

# Almanac

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**Pullout: Study of Equity in A-1/A-3 Staff Salary and Promotion**

## Fanfare and Fireworks: Startling Revelations as the 250th Begins

The city-wide chiming of bells at noon...the parade down Locust Walk cheerfully mixing the First City Troop's silver-buttoned splendor with the Penn Band's crew-necked comfort...the Chestnut Brass in Colonial dress at Ben Franklin's statue where Mayor Goode spoke and the Glee Club sang and President Hackney laid a wreath at the Founder's feet...the fireworks that went off and the balloons that went up...

Added to these planned-ahead spectacles were two items of good news announced by the President in his luncheon speech in Hill Hall—that the Independence Hall Association would give Penn the N.C. Wyeth mural that has been on loan at Hill since 1978, and that Penn itself would make a gift to the community: a gift of "last dollar" scholarship funds for college-bound West Philadelphia high school students with a major gift from Trustee John Neff to launch the fund. (See additional details in Dr. Hackney's address, pages 3-5.)

But the biggest newsmakers during back-to-back kickoffs of Penn's 250th and Penn Med's 225th were more like the lighting bolts:

**Rare Books' Recovery:** Two rare volumes from Franklin's own printing press, stolen from Van Pelt's Special Collections in August, were recovered and returned to the University by Founder's Day. The news was held until

after the FBI had arrested that very day a 39-year-old Californian, William March Wetheril. (For the librarian's clue that started police on the trail, see page 5.)

**A Cigarette's Withdrawal:** On Thursday, the U.S. Secretary of Health and Human Services came to dedicate Penn Med's new Clinical Services Building at the start of the 225th. Dr. Louis W. Sullivan opened his address by calling on the R.J. Reynolds Tobacco Co. to withdraw its plans to test-market a new cigarette aimed primarily at Black Americans—and the next day Reynolds did so, protesting the intervention. Local Black community groups had already criticized the company's published plans to target minorities, starting with Philadelphia's, for the new brand called Uptown. But media commentators called Secretary Sullivan's message the "death knell" of the cigarette. Citing smoking as the leading preventable cause of disease for all populations, Dr. Sullivan said, "Just when our citizens require a new 'culture of character,' the makers of Uptown are promoting a culture of cancer," he said. "As the chief health officer of this land, I must condemn this."

"Let this be just the beginning of an all-out effort, for there are other companies who are doing the very same thing," he added.

**Medicine's Upswing:** Friday at the stated meeting of the full board, Penn trustees praised the management of the Penn Medical Center both for planning detailed by Dean and Executive Vice President Dr. William Kelley, and for turning in figures announced by Senior Vice President Marna Whittington in her financial report for the five months ended November 1989: "HUP's excess of revenue over expenses of \$8,075,000 was \$4,952 better than budget..." The fiscal uptrend began with figures announced to the executive board in December—largely unpublicized at the time, a HUP spokesperson said, out of caution in a field where income can swing by a million dollars in a month and where tight cost controls are to continue.

## Other Trustee News/Actions

Chairman Alvin Shoemaker, reporting for Development Chair Paul F. Miller, Jr., announced gifts and pledges of over \$400 million to the billion-dollar Campaign for Penn at the end of December, and projected "record results" in 1990 fundraising both capital and annual. Among other actions the trustees:

—approved the name change from The Annenberg School of Communications to The Annenberg School for Communication (no "s").

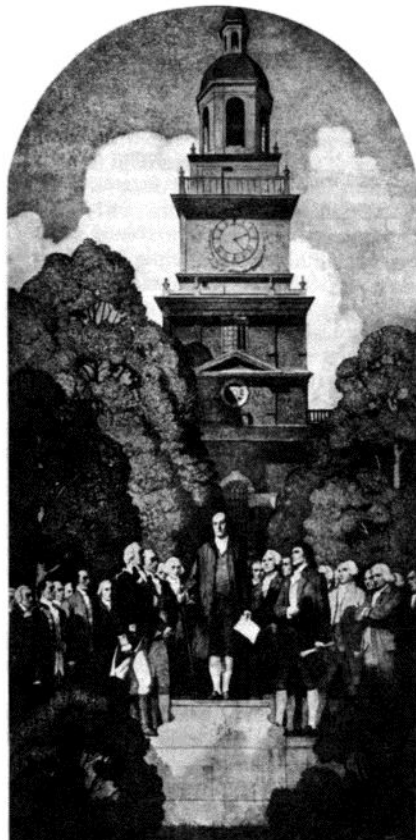
—approved the construction of a new gallery for the Institute of Contemporary Art on 36th Street near Nichols House, with \$5.4 million of its \$5.8 million cost provided by ICA.

—voted physical improvement funds for Nichols House, McClelland Hall, Stouffer and Ware College Houses, and air conditioning for 4015 Walnut.

—elected Investment Board Chair John Neff a Charter Trustee, and as Term Trustees Julius L. Chambers, director-counsel of the NAACP Legal Defense and Educational Fund, and Adele K. Schaeffer, CW'55, who chairs the Dental Medicine Overseers.

## Staff Salary / Promotion Study

The center insert of this issue is a consultants' report on equity in salary/promotion of full-time A-1 and A-3 staff at Penn. Introductory messages from University senior administrators, on pages I and II, summarize the heavily statistical study and suggest Penn's next steps.



Left: *The Apotheosis of Franklin*, by N.C. Wyeth, a 250th birthday gift from the Independence Hall Association, presented by its President Mark Biddle.

Below: Director of Libraries Dr. Paul Mosher and University Detective Mike Carroll with the recovered books printed by Franklin.

Below right: Secretary Louis Sullivan, in the speech at Penn that kayoed a new cigarette.

Philadelphia Inquirer Photo by Akira Suwa



Daily Pennsylvanian Photo by Karen Kegg



## Animal Rights, Human Rights, Faculty Rights

Once again there has been a break-in and burglary related to the use of animals in medical research. This time it was in the office of my colleague Dr. Adrian R. Morrison, Professor and Head of the Laboratories of Anatomy in the School of Veterinary Medicine; a man appointed with my strong support during the time I was chair of his department; a man who continues to publish world-class research on sleep and its disorders. According to a report in *The Daily Pennsylvanian* of January 15, a woman who claimed responsibility for the attack said "I did commit a felony." I hope that she will be discovered, arrested, tried and, if found guilty, severely punished.

Last Tuesday, January 16, I attended a meeting in Houston Hall of the Penn Society for Animal Rights. It was clear that the group of over fifty people present, mainly students but no members of the faculty that I recognized, included many people sincerely concerned about the undoubted cruelty that can, and often does, occur in modern large-scale agribusinesses involved in making milk, veal, hamburgers, chickens, eggs, bacon, etc., as well as, for examples, in trapping for fur, testing cosmetics, hunting and bullfighting. A videotape shown had apparently turned one of the organizers, an ovo-lacto vegetarian, into a vegan. I can believe that, and also believe that every effort should be made to reduce cruelty, whenever possible, both to human beings and to all other sentient animals. I was particularly shocked to hear from a student sitting next to me, "Last spring I witnessed a young man in the front yard of (a house) on Locust Walk chase down a small animal (rodent) with a blow torch and kill it." He signed a statement about this but did not wish his name to be known for fear of reprisals.

Unfortunately I had to leave before the meeting was over, but I did collect samples of most of the pamphlets on the table. Some of those on animal experimentation were, in my view quite misleading. For example, the statement "If the pharmaceutical industry switched to quantum pharmacology and *in vitro* tests we would have greater protection, not less" is just not true. Although there is an enormous amount of information about the relation between chemical structure and some particular physiological activity we still do not have enough knowledge of chemistry and life to predict even how things taste and smell, never mind how they will react in the whole body. Quantum pharmacology is still an early embryonic science. I would be glad to present evidence for my views before the Penn Society for Animal Rights if the members wish.

Medical research raises special problems. After fifty years of such research I am as convinced as I can be about anything that experiments on animals, including human volunteers, have led to a vastly increased knowledge about ourselves and life in general, and also to an understanding of nutrition, surgical procedures, treatments, infectious diseases, vitamins, hormones, drugs, vaccines, antibiotics, carcinogens, etc., that has saved the lives and improved the health and longevity of literally millions of both humans and other animals. Cruel and unnecessary experiments have certainly been done in the past, but there are now many detailed rules that regulate and limit the use of humans and many other sentient animals in medical research.

I am, therefore, particularly incensed that some person or persons, apparently from the Animal Liberation Front, have stolen Dr. Morrison's files and the manuscripts describing his scientific researches. As was written in *Almanac* of January 16 by Provost Aiken and President Hackney "Such tactics are abhorrent to all of us who cherish a free society and our right to express our opinions."

*Robert E. Davies*

## Commendation to Public Safety, Van Pelt Library Staff—and Victims

The University Council Committee on Safety and Security would like to commend the Department of Public Safety, library officials and the building administrator of Van Pelt Library in recognition of their efforts to prevent sexual harassment on campus. Their efforts over the past weeks have greatly improved security in the library, and the quick response of Public Safety resulted in the arrest of Khalad Tarawneh [a non-University man taken in custody] for indecent exposure. We hope that Tarawneh's arrest will deter others from exposing themselves on Penn property. If not, the University stands ready to prosecute them to the fullest extent of the law.

On the other hand, we hope that this incident encourages students to report all suspicious activities to Public Safety immediately. If it had not been for the courage of the women University students who came forward, the arrest would not have been possible. Only with the full cooperation of the University Community can the Department of Public Safety effectively fight crime on campus.

In the library itself, signs will be posted instructing users on how to keep themselves safe while studying. Emergency phones that connect directly to Public Safety have been installed in the Van Pelt Stacks on the third, fourth, and fifth floors. Other measures will be taken as needed.

The University still has a long way to go before this campus can be considered truly safe. However, we feel that the dramatic improvement of safety in the library shows that we are headed in the right direction. As always, this committee is open to suggestions on how to make this campus more secure not only for women, but for every member of the University community.

—Helen C. Davies, Chair, and Jeffrey S. Jacobson, Undergraduate Representative,  
University Council Safety and Security Committee

## Open Hearing: Judicial Charter

The Committee to Review the Charter of the University Student Judicial System will hold a public hearing on Thursday, January 25, from 4:30 p.m. to 6 p.m. in Room 111, Annenberg School for Communication. All interested members of the community are invited to attend and to present their views on the current system (see University Policies and Procedures, 1989-91 at 11-14) and/or on possible improvements. In addition or alternatively, the Committee welcomes written comments, which should be sent to the Chair, Professor Stephen B. Burbank, 154 Law/6204.

## Lawsuit over Retin-A

The University filed suit Monday in Federal District Court in Philadelphia, claiming ownership of Retin-A when it is sold as a wrinkle-retarding product, the University News Bureau has announced.

The suit is part of a motion to join a lawsuit filed last year by University Patents, Inc., the firm that had agreements between 1978 and 1989 to handle licensing of products that emerged from University research.

Under Penn's patent policy (see the *Research Investigators Handbook*), patents for products developed on University time using University facilities are assigned to the University, with royalties shared by the University and the researcher(s). During the period of its contract—since replaced by an in-house patent unit—a percentage went also to University Patents, Inc.

Last year Penn announced that it was an involuntary plaintiff when University Patents filed suit on behalf of itself and the University, stating that the inventor of Retin-A, Dr. Albert Kligman, excluded the University and the firm from sharing in the invention by patenting and licensing the product on his own to a division of Johnson & Johnson (*Almanac* 5/23/89).

The suit filed Monday by the University contends that Dr. Kligman, now emeritus professor of dermatology, breached the University patent policy by patenting and licensing the product on his own, and the University conflict-of-interest policy by not disclosing his discovery of the wrinkle-retardant uses of the medication. Dr. Kligman had discovered Retin-A as an acne medication in 1967, and the University at that time entered into a license agreement with Dr. Kligman and Johnson & Johnson. In 1981, Dr. Kligman applied for an additional patent for the use of Retin-A as a wrinkle-reducing cream, and received a patent for that purpose in 1986.

The newly-filed suit also contends that Johnson & Johnson intentionally interfered with Dr. Kligman's contractual obligations to the University by entering into a license agreement with him, and asks the Court to void the contract.

The University is seeking an unspecified sum in damages in addition to the royalties it claims it is owed from the sale of Retin-A as an anti-wrinkle medication.

The University also filed a motion Monday asking the court to disqualify Johnson & Johnson attorney Thomas C. Morrisson, alleging violations of the Rules of Professional Conduct governing attorneys. Mr. Morrisson is with the New York firm of Patterson, Belknap, Webb & Tyler. The text and substance of this motion may be obtained from the Court.





From the exhibition catalog,  
*The Intellectual World of  
Benjamin Franklin,*  
De L'Hospital  
portrait,  
1775



*The President's Address at Hill Hall on Founder's Day January 17, 1990:*

## The Great Aim and End of All Learning by Sheldon Hackney

As we begin our 250th year, it is clear that we are living in extraordinary but contradictory times. Though tyranny still exists, and injustices both foreign and domestic still abound, we are witnessing one of the most hopeful explosions in the growth of democracy in the history of the world. Benjamin Franklin would feel right at home with that world view.

At home, the largest peacetime economic expansion since the Great Depression seems to be coming in for a soft landing, and for many Americans the eighties can be correctly seen as a golden era of American peace and prosperity. Yet, it was also a decade of stagnation in standards of living, increasing disparity in the distribution of income and wealth, and the cataclysmic multiplication of human ills in our drug-plagued cities.

More importantly, while our pantheon of foreign heroes expanded (Gorbachev, Walesa, Havel, Dubcek, etc.), at home heroes were in short supply.

In fact, too many American heroes in recent years have proved to have feet of clay. No sector of life has remained untouched by scandal or the loud thud of falling angels. The loudest crashes have been made by: Jim and Tammy Bakker, Ivan Boesky, Pete Rose, Speaker Jim Wright—religion, Wall Street, professional sports, and national politics. Relentlessly the stain of violated trust has spread across professions and industries. Little wonder that Christopher Lasch was moved to observe recently that "The moral bottom has dropped out of our culture."

It may well be that the reason the 1980s were an extension of what Tom Wolfe called the "ME" decade of the 1970s is that Americans have been rendered cynical by the destruction of one upright pillar after another. We now have the impression that we can trust no one and believe in no one's purity of purpose. Why postpone gratification, why subordinate self-interest to some higher principle, and why work for the common good if no one else seems ready to join the effort?

Surely, you might think, universities have

been exempt from this onslaught; surely, they are seen by the public as one of the forces in American life at work on the task of enlivening the moral imagination and renewing our common commitment to improving human welfare. Not so! Beginning with the attacks of a former Secretary of Education, universities have been increasingly portrayed in the media as elitist, unresponsive, greedy, and arrogant. Allan Bloom, with his book, *The Closing of the American Mind*, precipitated a torrent of criticism of higher education as having lost its way educationally, as having prostituted the core of its soul by straying from a core curriculum rooted in the classics of western social and political thought, and adopting instead the latest fad of social activism. More recently, *Profscam*, by Charles J. Sykes, has appealed to a public attuned to scandal by fulminating against a professoriate that he portrays as "selfish, wayward, and corrupt." At President George Bush's educational summit in September 1989, governors were reported to have said harsh things about universities, perhaps taking a cue from former governor John Sununu, the President's chief of staff. Early in the new administration, Sununu seized an occasion at a meeting of a small group of university presidents with President Bush to lash out at universities for being too costly and too slow to improve performance.

Whether as cause or effect, a lengthening series of legislative and judicial actions in Washington has made it clear that higher education is more and more being seen as being simply a special interest group.

The irony is that as the university has become much more important, it is coming to occupy a much less special place. Knowledge has become much more central to society and the economy, and education therefore has become much more of a necessity for every individual. Yet, universities are increasingly pictured as just another snout at the trough, just another likely source of revenue for a tax-starved federal government, just another commercial enterprise trying to fix prices, just another

combination in restraint of trade. Something is wrong.

The great challenge of the 1990s for universities is to earn again the special status in society that our crucial function deserves. That can best be done by understanding our role in contemporary life, and dedicating ourselves to the faithful fulfillment of that role, while being true to the best elements of our traditions.

The recent attacks on universities have been couched in the rhetoric of the great American tradition of antagonism toward privilege and inequality whose origin is to be found in seventeenth century Protestant millennialism, reinforced and secularized in the eighteenth century by the Enlightenment and the Revolution. The result of our historical experience is that Americans apply a stern test to their institutions; their legitimacy must depend on the degree to which they contribute to the possibilities for human equality or personal freedom.

Benjamin Franklin understood this intuitively. We are so taken with his unusual vision of the proper curriculum as set forth in his remarkable essay of 1749, "Proposals Relating to the Education of Youth in Pennsylvania," that we sometimes overlook his grasp of the true justification of education. He begins that essay with a succinct statement that he took to be a truism, "The good Education of Youth has been esteemed by wise Men in all Ages, as the surest Foundation of the Happiness both of private Families and of Common-wealths." That is still the basis of our claim to public preference and the reason we enjoy tax-exempt status, not to mention the willingness of families to pay what frequently seem to be high tuitions.

More importantly, Franklin closes the essay, after describing the desired curriculum and its benefits, with a statement that ought to be emblazoned on the consciousness of educators everywhere. "The idea of what is *true Merit*, should also be often presented to Youth, explain'd and impress'd on their Minds, as consisting in an *Inclination* join'd with an

*Ability to serve Mankind, one's Country, Friends and Family; which Ability is (with the Blessing of God) to be acquir'd or greatly increas'd by true Learning; and should indeed be the great Aim and End of all Learning."*

So, the great aim and end of all learning is to be able to serve others. That is why our university exists. That is why all universities should exist. All of the property we have accumulated, all the gifts that have come to the University over our 250 years, all of our claims to special treatment by the government and by the public stem from this great aim and end of all learning. We do this in three ways: teaching, research, and public service. The theme of our 250th birthday celebrations should be the renewal of our commitment to this three-fold mission in ways that are true to our 250-year tradition and that respond to the great challenges of the twenty-first century.

Perched on the rim of the last decade of the twentieth century, one can see a host of major forces at work around the world that will clearly shape the environment in which universities will be operating well into the twenty-first century. There is no reason to expect any slowing in the accelerating pace of the creation of new knowledge nor in the trend toward economies that are more knowledge-based than ever. At home, ethnic diversity will surely increase, while abroad the communications revolution that has already altered world consciousness and the self-perceptions of people everywhere will undoubtedly continue to work its wonders. The growing world-wide demand for higher standards of living will cause domestic tensions in countries with stagnant economies and will increase tensions between have and have-not nations. The economies of the world will become more interrelated. Paralleling the broadening scope of human activity, the pressing ecological problems of humankind will become ever more threatening. Ironically, as all of the economic and technological forces bring peoples into closer, more interdependent, and more varied relationships with each other globally, there will be no end to the growing demand for individual and communal self-determination.

If we are to pick our way through the obstacle course formed by this daunting array of challenges without tripping into major catastrophies, universities must be drawn toward the center of the stage. The knowledge preserved and initiated there, the people educated there, the habits of rational and unfettered discourse nurtured there, models of devotion to the common good championed there, will be needed as never before. We must, therefore, be very clear and hard-headed about our proper roles even as we redefine our modes of operating in fulfilling those roles.

First and foremost, we must keep clearly before us the fact that we serve humanity best by being what we are: centers of learning. We are staffed and organized to teach and do research. We do that extremely well, so well that our diverse and flexible system of higher education is the envy of the world. Teaching and research must continue to be our first priorities; everything else that we do must be subordinate to those missions and must contribute to those missions either directly or indirectly.

In the weeks and months ahead, I hope to

use various occasions to comment on the ways in which I think our teaching and research activities must adapt to the emerging realities that will face us in the future.

Today, however, I wish to emphasize that, while our primary purpose is to foster learning so as to increase the "ability" of our students to be of service, we should pay heed to Dr. Franklin's admonition and also work to increase the "inclination" of our students to use the abilities thus acquired "to serve Mankind, one's Country, Friends and Family." This is the frequently neglected third member of our triad of social functions. I believe it must assume increasing importance as the world becomes more interdependent and we rely more and more on the "ability and inclination" of our fellow human beings to help solve common problems. Furthermore, in the morally sparse landscape of our times, the university is one of the institutions with the best chance at the moral reforestation that we so desperately need.

We must strive to provide instruction to our students at every level, both by precept and example, in how to achieve Dr. Franklin's goal of "true Merit," how to live a life of integrity and service. Our policies of self-governance are thus not only pragmatic arrangements that allow us to function as a center of learning, but

*At the Founders Day gathering on  
College Hall Green January 17, 1990*

### **Honoring Two Men of Vision**

We gather here today to celebrate the 250th anniversary of the University of Pennsylvania, and to celebrate the birthdays of two great men, Benjamin Franklin and Martin Luther King.

Each man was a dreamer. Each was a visionary in his own era. And each fought for freedom in his own time. In addition, each has a connection with Penn. Ben Franklin founded the university, and Martin Luther King was a student here, taking classes in philosophy and theology.

Ben Franklin was a man ahead of his time. He was a scientist and inventor. And he had a vision of an independent American nation. He was a champion of the cause of American freedom from British colonial domination. He opposed slavery and he was a Founding Father of the Constitution and our democratic republic.

Martin Luther King had a vision in his time, of a free and equal nation that would look beyond race, to judge people by the content of their character and not the color of their skin. He was a champion for justice. And he challenged America to fulfill its promise, to extend the blessings of liberty to all of its citizens.

And so we take this moment, and this day, to honor and remember and pay tribute to both these men, Benjamin Franklin and Martin Luther King, Jr.

—Wayne Glasker, Vice Chair,  
Graduate and Professional  
Students Assembly

such things as the Code of Academic Integrity, the policy on Misconduct in Research, the Open Expression Guidelines, the Sexual Harassment Policy, the Racial Harassment Policy, and the principles of academic freedom and responsibility become object lessons for our students in preparation for their roles as citizens of this country and of the world. That is why we put so much emphasis at Penn on the latticework of mutual obligations that makes it possible for a diverse academic community to function successfully, even joyfully.

Furthermore, the way in which the University conducts its own business affairs, how it goes about its workaday tasks of obtaining the goods and services it needs, will convey its own powerful message to students, faculty, and the world at large. For example, before 1985, our purchases of goods and services from West Philadelphia vendors amounted only to a couple of hundred thousand dollars. We decided then that we should go out of our way to place business with vendors in our part of town. They employed our neighbors and their success would ripple through the community in a way that would promote economic development. We set as our first goal for the fiscal year 1985-1986 the staggering sum of \$1.0 million. We surpassed that goal and today that program is closing in on its goal of \$5 million for this fiscal year. We can serve as Dr. Franklin wished us to do even as we carry out our traditional functions.

I am proud to say that we have been fulfilling our obligations at higher and higher levels of activity, as is evident in multifold involvements in West Philadelphia. A recent attempt to catalogue them listed over 250 programs.

Dr. Franklin would wish me to pay special tribute to the 1,500 or so Penn students who regularly volunteer some of their time and talent doing good works in conjunction with the community. Another Penn initiated program with great potential for good is the West Philadelphia Mental Health Project, an effort to bring desperately needed coordination and continuity to service from many agencies for over 15,000 people in West Philadelphia.

Ben would also praise the West Philadelphia Partnership, a true tripartite organization that is composed of the major institutions in University City, the organized neighborhoods of West Philadelphia, and civic spirited individuals who are active in West Philadelphia public affairs.

The Partnership sponsors the very successful landscape masterplanning and demonstration project, funded by the Pew Charitable Trusts, that brings together landscape architects and gardeners and community organizers from the University with neighborhood groups to plan and execute projects that will convert urban wastelands into green oases.

The Partnership also sponsors such model programs as the West Philadelphia Improvement Corps, headed by Ira Harkavy, who is the Director of the Penn Program for Public Service, located in the College of Arts and Sciences. Ira and his colleagues are pioneering for the nation the concept of academically based public service, whose first principle is the full and equal partnership of university, school, and neighborhood.

Though all parts of the University are in-  
continued past insert



## Ben Franklin's 'Kidnapped Children' Are Home Safe at the Library

A catalog listing books for sale by Benjamin Franklin in 1744 and a slim volume containing his 1751 *Idea of the English School* are back on campus—and Director of Libraries Dr. Paul Mosher likens the sense of relief “having a child that’s suddenly recovered from kidnappers. I all but cried.”

The two items, valued at \$60,000 but ultimately priceless, were reported stolen in September, apparently taken a month earlier in a planned substitution (*Almanac* September 26). Their recovery last week is credited to the sharp eye and memory of a Philadelphia librarian, Marie Kourey, chief of rare books at the Free Library.

On December 29 Ms. Kourey was examining a Franklin item being returned to her at the Free Library with pages ripped out. She asked the borrower to turn out his belongings and he did so, revealing the missing pages but claiming they must have come loose and became mixed with his papers by accident. Ms. Kourey took another look at the man’s registration and detained him, then called the police: his California driver’s license had the same house number and street—440 North San Marino Avenue—as that given by “Greg Williams” of “New York City” when he switched ringers for rarities at Penn last fall.

His real name is William March Wetherill, his hometown San Gabriel, California, and his longtime residence apparently the camper he lived in while rambling the U.S. and Canada, periodically sending cartons home to his parents in California for storage.

Arrested December 29, Wetherill was questioned that night by University Detective Mike Carroll, who advised that the Penn theft be added to Wetherill’s charges and arranged to have Dr. Daniel Traister of Special Collections join in a search of the camper next day. But on arriving to search, they found that Wetherill, who had been released because of prison overcrowding, had somehow retrieved his supposedly disabled camper and disappeared.

Wetherill was rearrested on Founder’s Day, January 17, and charged with interstate transportation of stolen goods. Meanwhile, in California Wetherill’s parents, who cooperated with the FBI in the investigation, found Penn’s two books among the cartons sent home by their son. Also found were rare books and pages identified as belonging to the University of Michigan, Memorial University of Newfoundland, and Dalhousie University in Nova Scotia.

Penn’s books have now been released from the U.S. Attorney’s custody to Dr. Mosher’s—intact except for their bindings. Within a few weeks the rarer of the two, the only known surviving copy of *A Catalog of Choice and Valuable Books to be Sold by Benj. Franklin the 11th of April 1744*, is expected to join the Penn 250th exhibition of *The Intellectual World of Benjamin Franklin*—already heralded as the finest ever assembled on Franklin and his thought. Until it was stolen, the book had been scheduled to be in the exhibition from the outset.

### Founder’s Day from page 4

Involved in programs that directly benefit the West Philadelphia community and the city more broadly, there is a particularly intense concentration of interaction between Penn and the 28 public schools of District One. None of it would have been possible without a Superintendent of Schools who is determined to make a difference. Dr. Constance Clayton provides that kind of devoted leadership. Without her, there would be no Collaborative for West Philadelphia Public Schools, a Partnership-sponsored activity that unites the major institutions of West Philadelphia (including Penn, Drexel, and Philadelphia College of Pharmacy and Science), the superintendent and schools of District One, and educational activists interested in our part of the city. Directed by Norman Newberg, and energetically supported by Dean Marvin Lazerson of our Graduate School of Education, the Collaborative presides over a system that provides about 500 college students serving as tutors throughout the District. It has produced a resource guide to help school teachers find resources outside the school system to enrich their classrooms. It has sponsored a national conference on the middle school, and it now has created a startlingly successful model program that brings teachers together to ease the transition of students across the great divides that separate grammar school from middle school and middle school from high school.

The next big step for the Collaborative is to improve the college-going rate of students. I look with great admiration at the most visible and laudable program in Philadelphia that is designed to improve both the persistence rate and the college going rate, and that is the “Say Yes To Education” program started by our alumnus, George Weiss, and his wife, Diane, when in 1987 they promised an entire sixth grade class at the Belmont School, 112 strong, that if they would “say yes to education” and graduate from high school, the Weisses would provide financially for their education in the post-secondary institution of their choice.

George and Diane are great examples of what is meant by the familiar religious admo-

nition that “the gift without the giver is bare.” In fact, they are just the sort of exemplars that I like to hold up to Penn students as living illustrations of what Dr. Franklin had in mind when he wrote about “true Merit.” They are both personally and intensely involved with “their kids” and have created a sort of extended family. The entire effort is run by the Say Yes To Education Foundation, created by the Weisses and administered by the Penn Graduate School of Education.

As evidence of her support for the project, Dr. Clayton last summer arranged for 53 of the “Say Yes” students to be brought together with the Bartram Human Services Project housed in the Catto School not too far from the Penn campus. This makes it much easier to arrange the after-school tutoring by Penn students, and it is much more convenient for the Say Yes staff and for Penn faculty who are offering continuing support. I am very pleased that just last week the Philadelphia School Board, at Dr. Clayton’s request, expanded the name of the Catto School so that we now have the Catto Educational Center/Penn-Bartram School for Human Services. This new name recognizes the continuing commitment of Penn’s Graduate School of Education to the public schools of Philadelphia and to the Penn-Bartram program.

Meanwhile we need to try other avenues for encouraging the graduates of our high schools to continue their education. It pleases me immensely to be able to announce today the launching of a wonderfully inventive college scholarship program for graduates of the high schools in West Philadelphia that is a joint venture among the School System of Philadelphia, the Pew Charitable Trusts, the Collaborative for West Philadelphia Schools and the University of Pennsylvania. Needless to say, this would also not be possible without the work of Tom Langfitt and Rebecca Rimel at the Pew Charitable Trusts; Dr. Clayton, Janis Somerville and Helen Cunningham for the school system and the Philadelphia Schools Collaborative; and Norman Newberg for the Collaborative for West Philadelphia Schools.

In brief, the University of Pennsylvania will contribute \$1 million to provide \$50,000 per

year in “last dollar” scholarships to be awarded competitively to graduates of West Philadelphia high schools to attend the college of their choice. The school system’s Philadelphia Schools Collaborative will choose the scholarship recipients and will provide extra college access coordinators who will serve both in the high schools and in the community to help and encourage students to apply to college, to apply for available financial aid from federal and state programs, and to apply to the Philadelphia Scholars Fund for these “last dollar” scholarships that frequently will close the gap between available aid and a student’s real ability to afford college. The University is committed to raising the necessary funds for the program and plans to accumulate an endowment so that by the end of ten years the program will be fully endowed and self-sustaining. University trustee John Neff, who believes deeply in our efforts to support education in West Philadelphia, has provided an initial major endowment gift that gets the program off to a sure start. The University of Pennsylvania thinks of this as an investment in our city in honor of our 250th birthday and as another link binding us to our community.

All that I have outlined demonstrates how seriously dedicated this University is to Ben Franklin’s “great aim and end of all learning”: to serve. His University should continue to encourage and enable its members to pursue “true Merit,” supporting those activities that already exist throughout the University and broadening our reach into new areas of service. To organize ourselves better for that purpose I am creating a new senior position in my office to be called the Director of Community Partnerships, whose task will be to coordinate, stimulate, and facilitate programs and activity across the University that link Penn students, staff, and faculty in mutually helpful ways to the community and the city. We will begin our second quarter millenium better prepared to do our part and then some as citizens of this remarkable city and to provide our students and faculty ample opportunity to achieve “true Merit,” a life of service made possible by education.

*The following protocols were presented For Comment on October 10, 1989, and are republished Of Record by President Sheldon Hackney as University policy, effective immediately.*

## Protocols for the University Archives and Records Center

### I: Mission

The University of Pennsylvania, acting through its University Archives and Records Center, recognizes its responsibility to the academic community and to the public for the orderly retention and disposition of all University records, both active and inactive, and for the timeless preservation of historically significant documents and other materials which reflect the University's origins and development and the activities and achievements of its officers, faculty, students, alumni, and benefactors.

In order to meet this obligation the University Archives and Records Center has been designated the official repository of all inactive and historical records of the University's administrative offices, academic departments, committees, and student groups. Documentation is sought for all aspects of University life. The Director of the Archives and Records Center organizes and supervises the deposit and servicing of inactive records in the Records Center and the eventual permanent conveyance of historical materials to the Archives. The purpose of the records management program is to provide records retention and retrieval services which assist the faculty and administrative staff in the ongoing operation of the University. The purpose of the archives program is to collect, preserve and make accessible materials of historical value. Thus it serves scholars interested in the history of the University, institutions of higher learning in the United States, American intellectual life, and the Philadelphia community in which the University lives. In addition to the University's administrative records, the Archives and Records Center shall also collect the personal and professional papers of University officers, faculty, students, alumni, and benefactors and the papers of individuals and organizations where the subject matter of the collection is particularly relevant to University history.

The Archives and Records Center shall provide appropriate facilities for the retention, preservation and servicing of its holdings. Inactive records remain the property of the office of their origin and are made accessible only to authorized representatives of that office. Historical materials are the property of the Archives and Records Center and are made accessible to scholars and the community at large in accordance with University access policy. By making its historical collections accessible, by encouraging their use for historical research and scholarship and by entering into cooperative relationships with other archival and records management agencies and institutions, the Archives and Records Center shall serve as an educational resource center within the University of Pennsylvania, a place to stimulate and nourish creative teaching and learning.

### II: Administrative Mandate

The Trustees of the University of Pennsylvania, recognizing the need for formal archival and records management policy, hereby adopt the following policy and procedures for the collection, retention, preservation, and servicing of University records:

1) Responsibility for assuring that historically significant materials shall be preserved and permanently retained at the University of Pennsylvania lies with a single administrative unit, the University Archives and Records Center. The successful collection of all such records requires that one office, with University-wide purview, manage their progression through the several stages—active, inactive and archival—of their life cycle. In general, active records are those in use in the office in which they were created; inactive records are those placed

under finite-term retention at a records center facility, and archival records are those of historical significance retained permanently in a repository open to research.

2) Any papers or other records generated or received by the administrative and academic offices of the University in the conduct of their business—including all official printed material, reports, record books, minutes, committee files, financial records, correspondence, and associated papers—are the property of the University and may become archival material. The definition of University records shall also extend to forms other than paper, such as prints, photographs, microfilm, motion picture film, audio and video tape, and machine-readable records.

3) All administrative officers of the University, including those members of the Faculty who, by virtue of administrative responsibilities either of a continuing or occasional nature, possess University records relating to their official duties, are to observe the following policy and procedures:

a) Provision shall be made for efficient and economic records control by all University administrative offices and the University Archives and Records Center. Records shall be regularly surveyed, inventoried and appraised to determine retention value. Active records shall be retained by the office of origin; inactive records will be transferred to the Records Center and placed on finite-term retention schedules. The officer in charge of each administrative or academic office, in consultation with the Director of the University Archives and Records Center, shall be responsible for deciding how long both active and inactive papers shall be retained in and under the direct control of the office of origin. Inactive records transferred to the Records Center shall remain the property of the office of origin and shall be accessible only to authorized representatives of that office.

b) University records may not be destroyed or placed in inactive storage at a site other than the Records Center without the joint approval of the senior officer in the office of origin and the Director of the University Archives and Records Center. Should these individuals be unable to agree on retention value, disposition shall be stayed pending review and final determination by the Advisory Committee on the University Archives and Records Center, as defined in paragraph seven below.

4) The Director of the University Archives and Records Center, in accordance with prevailing collections and access policies, shall be responsible for the appraisal of inactive University records for their historical significance. The Director shall determine which such materials shall be permanently retained by the Archives, shall grant and limit access to the collections and shall establish and administer other public service policies and procedures as necessary. Historically significant records transferred to the University Archives for permanent retention shall become the property of the University Archives and Records Center.

5) In order to facilitate archives and records management service to the entire University community and allow for effective coordination with other University offices, the University Archives and Records Center shall be an administrative department within the Office of the President and the Director shall be an officer of the University reporting directly to the President. Acting upon the advice of an appropriately representative search committee, the President shall appoint the Director. The President shall delegate to the Director sufficient authority to



enable the department to fulfill its responsibilities. The Director is responsible for long-range planning, the preparation and administration of departmental budgets, and hiring, training and supervising of departmental staff. The Director is accountable for the successful performance of all departmental services: records management, development of archival collections, cataloguing and other technical services, access, and other public services. He or she shall review and have decision making power over University records which may be offered to or found in any of the multiple archival repositories at the University. He or she shall establish intellectual access to all such repositories through the maintenance of shared collection catalogues and finding aids.

6) The University Archives and Records Center, as the official repository for all University records, including confidential records, shall provide appropriate facilities for their retention and preservation. The University Archives and Records Center shall be provided financial and personnel resources sufficient to maintain services at the level of comparable university archives and records management operations.

7) In order to facilitate these protocols an independent Advisory Committee on the University Archives and Records Center shall be established and shall have the following responsibilities:

- a) to advise the President on institutional support and initiatives required to fulfill archival and records management policy;
- b) to advise the Director on the implementation of this policy; and
- c) in particular, to resolve substantive issues which may arise regarding access and collections policy and when necessary, to advise the President on the modification of these policies.

The Committee shall be composed of ten members: one representative each from the offices of the President, the Secretary of the University, the Provost, and the General Counsel; three members of the standing faculty appointed by the Senate Executive Committee to serve overlapping three-year terms; and three members of the standing faculty appointed by the President, also to serve overlapping three-year terms. The President shall appoint the Committee Chair.

The Committee shall meet at the call of the President, the Director or the Chair. It shall meet a minimum of once per semester.

### III: Collections Policy

The Director and staff of the University Archives and Records Center shall actively seek, identify and acquire historically significant materials in the following categories:

1) University administrative records, including, but not limited to: correspondence, memoranda, minutes, summary financial records, academic research, curriculum, contracts, reports, subject files, published materials, photographs, and any other material generated or received by the administrative and academic offices of the University in the conduct of their business. These records shall be collected in accordance with the University-wide archives and records management program, in which all records pass through active and inactive phases prior to appraisal for historical significance.

2) Materials which document the life of the University community, including student activities, alumni organizations, organizations of faculty and administrators, and other University related groups. Such materials are essential complements to official University records. They may take a variety of forms, including books, news clippings, manuscripts, maps and posters, motion picture films, audio and video tape, and artifacts and objects.

3) The personal and professional papers of prominent people associated with the University, including University officers, faculty, students, alumni, and benefactors. These manuscript collections may include materials relating to issues of historical significance outside higher education as well as professional academic activities, research and teaching, and educational theories and practices during the lifetime of the University. This collecting mandate shall also extend to the papers of individuals and organizations where the subject matter of the collection is particularly relevant to the history of the University, institutions of higher learning in the United States, American intellectual life, and the Philadelphia community in which the University lives.

The deposit, transfer or donation of records and other materials to the Archives and Records Center shall follow specific procedures established by the Director. In the case of deposit of University records at the Records Center, the office or individual of origin does not relinquish control of the materials. In the case of transfer of University records for permanent retention at the Archives, the office or individual of origin

relinquishes all rights to the materials. In cases where the materials are donated to the University, the donor usually relinquishes all rights, including copyright and literary rights. Donor restrictions are acceptable in special cases.

### IV: Access Policy

The historical collections of the University Archives and Records Center are open for research to all members of the University community, to visiting scholars and to the scholarly public. The University encourages the use of these collections through the dissemination of descriptive catalogues and the provision of public services at the Archives.

Access to certain classes of records, however, is restricted. Access to restricted records may be requested by written appeal to the Director of the University Archives and Records Center.

The following types of records generally will be closed:

- 1) all administrative records of the University for twenty-five years from the date of their creation, with certain exceptions, such as those which must be open in conformance with law;
- 2) records of a sitting administration;
- 3) records the disclosure of which might expose the University to legal liability.

The following types of records will be absolutely closed:

- 1) individual education records of living students or living former students, as defined by the Family Educational Rights and Privacy Act of 1974, as amended, unless the student or former student grants access in writing (in accordance with the University "Guidelines on the Confidentiality of Student Records" as published in the undergraduate and graduate *Academic Bulletin*);
- 2) individual employment records of living current or former faculty members, administrators or other staff members, including records which concern hiring, appointment, promotion, tenure, salary, performance, termination or other circumstances of employment, unless the faculty member, administrator, or staff member grants access in writing (in accordance with University Personnel Policy Manual Policy No. 101);
- 3) other records where usage might constitute an invasion of privacy;
- 4) records the use of which has been restricted by Deed of Gift.

Requests to photocopy or otherwise reproduce restricted records generally will be denied.

Appeals to gain access to restricted records shall be conducted in the following manner:

- 1) a researcher seeking access to restricted records shall complete a "Restricted Records Access Request" form;
- 2) the Director shall review each request with the Advisory Committee on the University Archives and Records Center; the Advisory Committee is composed of ten members: one representative each from the offices of the President, the Secretary of the University, the Provost and the General Counsel; and six members of the standing faculty;
- 3) the Advisory Committee shall base its decisions on the merits of each case, weighing the needs of scholarship against the privacy rights of individuals and the legal interests of the University; the Committee must be satisfied that a researcher seeking access to restricted records has demonstrated that the records are required to carry out a legitimate scholarly research project or for other appropriate use; in all cases, the decision of the Committee shall be fair and reasonable, permitting the greatest possible access, given the limitations imposed by legal and ethical considerations;
- 4) in order to come to such a decision, the Advisory Committee shall meet, review the research proposal of the scholar petitioning for access, examine the materials to which he or she is requesting access and discuss the case; in cases where the materials are voluminous, the Director shall review them and summarize their nature and content for the Committee, presenting individual documents of particular concern; in cases of requests for innocuous materials, a less formal review process may be invoked, consisting of a telephone poll by the Director;
- 5) the Advisory Committee may act as a whole in its review and decision making or may delegate to a subcommittee of its own members the power to implement this policy; the decisions of the Advisory Committee shall be final.



## The Year of the Horse: January 27 at the Museum

Leading up to the 4 p.m. traditional Lion Dance and Firecracker Parade at 4 p.m. is an afternoonful of calligraphy, cookery, and other fun and games starting at 11 a.m. Saturday, in a festival staged in cooperation with the Penn Chinese Students Association. Chopsticks in the Museum Cafe...gallery tour of the bronzes and jades in *Symbols of the Ancestors*, talks on acupuncture therapy and herbal medicine...fashion show with fan dances, Kung fu demonstration...all with Museum admission (donation \$3; students/seniors \$1.50, children under 6 free.)

## To Help Plan AIDS Week

Year by year the AIDS epidemic reaches more people in a variety of ways. HIV (the human immune deficiency virus) has touched faculty, staff and students of Penn. Again this year HIV/AIDS Awareness Week, February 19-23, will provide the opportunity to create a dialogue or a response concerning an HIV/AIDS issue that touches your heart, mind, or actions. We welcome your recognition of the significance of the week through your involvement in the development of programs, class assignments or other forms of participation. A schedule is in development and will be published in the *DP* and other Penn publications. Let us know of your interest. For more information, please call Ext. 8-5044, 8-2219, 8-0313 or 662-2869.

—Chris Lyman, Student Health

## 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 **January 15, 1990, and January 21, 1990.**

**Total:** Crimes Against Persons-3, Thefts-25, Burglaries-1, Thefts of Auto-3, Attempted Thefts of Auto-1,

Date	Time Reported	Location	Incident
<b>Crimes Against Persons:</b>			
01/20/90	1:43 AM	Lot 17	Money taken from purse
01/21/90	10:45 AM	3600 Blck Locust	Backpack taken
01/21/90	7:46 PM	3400 Blck Chestnut	Suspect tried to punch complainant
<b>36th to 38th; Walnut to Market</b>			
01/13/90	11:06 PM	Lot 13	Various tools taken from vehicle
01/15/90	6:48 PM	Lot 30	Tool kit, stereo taken from vehicle
01/20/90	1:43 AM	Lot 17	See above, crimes against person
01/20/90	10:43 PM	Lot 13	Items taken from unsecured auto
01/21/90	12:19 PM	Lot 13	Auto taken
<b>34th to 36th; Spruce to Locust</b>			
01/12/90	4:09 PM	Irvine Auditorium	Unattended knapsack taken
01/16/90	9:15 PM	Williams Hall	Bike Taken
01/17/90	6:14 PM	Houston Hall	Contents of wallet taken
01/19/90	10:36 PM	Houston Hall	Luggage and contents taken
<b>32nd to 33rd; South to Walnut</b>			
01/12/90	6:22 PM	Hutchison Gym	Watch taken/arrest
01/16/90	3:00 PM	Rittenhouse Lab	Unattended jacket taken
01/16/90	7:23 PM	Franklin Field	Wallet, contents taken from jacket
01/16/90	9:50 PM	Lot 5	Auto phone taken/arrest
<b>34th to 38th; Civic Center to Hamilton</b>			
01/12/90	4:51 PM	Clinical Res Building	Unattended purse and contents taken
01/15/90	2:13 PM	Medical School	Balance taken from room
01/17/90	10:03 AM	Johnson Pavilion	Wallet and contents taken
01/17/90	1:40 PM	Richards Building	Unattended radio taken
<b>36th to 37th; Locust to Walnut</b>			
01/18/90	2:54 PM	Faculty Club	Unattended jacket taken
01/20/90	3:29 PM	Hillel Foundation	Coat, scarf and gloves taken
01/21/90	5:00 PM	Delta Psi	Unattended coat taken from closet

**Safety Tip:** Don't give thieves the opportunity to steal from you by leaving your belongings unattended or unlocked. Secure your room and vehicle and do not leave your property unattended.

## 18th Police District

Schuylkill River to 49th Street, Market Street to Woodland Avenue  
Reported crimes against persons from 12:01 AM January 1, 1990 to January 14, 1990.

**Total:** Incidents-10, Arrests-1

Date	Location	Time	Offense/Weapon	Arrest
01/09/90	4612 Walnut	8:30 AM	Robbery/knife	No
01/10/90	4800 Locust	2:18 PM	Robbery/strong arm	No
01/10/90	4500 Baltimore	5:45 PM	Agg Assault/ bbbat	Yes
01/12/90	4000 Market	12:13 AM	Agg Assault/ knife	No
01/12/90	4600 Walnut	1:36 PM	Homicide/gun	No
01/13/90	100 S. 44	2:37 PM	Robbery/strong arm	No
01/13/90	4200 Chestnut	4:42 AM	Robbery/strong arm	No
01/13/90	200 S. 44		Robbery/fists	No
01/14/90	4600 Baltimore	8:20 PM	Robbery/gun	No
01/14/90	414 S. 44th		Robbery/strong arm	No

# Update

JANUARY AT PENN

## SPECIAL EVENTS

**24 Philosophy and Practice of Buddhism Workshop;** 12:30-1:30 p.m., Room 303, Houston Hall (Penn Nichirenshosha of America).

**25 University City Hospitality Coalition Open House;** for new and old volunteers to help the homeless of West Philadelphia; 9-10 p.m., High Rise South, Rooftop Lounge. Information: Ext. 8-9643 (University City Hospitality Coalition).

## TALKS

**24 The Regulation of Intramuscular Nerve Branching and Synaptogenesis During Embryonic Development;** Lynn Landmesser, of physiology and neurobiology, University of Connecticut; 4:15 p.m., INS Library, 140 John Morgan Building (Institute of Neurological Sciences).

**25 Synoptic Transmissions Without Ca<sup>2+</sup> in Contractile Proteins;** Dr. Eric Schwartz; 4 p.m., 4th floor, Department of Physiology Library, Richards Building (Department of Physiology).

**John F. Welch, Jr.;** chairman and CEO, General Electric Company; 4:30 p.m., Room 350 Steinberg Hall-Dietrich Hall (Wharton Graduate).

**26 Mammalian Chromosome Segments as Physiological and Evolutionary Units: Studies of the Human HLA Class II Region;** George Blanck, Harvard University; 4 p.m., Auditorium, Wistar Institute (Wistar Institute).

**29 Surfactant Aggregation and Its Applications;** Eli Ruckenstein, State University of New York at Buffalo; 3:30 p.m., Alumni Hall, Towne Building (Department of Chemical Engineering).

**Cultural Influences on Science Transfer;** Tsveta Sofronieva, Institute for Science Studies, Sofia, Bulgaria; 4-6 p.m., Room 108 Smith Hall (Department of History & Sociology of Science).

**Multi-trait Family Study of Schizophrenia;** Will Grove, University of Minnesota; 4 p.m., Room B-26, Stiteler Hall (Psychology Dept).

**David W. Hunter;** president and chairman, Parker/Hunter, former chair of NASDAQ; 4:30 p.m., Room B-1 Vance Hall (Wharton Graduate).

**30 Regulation of Fibroblast Extracellular Matrix Production by Cytokines and Growth Factors;** Sergio Jimenez, Thomas Jefferson University; noon, Room 404, Anatomy-Chemistry Building (Biochemistry/Biophysics and Cancer Center).

**Sex, Race and the American Revolution;** Carroll Smith-Rosenberg, department of history; 1 p.m., Faculty Club (Penn Women's Club).

**Different Pathways in Cell Activation: Bretylium Tosylate—An Opener of Silent Sodium Channels—Differentiates between Cell Stimulatory Mechanisms;** Sandor Damjanovich, biophysics, Medical School of Debrecen, Hungary; 4 p.m., Auditorium, Wistar Institute (Wistar).

# Almanac

3601 Locust Walk Philadelphia PA 19104-6224  
(215) 898-5274 or 5275 FAX 898-9137  
E-mail ALMANAC@A1.QUAKER

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