expression, the Racial and Sexual Harassment policies, and the University Alcohol and Drug policies. Also included was the range of sanctions which have been imposed on students for violations of these codes. This section was followed by a discussion of various methods of conflict management and ways to enhance communication and thereby reduce conflict. Three case studies were used which involved student role plays of possible solutions which were then discussed by the groups. The case studies involved cheating, alcohol abuse and

sexual harassment, each a composite of cases which had occurred at Penn. The afternoon program ended with a discussion of the follow-up programs in the residences and the program evaluation.

Somewhere between 1482 (the number of completed evaluations) and 1700 (the number of lunches distributed to students) participated in the Labor Day program. Overall the day ran quite smoothly, taking into account the logistics involved. The acoustics at the Palestra proved to be disappointing for the opening session, but as the evaluations show, the workshops were well-received and the facilitators praised. The evaluation committee, consisting of Jo-Ann Zoll, Gretchen Boris, Richard Caputo (School of Social Work), Ruth Hall (University Counseling Service), Jim Newswanger (Residential Living) and Randy Nepomuceno (undergraduate student), will be developing focus group interviews with randomly selected faculty and staff participants to gather further information which can be used to improve the program.

—Kim M. Morrisson, Vice Provost for University Life

## Diversity Program: Student Responses to Questionnaire

*Preliminary evaluation of the Labor Day Program (see page 5) was based on two questionnaires—one to the 195 facilitators, with 189 responding, and the other to the approximately 1700 students who participated (1482 responding). Below are the results concerning students. Each section is complete and taken verbatim from the report by Jo-Ann Zoll and Gretchen Boris, but sections have been omitted for reasons of space: those on the keynote speaker, tables showing demographic breakdowns, and raw data are available from the Office of the VPUL—Ed.*

### General Impressions

Questions in this area primarily refer to overall objectives of the day. Most of the respondents were very positive. Information regarding the keynote is presented in the section below.

Ninety-four percent (94%) of the respondents agreed that the objectives of the day's activities were clearly explained.

Over 84% agreed that the day was interesting.

More than half of the respondents (56.6%) discovered that there is more diversity at Penn than they originally thought.

Eighty percent of the respondents found the program to be a valuable educational experience.

Almost all (97.7%) of the respondents believed they would "fit in" at Penn.

Thirteen percent of the respondents thought the day was a waste of time.

More than 62% of the respondents agreed that the program "encouraged me to think differently about diversity."

Students report being generally comfortable discussing most issues. More students were uncomfortable discussing sexual orientation issues (16.4%) and racial issues (10.6%) than discussing religious issues (8.1%) and gender issues (7.5%).

### Content

Questions in this area asked respondents to report how much they had learned about issues, policies and procedures.

Nearly all (96 and 97%) of the respondents reported learning at least something about the diversity of people and about resources available at Penn.

Almost half (47.6%) reported learning "a lot" about how their behavior influences the experiences of others within the community.

Students appear to have learned more about sexual and racial harassment (60% and 66%, respectively) than about other policies at Penn. Half or fewer of the students reported learning "a lot" about the following:

- Residential Living Policies
- Alcohol Policy
- Open Expression Guidelines
- Code of Academic Integrity
- Student Code of Conduct

### Flow of the Day

Questions in this area primarily concern the small group sessions and the facilitators.

Students were positive about their facilitators; 96-97% agreed that the facilitators created a comfortable environment, encouraged participation and did an overall good job.

Six percent of the participants agreed that it was difficult to meet people.

Over half (52%) of the respondents thought the small group sessions were too long. Eleven percent thought that there was not sufficient time to cover the material. Please see the comments section for more detailing regarding the length of the program.

Students generally found the brainstorming (72.8%) and the role-playing (71.9%) exercises to be useful.

Ninety-five percent of the respondents agreed that it was easy to talk with people during the workshop.

About three quarters (76.6%) of the respondents agreed that they were looking forward to participating in ongoing diversity education programs.

### Overall Evaluations

When asked to rate the clarity of the presentation as a whole, 86% thought it was "excellent" or "good." In addition, 92% thought that the small group sessions were "excellent" or "good."

When asked to rate the structure of the program as a whole, 82% thought it was "excellent" or "good" and 87% thought the same of the small group sessions.

Only half of the students (55.6%) thought that lunch was at least good.

### Comments from the Questionnaire

Respondents were asked to comment specifically on the most beneficial and least useful aspects of the program. They were also asked for any general comments and suggestions. Tallying of these comments produced two general

categories of response: positive and negative.

The primary *positive comments* concerned the opportunity to share ideas and beliefs, meeting new people, the small group discussions and the keynote address. Secondary positive comments included learning about Penn's resources and policies, learning about Penn in general, the helpfulness of role-playing and the case studies presented during the program. Some typical quotes from respondents:

"In the same group sessions, we got to talk to each other about how each of us is responsible and an important part of the community... and I had lots of fun getting to know [students]."

"The small group sessions increased my awareness of the diversity among students and I think it allowed people to express their thoughts on extremely important issues and, at the same time, hear other's views."

"Met new people—also, although I haven't changed any of my views, I found the program made me examine why I hold these views, opinions, etc. that I do."

"I found that there are many people like myself, but I also learned to respect people who are different."

"It helped to make me aware of things that I never really took into consideration. Also, it made Penn a much more warm and friendly place for me because there were smaller groups and a lot of interaction."

"I was encouraged to realize that the campus is making a concerted effort to ease any tension and make Penn the best community it can be."

"I found the role-playing and basic discussions about the good and bad things at Penn most beneficial because it gave me an idea of what to expect and what I can do to make my community better."

Primary *negative comments* concerned the inability to hear the speakers, particularly the keynote speaker and the length of the program.

Secondary negative comments included *not* liking role-playing, the day starting too early and disliking the morning speakers.

### Future Reports

Future reports on the student survey will include discussions that consider responses that differ among students from different regions of the country, from varying urban/rural backgrounds and different religious affiliation. As of this date, we are scheduling follow-up interviews with randomly selected participants. Complete results should be expected in the early spring.



## Student Affairs: Call for Input

The Student Affairs Committee of the University Council would like to request of students, faculty, and administrators of the University community that they forward any issues of concern regarding student activities and/or services to students to this committee for its review and consideration. Please be sure to submit a full explanation of the concern, with appropriate documentation. Some idea of how far-reaching the concern is would also be helpful. Please address your concerns to Dr. Vivian Seltzer, Chair, Student Affairs Committee c/o: Sarah McLaurin Office of the Secretary, 121CH/6382.

—Vivian C. Seltzer, Chair  
—Andrew T. Miller, Co-chair

## Memorial Service for Two International Students

On November 16 a memorial service will be held in honor of two Penn graduate students from abroad who died by violence in recent years, Meera Ananthkrishnan and Cyril Leung. The service, sponsored by the Penn Women's Center, will be held from 5 to 7 p.m. in the lounge at the Christian Association, 3601 Locust Walk, and is open to all members of the University.

Ms. Ananthkrishnan, who came to Penn from India in September, 1985, to begin her doctoral work in physics, was killed by an intruder during the Thanksgiving break in 1985. She was 24. Economics Graduate Student Cyril Leung of Hong Kong was 25 when he died following an assault in Clark Park on October 7, 1988.

Speakers will recall the two students' lives, and others will address such issues as violence against women, the special needs of international students living in West Philadelphia, education on safety awareness, and life in a diverse community.

## DEATHS

**Dr. Sadie Alexander**, the first black woman to earn a doctorate at the University of Pennsylvania, died November 1 at the age of 91. Dr. Alexander earned her doctorate in economics in 1921 and later became the first black woman to graduate from the Law School and was also the first admitted to practice by the Pennsylvania Bar Association.

Dr. Alexander worked actively for civil rights throughout her life, and was a leader in the area before it became a movement—pressing for desegregation of movie theaters and restaurants in the 1920s and '30s. She served as an advisor on civil rights to Presidents Truman and Kennedy and held a position in every Democratic administration after 1948.

Surviving are her daughters, Rae Alexander-Minter and Mary A. Brown; her son-in-law, Thomas K. Minter, former assistant secretary of education in the Carter administration; two grandchildren; a step-grandson, and two great-grandchildren.

**Lilly I. Clair**, a retired grant administrator in the offices of Research Administration, died September 8 at the age of 84. Miss Clair received her B.S. degree from Penn's School of Pedagogy in 1927. She began her employment with the University in 1943 and was named grant administrator in 1961. She remained in that position until her retirement in 1973. She is survived by her niece, Mrs. Gordon E. Saxon.

**Yolanda Davis**, an insurance clerk at the Dental School, died October 18 at the age of 43. She first arrived at Penn in December 1977 as

secretary in the Economics Department. In 1978 she became administrative assistant in the Office of Affirmative Action and later transferred to the Office of Human Resources. In 1983 she joined the Dental School as an insurance clerk and remained in that post until her death. Surviving are her daughter, Rhonda C. Davis, and a grandson, Marquise.

**Jan DeGaetani**, a leading interpreter of new vocal music long associated with Penn Contemporary Players, died September 15. She made her Philadelphia Orchestra debut in 1982 performing Professor Richard Wernick's Pulitzer Prize-winning *Visions of Terror and Wonder*, and performed with the Penn Contemporary Players on many other occasions after its founding in 1964. Polish composer Augustyn Bloch and mezzo-soprano Freda Herseth joined the Penn Contemporary Players and Music Director Wernick in a concert on October 29 dedicated to Jan DeGaetani.

**Geri Fritz**, an administrative assistant in the Department of Athletics, died on October 15 at the age of 36. Mrs. Fritz served as a secretary in Alumni Relations from 1981 to 1985, and then transferred to the Wharton School. She joined the Department of Athletics in June 1987. Surviving are her husband, David Fritz, and their daughter, Desiree, born October 9, 1989.

*Gifts for the family* are being coordinated by Sheila Armstrong in the athletic department. Checks should be made out to David Fritz.

A *memorial fund* is being set up for Desiree's future. Checks for the fund should be made out to The Desiree Fritz Fund, and should be care of Gary Steele, Football Office, University of Pennsylvania, 33rd and Spruce Sts., Philadelphia, PA 19104.

**Albert Garner**, a retired custodian for Physical Plant, died October 17 at the age of 66. He came to Penn in August, 1951, went on long-term disability in October 1976, and retired in 1987. Mr. Garner is survived by his wife, Carrie Garner.

**Dr. John A. Goff**, emeritus professor and former dean of the Towne Scientific School, died October 24 at the age of 90. Dr. Goff earned his bachelor's degree in 1921 and his master's in 1924 from the University of Illinois in Urbana-Champaign, where he also earned his doctorate in mechanical engineering and thermodynamics in 1927.

Dr. Goff went on to serve on the faculty of the University of Illinois from 1930 to 1938, when he came to Penn as professor and dean of

the Towne School. While serving as dean, Dr. Goff also headed the mechanical engineering department until 1950. From 1945 to 1950 he was director of Penn's Thermodynamics Research Laboratory as well. Dr. Goff was also founder and president of the Faculty Club.

Surviving are his wife, Virginia Hanawalt Goff; a son, John R.; a daughter, Susan G. Pearl; four grandsons, and a brother.

**Edward J. (Ned) Parker**, assistant director in the Office of Research Administration, died November 1 at the age of 55. Mr. Parker received his B.A. at Penn in 1957 and then became a writer and programmer for the Moore School from 1958-1972. He transferred to the Office of Research Administration in 1972 as contract administrator and then became assistant director in 1980, the position he held until his death. Mr. Parker is survived by his wife, Dr. Satoko Parker (CW '60 and received her Ph.D. from Penn in 1978), and a daughter, Ruth Allison Parker (Wh '87).

**Elizabeth Greene Wiley**, a 31-year-old student in Penn's Graduate School of Fine Arts, and husband **Peter A. Wiley**, an alumnus of the Graduate School of Fine Arts, died October 28. The Wiley's were married October 21, 1989 and were spending their honeymoon in Hawaii when killed in the Aloha Air Line Commuter plane crash on the island of Molokai, Hawaii. Mrs. Wiley earned her A.B. from Smith College in 1980 and came to the University in the fall of 1987. Mr. Wiley graduated from Ohio's Denison University and graduated from GSFA in 1983.

Elizabeth Wiley is survived by her parents, Mr. G. Davis Greene and Mrs. Ann Greene, who is Assistant to the Dean of Admissions at Penn; sisters, Leslie, Ellen, and Sarah, and brother Dave. Peter Wiley is survived by his father, Welles Wiley; brothers, David and John, and sisters, Hilda and Sarah.

A *memorial fund* for preservation of landmark buildings in Philadelphia has been established in memory of the couple. Send checks to the Peter A. Wiley and Elizabeth Greene Wiley Fund, care of the Central Philadelphia Development Corporation, Suite 2200, One East Penn Square, Philadelphia, PA 19107.

**Christopher Yan**, a doctoral student in physics, died on October 18 at the age of 29. Mr. Yan received his B.S. from the University of Melbourne and entered the graduate program in September 1985. Surviving are his parents, Mr. and Mrs. Wai Ho Yan, and his three brothers Anthony, Brian, and Darren.

## Almanac

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## Bike Auction: Rain or Shine

The Department of Public Safety's 1989 bike auction will be held Saturday, November 11 at 10 a.m., rain or shine. Inspections of approximately 30 unclaimed bikes will begin at 9:30 a.m. in front of High Rise North, 3901 Locust Walk. (Anyone who believes his/her stolen bike might be among those at auction should come to the inspection with proof of ownership.) Based on past years' bidding, bikes may go for as little as \$10 or as much as \$200. Cash or check with ID will be accepted. For more information: Detective Larry Singer, Ext. 8-4485.

### 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 October 30, 1989 and November 5, 1989.

Total: Crimes Against Persons—1, Thefts—24, Burglaries—2  
Thefts of Auto—0, Attempted Thefts of Auto—2

Date	Time Reported	Location	Incident
<b>Crimes Against Persons:</b>			
11/01/89	4:56PM	Lot #45	Female robbed/purse taken/no injuries
<b>38th to 39th; Spruce to Locust</b>			
10/30/89	9:59AM	Dining Commons	Microwave taken from kitchen
11/01/89	10:19 AM	Harnwell house	Secured bike taken from rail
11/03/89	7:32 PM	Harnwell house	Bike taken from railing
11/04/89	3:58 PM	ZBT	Bike taken
<b>34th to 36th; Spruce to Locust</b>			
11/02/89	6:23PM	Houston Hall	Clothing taken from secured room
11/04/89	12:04AM	Houston Hall	Wallet and contents taken
11/05/89	4:27 PM	Logan Hall	Bike taken from railing
<b>32nd to 33rd; South to Walnut</b>			
11/01/89	6:26PM	Lot #5	Tapes and calculators taken from auto
11/02/89	6:04AM	Lot #5	Telephone & clipboard taken from booth
11/03/89	10:50PM	Lot #5	Unknown person attempted to take auto
<b>40th to 42nd; Baltimore to Walnut</b>			
10/31/89	2:23PM	Evans Bldg	Radio taken from unsecured cabinet
10/31/89	7:04PM	Evans Bldg	Dental equipment taken from secured locker
11/02/89	3:28PM	Levy Building	Camera equipment taken from desk
<b>36th to 37th; Locust to Walnut</b>			
10/30/89	2:01PM	Delta Psi	Bike and watches taken
11/05/89	4:52 PM	Phi Sigma Kappa	Male took kitchen items/recovered

**Safety Tip:** Crime prevention on a college campus is no different than crime prevention in a local city or town. The philosophy is always the same, "To reduce criminal opportunity."

### 18th District Crimes Against Persons

Schuykill River to 49th Street; Market Street to Woodland Avenue  
Reported crimes against persons from 12:01AM October 24, 1989 to  
11:59PM October 29, 1989.

Total: 18 Incidents, 3 Arrests

Date	Time Reported	Location	Offense/Weapon	Arrest
10/24/89	7:50PM	4800 Pine	Robbery/gun	No
10/25/89	3:41AM	4100 Baltimore	Robbery/gun	No
10/26/89	8:00AM	3700 Sansom	Robbery/knife	No
10/26/89	3:40PM	4509 Sansom	Aggravated Assault/hammer	Yes
10/26/89	9:08PM	4511 Walnut	Robbery/knife	Yes
10/27/89	7:30PM	1 S 46th	Robbery/strongarm	No
10/27/89	12:15PM	3400 Market	Robbery/strongarm	No
10/27/89	6:45PM	4621 Hazel	Robbery/knife	Yes
10/28/89	12:30AM	4100 Baltimore	Robbery/strongarm	No
10/28/89	12:37AM	4600 Locust	Aggravated Assault/strongarm	No
10/26/89	1:50AM	4517 Spruce	Robbery/gun	No
10/28/89	2:07AM	3600 Chestnut	Robbery/gun	No
10/28/89	8:10AM	3300 Market	Robbery/strongarm	No
10/28/89	6:21PM	404 S 43rd	Robbery/strongarm	No
10/28/89	7:09PM	4750 Spruce	Robbery/strongarm	No
10/28/89	7:58PM	4610 Springfield	Robbery/gun	No
10/29/89	10:40AM	4800 Woodland	Aggravated Assault/gun	No
10/29/89	4:05PM	3600 Walnut	Purse Snatch	No

# Update

NOVEMBER AT PENN

**Traffic Alert:** November 15-16, 9 a.m.-1 p.m., and 1-6 p.m. on the 15th, *Philadelphia National College Fair* at Civic Center (National Association of College Admissions Counselors).

## FITNESS AND LEARNING

### Faculty/Staff Assistance Program

The following programs will be held at 12-1 p.m. in the Bishop White Room, Houston Hall. Registration: Ext. 8-7910.

**7 Assertiveness in the Workplace: 3-Part Series;** Bette Begleiter, MSW, Faculty/Staff Assistance Program counselor. Also November 14 and 21.

**8 Sobriety I.: Less Than 18 Months in Recovery;** on-going weekly support group; Carol Bennett-Speight, ACSW, and Nancy Madonna, MSW, Faculty/Staff Assistance Program counselors. Also November 15 and 29.

**9 Empowering Ourselves;** Virginia McIntosh, ACSW, private practitioner.

## ON STAGE

**8 Curtain Call;** Theatre Arts Program; 8 p.m., Studio Theatre, Annenberg Center. Tickets \$3 (Theatre Arts Program). Through November 11.

## TALKS

**9 Optical Studies of Excitation-Contraction Coupling in Skeletal Muscle;** Stephen Baylor; 4 p.m., 4th floor Richards Building (Department of Physiology).

**Regulation of Embryonic Stem Cell Differentiation;** Austin Smith, department of biochemistry, Oxford University; 4 p.m., Wistar Auditorium (Wistar Institute).

**10 Light Scattering Methods for Monitoring Volume Changes in Mitochondria;** Bayard Storey, departments of obstetrics-gynecology and physiology; 12:15 p.m., Room 1, John Morgan Building (Institute for Environmental Medicine).

**Reason and Nature in Ethics;** John McDowell, University of Pittsburgh; 4 p.m., Room 310, Logan Hall (Department of Philosophy and Greater Philadelphia Philosophy Consortium).

**13 Interdisciplinary Seminar Program: Half a Century of C-14;** Martin Kamen; noon, 5th floor library, Richards Building (Metabolic Research Center, Institute for Structural & Functional Studies, Beckman Center for History of Chemistry).

**New Age Techno-Culture;** Andrew Ross, department of english, Princeton University; 12:15 p.m., Room 108, Annenberg School of Communications (Annenberg Faculty Research Seminar).

**14 "PEN at Penn" Series;** George Plimpton, best known for *Paper Lion* and *Out of My League*; 4 p.m., Room 102, Chemistry Building (College of Arts and Sciences and PEN Center of New York).

**Deadlines:** The deadline for the December At Penn pullout calendar is November 7. The deadline for the weekly Update is Monday, a week before the issue goes to press. Submit in writing to *Almanac*, 3601 Locust Walk/6224 or via E-mail to *Almanac@A1.Quaker*.