

# Almanac

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Pullout: October at Penn

## Campaign is Over the Halfway Mark, Ahead of Time

Penn's \$1 billion dollar capital campaign was targeted to reach \$500 million at the end of its first year, in time for the October meeting of the Trustees.

Instead the gifts and pledges went over the top this summer, hitting \$517,742,197 by August 31. Included in the total by then was over \$100 million for improvement in undergraduate education. Over \$44 million had been committed to student financial aid, and over \$14 million had been given or pledged toward the \$35 million Minority Permanence goal.

Donors had also contributed 86 of the proposed 150 endowed professorships that are central in the billion-dollar goal of *The Campaign for Penn: Keeping Franklin's Promise*. (Endowed chairs, capitalized at \$1.25 million or more, continue in perpetuity and are to be distinguished from term chairs. The latter have lower capitalization, and support the faculty position by liquidating a percentage of the capital annually until the fund is exhausted, when the title ends. The goal of 150 new professorships does not include term chairs.)

There have over 125 gifts of \$1 million or more, Vice President for Development Rick Nahm said, and over 75,000 of Penn's 180,000 living alumni gave during the campaign's first year. The Class of 1965 also set a national record for 25th-year reunion gifts by giving \$12.3 million.

## HTLV-1 Virus Tests: Negative

The 30 faculty, staff and students exposed to lambs inoculated with the virus HTLV-1 at New Bolton Center in April tested negative, Provost Michael Aiken reported to the Trustees Executive Committee Friday. Penn ordered both antibody and polymerase chain reaction (PCR) tests for the 30 after learning they had handled animals that under research protocols were to have been isolated from the flock. Tests will be repeated over several months to confirm the continued absence of HTLV-1, a human virus that can cause adult T-cell leukemia. Penn also offered testing to some 100 preschoolers and 30 chaperones who visited the Center in May; one accepted and this test, too, gave negative results.



Elizabeth Warren

## Schnader Professor: Elizabeth Warren

The Law School's new William A. Schnader Professor of Commercial Law is Elizabeth Warren, who came to Penn as a full professor in 1987 from the University of Texas at Austin.

She is the co-author (with Teresa Sullivan and Jay Westbrook) of *As We Forgive Our Debtors*, a comprehensive treatise on bankruptcy practice based on studies of ten judicial districts—a work widely discussed in the national press and subject of a symposium of the *Indiana Law Journal*. She is also co-author with Westbrook of a major textbook on consumer and bankruptcy law, *The Law of Debtors and Creditors*.

Professor Warren is a University of Houston alumna who took her law degree from Rutgers/Newark in 1976. A member of the bar in New Jersey and in Texas, she was in private practice and taught at Houston before joining the University of Texas in 1981 as visiting professor. She was named full professor at Texas in 1983, and later spent a year as visiting professor at Michigan.

The Schnader chair is named for a nationally prominent commercial lawyer who played a central role in the genesis of the Uniform Commercial Code and was a founder of the Philadelphia firm of Schnader, Harrison, Segal & Lewis. The 1969 gift endows the chair for "a scholar of great ability and significant attainment in the field of commercial law." In announcing the selection of Professor Warren, Dean Colin Diver said, "Like the first two holders of the Schnader chair, John Honnold and Noyes Leech, Elizabeth Warren more than meets this elevated standard. We are fortunate to have in our midst a scholar of such renown and a teacher of such gifts as to make the choice of the person to fill the Schnader Professorship so clear."



Mary Ann Meyers

## To the Annenberg Foundation: Mary Ann Meyers

Walter H. Annenberg, founder and chairman of the Annenberg Foundation, has announced the appointment of Penn's secretary of the University, Dr. Mary Ann Meyers, as president of the foundation.

She will leave Penn in December after ten years as the principal liaison between the Trustees and the administration here. Dr. Meyers is a *magna cum laude* graduate of Syracuse who took her Ph.D. at Penn in American civilization in 1976. Formerly director of college relations and editor of the alumni magazine at Haverford, she has taught American religious history there and at Penn. She also served as an assistant to then-President Martin Meyerson in the 1970s. Dr. Meyers's study of the Swedenborgian community in Bryn Athyn, *A New World Jerusalem*, was published by Greenwood Press in 1983, and her magazine articles—many of them for the *Pennsylvania Gazette*—have won awards from Women in Communications, Inc., *Newsweek*, and the Council for the Advancement and Support of Education. She is a trustee of the University Press and a member of the board of advisors of the Annenberg Center.

The Annenberg Foundation, headquartered in St. David's, was created in 1988 by Ambassador Annenberg after the sale of Triangle Publications. Leonore Annenberg, the former Chief of Protocol of the U.S., is vice chairman of the Foundation through which she and her husband, the former Ambassador to Great Britain, have created and provide ongoing support for a number of major educational, research and cultural institutions—among them the Annenberg School of Communication at Penn. Others include the Annenberg School of Communication at USC; the Annenberg Washington Program in Communications Policy Studies operated by Northwestern, and the Philadelphia-based Annenberg Research Institute for Judaic and Near Eastern Studies. Both Ambassador and Mrs. Annenberg are emeritus trustees of the University and major donors. He also set a national record recently with a \$50 million challenge gift to the United Negro College Fund.

# Speaking Out

## Academic Integrity & Learning

I find the recent report of the Committee to Review the Code of Academic Integrity (*Almanac* May 22) earnest and helpful—but also dark and disturbing. It implies that students who cheat (a term I use broadly here) do so entirely because they haven't learned to be honest, academically. Actually, I have found that many students who cheat do so partially because they—like many other students—haven't learned well enough how to study and how to manage their time here.

Some students who are accepted at Penn have excelled in high school largely on the strength of their intelligence. Few high school teachers help students learn ways to study effectively and efficiently enough that they can cope later with the competition, attractions and freedom at a university like Penn; or, some of their students don't learn the ways well enough because they don't feel the immediate necessity to try them.

I recommend that Penn's Code of Academic Integrity be accompanied regularly by an annotated list of our academic support services—institution-wide services like the University Reading/Study Improvement Service, the Tutoring Center and the University Counseling Service, the school-wide services like the Writing Center, and the localized services like those provided by the Math Department. The annotated list should be accompanied by exhortations not only to avoid cheating but also to use the academic support services to learn how to learn better, in less time, with less anxiety. In other words, we need to inform students positively about what they are expected to do, when we inform them negatively about what they are expected not to do.

If students are found guilty of lack of academic integrity, they should be held responsible for their wrongdoing. But this should involve not only appropriate punishment. It should involve also guidance, through academic support services. With appropriate guidance, the students can become more capable and confident—and therefore less likely to be tempted to academic wrongdoing again.

Moreover, academic support services should be available without charge to all Penn students throughout the year. This would signify directly that the University recognizes that all students can and should learn to learn better, and that they need to do so for summer-session courses as well as for those offered in the spring and fall terms.

In an institution committed to learning, students should have immediate access to help in learning, and they should be strongly encouraged to use that help as an integral part of their education.

—Norma B. Kahn, Assistant Dean  
College of Arts and Sciences

## Response to Dr. Kahn

I agree with you that students should be made more aware of the Academic Support Services available to them here on campus. The Code of Academic Integrity calls for annual publication of the Code in a University publication. Perhaps the annotated list of support services could be published at the same time.

—David P. Pope, Chair,  
Committee to Review  
the Code of Academic Integrity

## Hospitality

I have by now been approached by several members of the Faculty, and I know of many more, who have regularly and frequently entertained students at home for many years but for a variety of reasons had not applied for reimbursement from the President's Fund for Student-Faculty Interaction. Perhaps a way could be developed so that such people who wish it could be listed amongst the "Faculty members and teaching assistants who sponsored events at home" (*Almanac* September 4, 1990).

—Robert E. Davies,  
Past-Chair, Faculty Senate

## More on Parking Jam

I second Professor Turow's complaint about the afternoon traffic jam exiting garage 37. The garage is pretty, but its design is irrational for traffic.

I have shared his frustrations at the long delays. At times the delay inside the garage has been as long as my drive home. And I share his concern about the irrational waste of gasoline as cars idle for fifteen or twenty minutes on the downhill grade inside the garage.

The exit jam is short, lasting from about 5:15 to 5:45 on most afternoons, but very intense. I doubt that traffic will ever decline enough on 34th Street to eliminate the delay.

I have thought about the Chestnut

Street exit, too. Sometimes, but not always, it seems that there is a backup in the left lane before 33rd Street that would block that exit also. Would redesigning the lot to allow exiting where the street level parking lies, at the corner, create a clear space? The street-level parking there seems a rather wasteful use of land in any case.

The street level pay lot across the street somehow never has the exiting problems that our garage does. It has exits on both faces, 34th and Chestnut.

—Dain Borges,  
Assistant Professor of History

## The SEPTA Alternative

This is an open letter to all of those who, like Dr. Turow, resent the traffic jams getting out of the 34th and Chestnut Street garage. The problems you point out—"huge gasoline waste as cars idle, breathing difficulties from the smoke generated in the lines, lost work time as people leave early to scramble to their engines"—are entirely caused by you. If I did not have to breathe your exhaust, I would laugh at you.

Unfortunately, you are aided and abetted by an administration that is committed to building more parking garages just when it is most obvious that the solution to the problem is less, not more, parking. I suggest that the University look into buying SEPTA transpasses for employees instead of spending millions on ugly and oppressive new garages, such as that proposed for 40th street, and the noise, traffic, pollution, crime, and gross energy waste they encourage. Even those who still must drive to work will enjoy the benefits.

—Richard C. Garella, Staff Assistant,  
Office of the University Registrar

## Response to Mr. Garella

The realities of contemporary daily commuting make using SEPTA impossible for me and, I suspect, for many of those who use University parking. Using public transportation while dropping off and picking up my children at school and child care is impossible. Moreover, the SEPTA line by my house is expensive, untimely, and unreliable. As for pooling, my car is loaded with five people when I leave the house, four when I return. The problem is much too complex for the simple solutions Mr. Garella suggests. Long-term mass transit goals should not absolve the University's Department of Transportation from making its structures as efficient and pollution-free as possible.

—Joseph Turow,  
Professor of Communications

## Retrieving CA's Past

In preparation for its 100th Anniversary celebration next year, the Christian Association is gathering the names of faculty and staff who have participated in its programs over the years.

CA's director, the Rev. Dr. Beverly Dale, asks to hear, not only from current members of the University, but also from emeritus faculty and retired staff, recalling both their own and any colleagues' participation in activities of the CA. She can be reached at 3601 Locust Walk, Philadelphia 19104-6224, (215) 386-1530.



## Reopening Walnut Street: A Word of Warning

The projected reopening of the Walnut Street Bridge—which latest informal estimates say will be mid-October or early November—will call for increased caution by pedestrians, Captain John Richardson of the University Police warns.

Traffic now routed to the Market Street Bridge (and regaining Walnut Street by way of 34th Street) will again flow directly out Walnut. But it will flow much heavier, Captain Richardson predicts, with the return to Walnut of motorists who have been taking alternate routes throughout the reconstruction.

"For over two years it has been relatively easy to get across

Walnut or the cross streets," he said. "Some students and newcomers to the faculty and staff have never seen the 'normal' flow. Others may have forgotten how heavy the westbound traffic can get—and how aggressive some motorists became at intersections.

"A visiting scholar was killed one year when a van jumped the light for a right turn from 36th onto Walnut," he reminded. "Over the years there have been many injuries and near misses as impatient motorists took risks at the lights—or pedestrians did. Either way, you can get hurt. So remember: when that bridge reopens, allow a little extra time to get around in the vicinity of Walnut Street. *Don't* take chances."

## From the President

Following is the text President Hackney presented Wednesday at the first meeting of the new committee announced in the spring. The membership, updated since its publication in *Almanac* May 29, is given below the text.

## Charge to the Committee to Diversify Locust Walk

Last April, in my announcement to University Council on diversifying Locust Walk (*Almanac* April 17), I established this Task Force to advise the Provost and me on how the mix of student residences on Locust Walk might equitably be changed to address three goals:

- (1) to reflect more comprehensively the full range of diversity at Penn;
- (2) to encourage the sort of student behavior that would set an exemplary standard for others to emulate; and
- (3) to make the convenience and the privilege of living in the core of this campus more available to a wider segment of the student population.

As you begin this work, the task that faces you is formidable, but it is one that holds enormous promise for our efforts to achieve a strong sense of community and improve the quality of campus life.

In helping us think through the future of Locust Walk, you will need to consider its physical as well as social character. One of the first questions you should address is, "What would it take to make Locust Walk one of this country's premier residential walkways?" Over the summer, we posed this question to the architectural firm of Venturi, Scott Brown & Associates. Their study, aptly titled *Preliminary Thoughts: Locust Walk*, will be completed by October 1, 1990. Their charge is to present an imaginative compendium of options and alternatives which we ask you to consider, along with other suggestions which you may draw from the campus community, key alumni constituencies, and the University Life staff. Preliminary discussions with Venturi, Scott Brown and Associates make clear to us, at least, that there are options that hold the promise both of substantially diversifying our campus's central pedestrian precinct and of increasing the density of student activity within it. Given considerations of fairness, we therefore intend to accomplish our goals without requiring the relocation of any fraternities currently located along the Walk.

The larger context for your deliberations derives from the special character of that central pedestrian precinct and its importance to the academic life of the University. The core of our campus is distinguished by both its commitment to open space and its free mixing of academic and residential functions. While your principal focus will be on the residential aspects, the advice you provide on the development of Locust Walk as a premier residential walkway must be considered in the context of the larger plan to develop the academic facilities within the campus core. A key part of this larger planning might include the development of Houston Hall as a primary academic facility once the Campus Center is completed, possibly providing office space for a number of academic departments. Irvine Auditorium and the current Penn Book Store site are other possibilities along with space in the SuperBlock once it becomes fully integrated into the campus's pedestrian core. Ultimately, our vision must reflect a community where student residences and academic programs are central to the physical life and activity of the heart of the campus.

As you begin your assessment of the options identified within the Venturi, Scott Brown & Associates study, and as you hear suggestions from others, I hope you will give thoughtful attention to the following issues:

- (1) the development of an overall set of objectives for the diversification of Locust Walk from College Green to 40th Street;
- (2) recommendations for a set of strategies—both short-term and longer range—for equitably achieving such diversity; and
- (3) recommendations for programs and activities that will contribute to the creation of the welcoming, representative and positive environment that we envision for Locust Walk.

We would hope to receive this Task Force's final report with fully formulated strategies no later than the end of the spring semester. The Provost and I are available for advice and consultation, and we await the results of your work with great interest.

—Sheldon Hackney, President

### Committee to Diversify Locust Walk

#### Co-chairs:

Dr. Kim M. Morrisson, VPUL  
Dr. David Pope, Engineering

#### Members:

Dr. Gloria Chisum, chair, Trustees Committee on Student Life  
Dr. Drew Faust, chair, University Life Committee  
Dr. Robert Lucid, chair, Council of Masters  
Dr. Almarin Phillips, chair, Faculty Senate  
Dr. Adelaide Delluva, chair, Council Safety/Security Committee  
Dr. Lawrence Eisenberg, chair, Council Facilities Committee  
Doris Cochran-Fikes, director, Alumni Relations  
Nicholas Constan, assistant to the President  
Elena di Lapi, director, Penn Women's Center  
Tricia Phaup, director, Fraternity/Sorority Affairs  
Susan Garfinkel, chair, Graduate and Professional Students Assembly (GAPSA)  
Duchess Harris, chair, Undergraduate Assembly (UA)  
Anita J. Hsueh, Panhellenic Council  
Bret Kinsella, InterFraternity Council (IFC)  
Melanie Shain, Greek Alumni Council  
Kathryn A. Williams, Black Inter-Greek Council (BIGC)  
Nalini Samuel, United Minorities Council (UMC)  
Robin Wood, Lesbian, Gay, Bisexual Alliance.

#### Advisory/Support Members:

Kemel Dawkins, director of project management, Facilities  
Christopher Mason, associate treasurer  
Christopher van de Velde, director, real estate  
Steven G. Poskantzer, associate general counsel

# Report of the University Ombudsman for the Years 1987-1990\*

by Susan M. Wachter

The Office of the University Ombudsman was formed at the University of Pennsylvania in 1971 on the recommendation made by the Task Force on University Governance. Its charge is to safeguard individual rights and promote better channels of communication throughout the University. In Sweden, where the office originated, the term can be loosely translated as a person for all people; and we serve the entire Penn community, including faculty, administrators, staff, and students.<sup>1</sup>

The mandate of the office is not only to serve all members of the community, but also to serve the community as a whole, by helping to resolve disputes while maintaining standards of fairness and good sense. With this report, we reinstate an earlier tradition of periodically providing an account of the workings and activities of the Ombudsman office to the community.<sup>2</sup>

The Ombudsman office hears all complaints under complete confidentiality. Individuals who come to the office for assistance may simply seek information or the opportunity to explore options in a neutral setting. If members of the community wish to use our assistance to mediate conflicts or remedy what is viewed as unfair treatment, the person or persons complained about (the respondent/s) are approached by the office, told of the complaint and given the opportunity to respond. After hearing "the other side," the office serves as a mediator to seek an equitable solution.

We attempt to resolve disputes at the level at which they occur. Most often this is possible. It has been my gratifying experience that the respondent often welcomes the presence of an interlocutor in what may have been an unpleasant situation for all. As an impartial third party, the office can explain each side's differing perception of the problem to the other, while, at the same time, working toward a solution. Although the Ombudsman office may come to findings in a case, the office cannot impose corrective action. Instead, the goal is a consensual resolution of the issue. In the case of repeated violations of University policies, however, the office reports its findings to the respondent's superior or to the appropriate University office.

While we cannot discuss individual cases, we present below an accounting of our activities by category. The statistical tables that follow [on page 5] employ categories used in earlier reports of the office's activities. A distribution of cases is given by subject and by complainants' University status.

While most categories are self-explanatory, some of the distinctions may need elaboration. The *academic* and *academic procedural* categories both refer to complaints brought by students. As used here, the *academic* category refers to within-course difficulties (involving, for example, grade disputes); while *academic procedural* refers to complaints surrounding rules and procedures (for example, informing students of course requirements or drop-and-add issues). The *academic integrity* category involves student violations of the academic honor code, usually brought by instructors. The *employment status* category refers to tenure issues for faculty, termination issues for administrators and staff, and promotion-related issues for all University employees. *Employment problems* refer to more general conflicts in job performance. The *personal* category refers to contiguity-related disputes.

For the two most recent years, we also have recorded the gender, racial and ethnic composition of those who have sought the help of the office. For the academic year 1988-89, of the 299 individuals who came to the office, 162 were male, 137 were female. For the academic year

1989-90, 109 were male and 131 were female. The breakdowns by racial and ethnic groups in these years are:

	1988-89 (T=299)	1989-90 (T=240)
White	232	199
Black	45	32
Asian	17	8
Hispanic	5	1

The number of those consulting the Office of the Ombudsman seems to have stabilized at a rate of approximately 200 to 300 persons per year, which is somewhat lower than in the years 1976-1982 (although higher than earlier). The difference appears to be the result of a decline in the number of undergraduates who seek assistance in academic disputes. This can partly be attributed to our lack of willingness to be involved in grading problems that are purely based on academic judgment of the faculty. Another possible reason may be the increased responsiveness of student offices in home schools. Due to the lack of an easily accessible data set for earlier years, however, this cannot be verified. With the introduction this year of computerized records, the office will be able to analyze future patterns.

What the numbers obviously do not describe is that some of the problems were very difficult and required considerable attention, while the majority could be resolved quickly. A small proportion of cases involved decisions that affected lives and careers of members of the community. As is to be expected, these cases took up most of the time of the office. Of the serious problems, some would seem to be preventable if given greater attention. For example, in the job-related area, there is a pattern where a supervisor, in order to be "nice," refrains from giving accurate feedback to employees on their performance. An employee who does not hear about what he or she may be doing poorly has a right to think he or she is performing adequately. Timely criticism could help avoid situations that become complicated or reach a point where the employee is at risk of losing his or her job.

Of the many categories, the category of harassment represented a disproportionate share of the most difficult problems brought to the office. The feelings of vulnerability called for delicate and compassionate handling of these types of cases. Reports of harassment incidents, received from resource officers and academic and administrative units in the University, have been forwarded to the Ombudsman office and are being submitted in a summary form to President Hackney, as called for in the Sexual and Racial Harassment Guidelines adopted in 1987.

It has been extraordinarily gratifying for me personally to have had the opportunity to serve the University community as Ombudsman. A particular pleasure of the office has been helping to foster new University Ombudsman offices at Johns Hopkins and others. From previous reports, this has been somewhat of a tradition. In this area, as in others, Penn has served as a model.

This office could not work without the assistance and support of the University community, and I am grateful to the many who helped. Most notably, the successes of the office are to a significant degree attributable to the work of the Associate Ombudsman, Dr. Gulbun O'Connor. We are very fortunate to have her in this office, and it has been a great pleasure for me to work with her over these years.

\* This month Dr. Wachter, who has served as Ombudsman for the past three years, is succeeded by Dr. Daniel Perlmutter (see *Almanac* September 11). The statistical data accompanying her report cover five years, dating from Dr. O'Connor's joining the office.—Ed.

<sup>1</sup> Not included are hospital employees and those covered by union contract who have separately structured grievance mechanisms.

<sup>2</sup> Reports exist for the years 1971-1982.

## Report of the Ombudsman: Cases Handled Between 1985-86 and 1989-90

	1985-86	86-87	87-88	88-89	89-90
<b>I. Total Number of Cases</b>	<b>279</b>	<b>266</b>	<b>289</b>	<b>299</b>	<b>240</b>
<b>II. Frequency of Complaints</b>					
Academic	60	64	59	30	21
Academic/Procedural	6	14	8	37	20
Academic Integrity	2	8	4	6	0
Employment Status	12	21	17	13	5
Employment Problems	83	47	68	96	69
Personal	29	9	24	16	13
Harassment	8	4	10	22	22
Benefits	5	1	9	6	6
Procedural	10	33	35	25	50
Miscellaneous	20	14	0	10	8
General & Student Services & Facilities <sup>3</sup>	44	51	55	38	26
<b>III. Complainants</b>					
<b>Undergraduates (T)</b>	<b>95</b>	<b>98</b>	<b>87</b>	<b>65</b>	<b>60</b>
SAS	68	64	63	50	36
Wharton	17	24	18	13	18
SEAS	7	7	6	2	4
Nursing	3	3	0	0	2
<b>Graduate Students (T)</b>	<b>52</b>	<b>65</b>	<b>15</b>	<b>70</b>	<b>55</b>
SAS	16	23	15	42	31
Wharton	10	5	15	10	1
GSE	9	9	10	5	6
GSFA	5	7	3	3	6
Law	3	1	0	1	1
SEAS	3	1	6	2	4
Dental	2	2	2	0	1
Medical	2	4	3	3	1
Annenberg	1	3	0	0	1
Social Work	1	3	1	2	1
Nursing	0	5	0	2	2
Veterinary	0	2	0	0	1
<b>A-1 Personnel</b>	<b>41</b>	<b>30</b>	<b>40</b>	<b>54</b>	<b>53</b>
<b>A-2 Personnel (T)</b>	<b>28</b>	<b>25</b>	<b>19</b>	<b>23</b>	<b>20</b>
SAS	7	23	5	4	9
Medical	4	8	7	9	6
Veterinary	4	2	0	3	0
GSE	3	1	1	3	0
Wharton	3	1	2	0	1
Dental	2	1	2	1	2
Social Work	2	1	0	1	1
Annenberg	1	0	0	0	0
Law	1	0	0	0	0
Nursing	1	1	0	0	1
SEAS	0	3	2	0	0
GSFA	0	0	0	3	0
<b>A-3 Personnel</b>	<b>38</b>	<b>29</b>	<b>41</b>	<b>56</b>	<b>31</b>
<b>A-4 Personnel</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>14</b>	<b>3</b>
<b>Alumni/ae</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>9</b>
<b>Others</b>	<b>10</b>	<b>9</b>	<b>25</b>	<b>12</b>	<b>11</b>

<sup>3</sup> These include advising, admissions, affirmative action, athletics, bookstore, career planning, dental school clinic, dining service, environmental safety, financial aid, mail service, parking, payroll, PennTrex, physical maintenance, public safety, residential living, residential management, student health/insurance, and work/study. The number of complainants in each category varied greatly from year to year.—S.M.W.

## GSFA: A Centennial Convocation

The 100th Anniversary of the Graduate School of Fine Arts is marked by four events: an ongoing exhibition and an illustrated history that parallels it (see next three pages); a lecture series featuring graduates singled out in the book and the show; and a centennial convocation on October 11 at 4:30 p.m. in the Annenberg School Auditorium.

Four distinguished practitioners—one of them the School's emeritus dean—will receive the degree of Doctor of Fine Arts at the October 11 convocation. They are:

Balkrishna Doshi, architect, urbanist, and educator;  
Joseph Esherick, B. Arch '37, Fellow of the American Institute of Architects, architect, Esherick Homsey Dodge and Davis;

Lawrence Halprin, Fellow of the American Society of Landscape Architects, environmental designer, town planner, landscape architect, author; and

Sir Peter Shephard, Commander of the British Empire, planner, architect, landscape architect, and artist, Dean Emeritus GSFA. He will also be the guest speaker at the convocation.

The ceremonies begin with an academic procession of GSFA faculty and University leaders. Following the Convocation, there will be a gala Centennial Dinner in the newly renovated Furness Reading Room, where GSFA alumni and friends will be joined by the Overseers and the Trustees.

**Centennial Lecture Series:** Lectures by graduates of the School began last week and continue through October. See *Talks* in the October at Penn calendar.

## Penn Med 225th: The Fall Peaks

The final events of the 225th Anniversary Celebration of the School of Medicine take place this month, both of them open to the public in Dunlop Auditorium of the Medical Education Building.

**October 12:** From 2 to 5 p.m. a symposium on the *Future of Health Care in America* addresses the future of health care and education in this country. Dean William N. Kelley chairs the panel:

Dr. Arnold Relman, editor of the *New England Journal of Medicine*,  
Dr. Samuel O. Thier, president of the Institute of Medicine, National Academy of Sciences,

Dr. Uwe E. Reinhardt, professor of political economy at Princeton University, and

Dr. Edward N. Brandt, executive dean, College of Medicine, University of Oklahoma Health Sciences Center.

For additional information, contact the Office of the 225th Celebration at Ext. 8-1876.

**October 19:** The all-day Louis B. Flexner International Symposium on *Frontiers in Neuroscience: Communication and Connectivity in the Brain*, sponsored by the David Mahoney Institute of Neurological Sciences for the School of Medicine's 225th Anniversary, begins at 9 a.m. and runs to 4:30 p.m. The speakers and their topics:

Dr. U. J. McMahon, professor and chairman of neurobiology, Stanford University School of Medicine, on *Molecules that Mediate Formation of the Synaptic Apparatus*.

Dr. Jon Lisman, department of biology, Brandeis University, on *From Molecular Switches to the Molecular Basis of Membrane*.

Dr. Carla J. Shatz, department of neurobiology, Stanford University School of Medicine, on *Neural Activity and Fetal Visual System Development*.

Dr. Charles M. Gray, Salk Institute of Biological Studies, on *Neuronal Mechanisms in the Visual Cortex Underlying Figure-ground Segregation*.

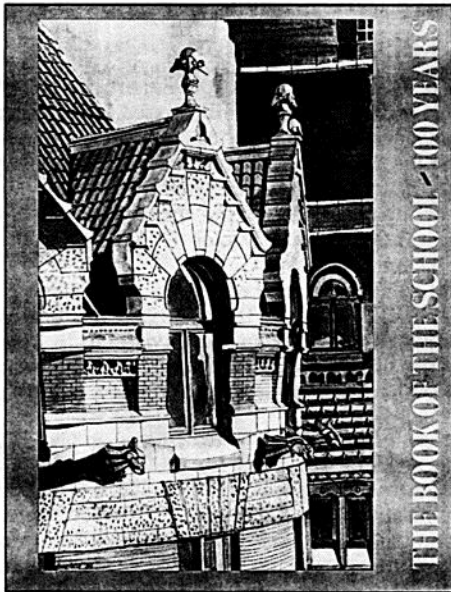
Dr. V. S. Ramachandran, University of California at San Diego, on *Visual Perception in People and Machines*.

Dr. Michael E. Phelps, department of radiological sciences, UCLA School of Medicine, on *A Biochemical Image of the Human Brain in Development, Neuronal Plasticity and Compensatory Reorganization*.

For more information call Ext. 8-8754 or 8-9695.







*Jacket design for The Book of the School is Lee G. Copeland's rendering of Furness Library. The 352-page history of the School, chosen from the more than 300 items in the Centennial show, serves as a catalog. Published by GSFA, \$40.00.*

## The Book of the School/100 Years of the Graduate School of Fine Arts at the University of Pennsylvania

This book celebrates the achievements of the faculty and graduates of the University of Pennsylvania Graduate School of Fine Arts. Although an architecture program was established in 1868, we have chosen 1890, and the establishment of the Department of Architecture, as the date marking the founding of our School. With over 9,000 graduates, we have built our reputation as a School that is—in the words of Dean Lee Copeland—"committed to the design of fitting environments." The School faculty, reflecting our humane Philadelphia setting, has consistently believed that design should observe and respect the context of its setting—the land, the people and the preexisting urban structure. Our graduates have established themselves as practitioners and professors from Botswana to Belize, from Sarajevo to San Francisco.

This book, as well as the exhibition for which it serves as a catalog, records the evolution of the School's goals and celebrates its attainments. Our approach is chronological, with chapters measured by the term of each of the School's six deans. Each chapter recounts the aspirations of the dean and his faculty, the curriculum created and the qualities of the student body, set within a larger context—always the University of Pennsylvania and Philadelphia, increasingly the nation and the world. Each chapter concludes with words by each dean that capture his philosophy and reveal his influence on the School. At times, the writings of influential students and faculty have been included as well. The final essay, written by Dean Copeland, explores the future of the School. Our title comes from the first *Book of the School*, a history of the Department published by the Architectural Alumni Society in 1934.

The bulk of *The Book of the School*...consists of 99 brief biographies of alumni and faculty noted for their professional and academic achievements...selected to represent the School's diversity as well as its outstanding quality. Each biography includes a description of one project—a building, a book, a painting—that has earned recognition in the fields we represent... There is a second goal here as well: to recognize the educational experience of every School affiliate through these 99 examples. The School is as great as the sum of its parts.

For most of its history prior to the arrival of G. Holmes Perkins in 1951, the School was principally devoted to the education of architects, first for practice in and around Philadelphia and then as a national school linked to Paris, Rome and the Beaux-Arts Institute of Design. Since 1951 the School has grown in size and diversity, from fewer than 100 graduates yearly to more than 300 and from one department to nine departments and programs. Architecture remains the largest department, but, since the 1950s, City and Regional Planning, Landscape Architecture and Regional Planning, Urban Design, and Fine Arts have made significant contributions to the School's reputation. Early in the 1980s, Lee Copeland supported the creation of two new programs—Historic Preservation, and International Development and Appropriate Technology—and invited two University programs—Government Ad-

ministration, and Energy Management and Policy—to join the School. This shifting chronology added another criterion for selecting work for inclusion in this book; we have accorded representation in some rough balance to the size of the programs and their longevity in the School.

The record of achievement over the past 100 years is so extraordinary that the choice of works to exemplify the School has been a considerable challenge. We solicited nominations from all living graduates, and have selected 99 individuals and firms from the last century based on the advice of jurors, of Deans Perkins, Shephard and Copeland, and of our current department chairmen, who made the final decisions.

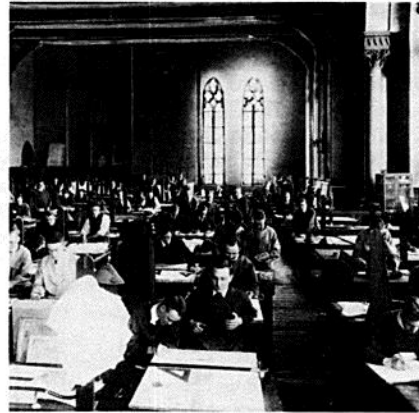
The 100th selection is a galaxy of 100 younger alumni, leaders in the professions, academic and the public sector, who, we anticipate, will help represent the School for future generations.

We set out to write a fitting testimonial to those who have made this a great school and to those who are its future. We hope we have succeeded.

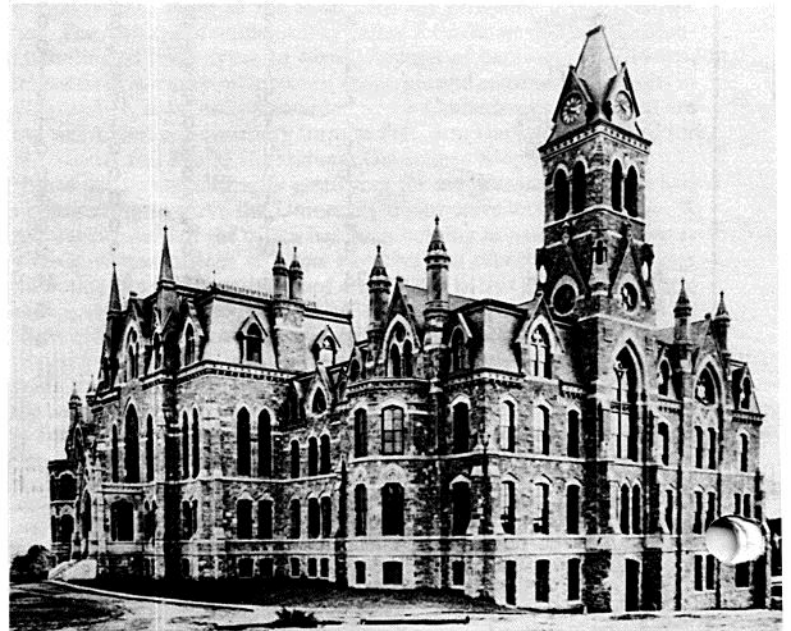
— Condensed from the preface of *The Book of the School/100 Years*, by Ann L. Strong and George E. Thomas.

### 100 for 100: The Centennial Exhibition

Like *The Book of the School*, GSFA's Centennial Exhibition is organized around the six deanships of Richards, Laird, Koyl, Perkins, Shephard and Copeland. Curator Julia Moore Converse has placed the show in two galleries—the early, most heavily architectural years in the Arthur Ross Gallery at Furness Library and the diversified modern era in Meyerson Hall. The latter includes the "Galaxy" slide show of 100 recent alumni and their work, chosen to represent the School's future. The exhibition ends November 14. Below and on the following pages, a minimal sampling in black and white, and only two dimensions, of what it offers in color and in the round.



*Below: Thomas Webb Richards first head of the architect program, submitted the winning design for College Hall in 1870. Other faculty and alumni designed the Museum, the Quad and many other landmark buildings at Penn, Princeton and other institutions. At left is the College Hall drafting room, c. 1915.*







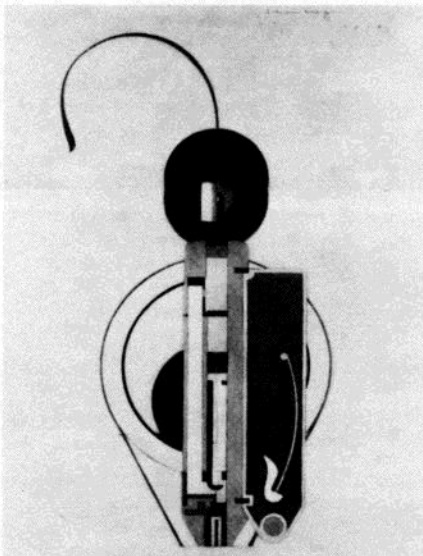


At left, the Ephrata Cloisters, an example of 1913 alumnus G. Edwin Brumbaugh's work as architect turned preservationist in the 1930's. Below it, the Furness Building, where restorations are nearing completion by Venturi, Rauch and Scott Brown; Marianna M. Thomas; and the Clio Group, Inc., all with roots in GSFA. It will house the Architectural Archives including collections of Louis Kahn and Paul Philippe Cret.

An admired example of planned development in Philadelphia (top right) is the Woodward Estate of Chestnut Hill, c. 1925, designed by 1906 alumnus Edmund B. Gilchrist. Below it: President Roosevelt in 1936 reviewing plans for Greenbelt, Maryland, a New Deal town designed by Frederick Bigger (BFA '03).



Works of alumni and faculty in the fine arts include, from the early years (on view in Furness) Morton Schamberg's Mechanical Abstraction (below) a 1916 oil in the Louise and Walter Arensberg Collection of the Philadelphia Museum of Art. Paintings are more numerous in Meyerson Hall, including Shadow, a 1977 oil by Neil Welliver, chairman and professor of fine arts; now in the collection of the Museum of Modern Art.





*This summer a Penn student and a recent alumna were invited by Senator Joseph Biden of Delaware to appear before the Senate Judiciary Committee hearings on his proposed Violence Against Women Act (S.2754). The two women later reappeared before a campus coalition of women's organizations, whose several representatives asked Almanac to publish the testimony as given in Washington. For more on the Biden legislation, see next page.*

## Testimony on Acquaintance Rape

### I. By a Student and Counselor

Good morning. My name is Erica Strohl; I am from Minneapolis, Minnesota, and I will be a senior at the University of Pennsylvania in Philadelphia this fall. I'd like to thank Senator Biden's office for inviting me to be here today. I come as a co-founder of STAAR (Students Together Against Acquaintance Rape), which is an organization dedicated to educating students on the issue of acquaintance rape at the University of Pennsylvania.

Amid the college greens, the football stadiums, the great brick libraries, and the social scenes of college campuses across America is the very serious and pervasive problem of acquaintance rape. From the ivy covered halls of the elite eastern schools, across the great sweeping campuses of the midwestern state systems to the magnolia-lined walks of southern universities, acquaintance rape is destroying the lives of women students. This crime does not begin or end on college campuses, it is painfully frequent in high schools, both public and private, and among working women in offices, farms, and factories.

At the University of Pennsylvania, an Ivy League school of eight thousand undergraduates, acquaintance rape occurs perhaps once each weekend, possibly more. While to most, this number will seem frighteningly, if not unimaginably high, I believe it holds true for most institutions of higher learning. Unlike many schools, Penn is fortunate to have an excellent women's center which offers advocacy and counseling to students who are survivors of sexual assault. This job in itself is overwhelming, and leaves little time for education or prevention.

Although STAAR is mainly an educational group, educators often act as advocates to individuals by taking calls at home or going through the reporting process with students. The need is so great that STAAR educators are sometimes approached on campus or in classes by people they do not know, and asked for help. Mainly, however, STAAR educators present workshops in co-ed teams in dormitories, fraternities, and sororities. STAAR is supported by a coalition of student groups including feminist and Greek organizations. Our day to day operations are run through Penn's student health services with professional advising from the director of health education. During its first year STAAR presented fifty five workshops reaching over one thousand students. Peer education works because students trust other students. STAAR educators are not professionals or administrators, but we do know about college life.

The reality of acquaintance rape hit home for me midway through my first year at Penn, when a friend of mine was raped in a fraternity. She fit the stereotype—she was

eighteen, at college, trying to fit in, and she had drunk more than she could handle that night. As her friends, we too fit the stereotype—we asked her why she went upstairs. We didn't believe that these guys who we knew could actually be rapists. We didn't tell her it wasn't her fault or that there was help available. In fact, we didn't say much at all.

Susan was one of the forty-five survivors of rape I have come into contact with at Penn.

During that same year, I also learned about the practice of "beaching," or "ledging" as it is called at some schools. Basically, in a beaching incident a woman is brought into a room where other fraternity brothers or men are waiting on an outside ledge or balcony unbeknownst to her. During sex, either consensual or coercive, the other brothers walk into the room, frightening and embarrassing the woman. Needless to say this is horribly demeaning, but not an unusual event at colleges around the country. Days or months after, the "beached" woman is often harassed and laughed at by the men who participated in the event. To the woman, this experience may be extremely psychologically damaging, while the participants get off scot free with what they consider a funny joke or pledge prank. Beaching is part of a continuum of sexually assaultive behavior which can lead to gang rape or acquaintance rape.

When people try to speak out about rape, there is a great deal of resistance. Many educators receive harassing phone calls. One STAAR educator who publicly disclosed that she was a survivor, received calls warning her that the rape could happen again. Universities are reluctant to respond firmly and quickly to the problem for fear that their reputations will be tarnished. Invariably, people respond to the problem by saying, "not our school, not our boys—they come from good families." They want to believe that rape is committed by men of color who jump out of alleys with lead pipes.

The problem of acquaintance rape is further compounded on college campuses because alcohol abuse is prevalent and peer pressure for men to be sexually active is so strong that they do not hear the word "no" clearly.

Unfortunately, STAAR is one of the few acquaintance rape educational groups in the country, though we are currently working with other campuses to set up programs. For change to occur, universities must first acknowledge that a problem exists and convey to the student body that the crime will not be condoned or covered up. When a rape occurs survivors must have access to counseling and the choice of pressing charges. These services must work equally well when the perpetrator is the star quarterback or the best economics professor, or the son of a trustee.

The role of education is to let people know what acquaintance rape is and that it is a crime. It lets survivors know that what happened was illegal as well as awful. When the information is available I believe that there will be fewer rapes because some women will be able to see the situation coming and get out. Education also raises men's awareness and makes it more likely that they will recognize and stop inappropriate action within their peer groups, as well as not participate in the action themselves. All universities should have rape prevention education, as it is likely the most common crime committed on campus.

Once a rape occurs, it is often difficult to strike a balance between protecting the accused until proven guilty, and protecting the victim from further violence. For instance, victims of acquaintance rape must often face their assailant in the classroom or at the dormitory; thereby further disrupting their lives and making it difficult to study, much less succeed in the classroom. When universities refuse to deal with the problem, they are in effect denying women access to equal educational opportunities.

No matter how much education is done, we cannot compete with eighteen years of socialization. Education about respect and equality must begin in elementary school. The climate of violence against women is overwhelming and growing worse all the time. Statistics for all types of violence against women are rising, and people still refuse to acknowledge that it might happen to their daughter, mother, sister or themselves. There must be a concentrated effort to send a message that this violence is not acceptable and that perpetrators will be punished and survivors supported. Once the environment is safer, more women will report crimes of sexual violence. Most universities have little or no resources to deal with this wide-scale crisis. Incoming students are warned about pickpockets, muggings, racism, and alcoholism—they deserve to know about rape as well.

Thank you.

### II. By a Survivor of Rape

Good morning. My name is Nicole Snow. I am 23 years old and I am here today to speak to you as a survivor of acquaintance rape.

When I first heard there might be a chance for me to testify here today, my heart jumped. I knew it would be tough but here is my opportunity, my real life opportunity to reach the people who can make a difference.

I have to admit, when the idea settled in my head for a while, I thought to myself, "Why would I want to put myself through that now? Why now would I want to dredge up all of the pain and agony again, just as I am bringing to a close a wonderful summer, after having just graduated from the University of Pennsylvania? Why stir it all up again now as I am making an exciting move into Manhattan and starting a new career with Arthur Andersen Consulting?"

And it did not take long to hear the answer: The truth is, it is not dredging up anything; it is taking what has become a very real part of me, a part that I have been working through for two-and-a-half years,

and sharing it with you, to help you understand.

The summer before my junior year at New Canaan High School in Connecticut, I was dating a guy I thought was my dream. I thought he was a popular, caring, wonderful football player and he seemed crazy about me. My dream was quickly shattered. A month after our first date, we went on a summer outing one Saturday with all of our friends. On that day, he changed my life forever by brutally raping me.

How do I even begin to explain what I went through? It is not the gory details that you need to hear to understand, it is the suffering, the loss of feeling any control, the incredible self-blame, and the disruption of a survivor's life that can't often be heard.

As my final high school years passed before me, I felt little emotion behind the "happy-go-lucky" facade that I lived my life by. But the effects of what happened to me, three years before, started to kick in when I was in college. No longer could I keep under lock and key the pain that I had been too terrified to tell anyone about. I couldn't do it on my own any longer. So as memories started invading my everyday life, as brutal flashbacks kept me from concentrating on my schoolwork, and as nightmares interrupted my every night of sleep, I began to realize how desperately I needed support.

The problem was the message I had gotten from our society years before that told me it must have been my fault. There was no known support system for me. I was a 15-year-old girl frightened to tell anyone—silenced. I was silenced because it wasn't safe for me to come forward. Who would understand? Who would believe that "Mr. All-American" could do anything like that to me? I certainly never would have believed I would be raped, and certainly not by someone I trusted.

So, I pretended that it *didn't* happen. I wore long sleeves and high necks for two weeks in the summer to cover the bruises. I cleaned away the blood and I stored the whole experience deep in my subconscious and denied that it had ever happened. I continued my life robotically, striving so-

cially, academically, and athletically—but inside there was a crying young girl.

It took three-and-a-half years until I got the courage to seek therapy. I was lucky enough to have the money and access to someone who could tell me all that I had never heard before. I learned that I was not alone, that hundreds of thousands of other women are raped by people they know and trust. And most importantly, I learned that it was not my fault.

But where was the education before I was raped, when I needed the warnings; and after, when I needed the validation of my experience? Where were the laws that should be teaching us at an early age that forcing someone to have sex against her will is wrong—that it is a crime? Where were the teachers and parents who could have been sending out the message loud and clear that rape happens, acquaintance rape happens, and is punishable? And why didn't I know, as I do now, that it was not my fault?

The answers aren't all that difficult, and the solutions are palpable—it has to come from the top. It has to come from our government's acknowledgement, protection through laws, and support. And Senator Joseph Biden's bill is the first step. We, on college campuses, are making a difference. We are setting up organizations such as Students Together Against Acquaintance Rape (STAAR) at Penn, which are reaching massive numbers of students in college through peer education. It is helping. I know, having spent my senior year as a STAAR educator, that we are not only preventing and teaching but we are reaching out to those survivors who haven't yet felt safe enough to get help.

But we need your help. This bill is exactly the kind of first step we need to support all of the work counselors, victim support services, rape crisis centers—educators who are trying to combat this painful reality of our society. All of these are creating a safer environment for survivors to come forward, despite their desperately low funding, as well as heal more quickly. But we have got to get the message out to survivors that they are not alone, and the

community just *is not safe* enough for those of us who have the most influence of all to reach them—those of us who have been raped also.

For example, I decided, after many fears and doubts, that I was going to accept an offer to speak as a survivor on a special report on the local news in Philadelphia this last winter. It was the opportunity I dreamed for, to reach other survivors I knew were out there. I finally had the courage to give up my anonymity, to speak out to those survivors who needed to hear another survivor say it is not their fault that they were raped and that they deserve the help. Later this year I spoke out again at a "Take Back the Night" rally against campus violence. Again, my message was to give hope to the survivors amongst the hundreds of shocked faces in the crowd. To survivors my message was, "I know how devastating it has been, but you can do it!" One would hope that these messages would not threaten anyone, and could be seen as purely positive. Unfortunately, it was found by a few scared men on campus as a reason to silence me. They lashed back with nightly phone threats: "It can happen again, Nicole, back off bitch or else..." and it surfaced face to face as intimidation in the center of campus, too.

I have the ability to reach survivors by speaking out. When I do so, I have to deal with the negative reactions of those who are uneducated and vindictive. But this bill, thanks to Senator Biden and his incredibly supportive committee, can help me. It can help all survivors know that their country stands behind them. And equally important, *it can send the message to society as a whole that acquaintance rape happens, it is intolerable, and support will be available to those survivors. And that is why I am here today.*

I realize that many of you will never know how it feels exactly to be a survivor or how much it means to me to be here today, but I thank you for listening and I thank you for giving survivors the gift of knowing how much you believe in us. You have the power to make a big difference by making it a little less frightening for survivors and a lot more frightening for rapists.

## From STAAR: About the Biden Act (S. 2754)

STAAR (Students Together Against Acquaintance Rape) provides below a summary of the Biden "Violence Against Women Act" (S. 2754) and welcomes inquiries from all members of the University concerning support of the bill as hearings continue.

**Title I: Safe Streets for Women** (1) creates new penalties for sex crimes, doubling those for rape and aggravated rape, and creating new ones for repeat sex offenders; it also increases restitution for victims of sex crimes; (2) targets places most dangerous to women, authorizing \$300 million for law enforcement efforts, with \$200 million targeted for the 40 metropolitan areas most dangerous for women; it also creates special units of police, prosecutors and advocates; (3) funds more lights and cameras for public transit locations and adjacent parking lots; and (4) establishes a national commission on violent crime against women.

**Title II: Safe Homes for Women** (1) creates federal penalties for spouse abusers who cross state lines to continue abuse, and requires all states to enforce any "stay away" order, regardless of which state issues it; and (2) bars grants to states and localities that discourage or prohibit the arrest of abusive spouses while provid-

ing grants for those that promote arrest of abusive spouses.

**Title III: Civil Rights for Women** (1) labels sex crimes as "bias" or "hate" crimes that deprive victims of their civil rights; and (2) makes gender-based assaults a violation of federal civil rights laws, allowing victims of sex crimes to bring civil rights suits against their assailants.

As described by Senator Biden's Office, the bill currently contains the provisions above and the following are being added:

- an eight-fold increase in funding for rape education and prevention, including \$50 million for rape crisis centers;
- the first federal program for rape education on college campuses; and
- a new law requiring colleges and universities to tell rape survivors about the outcome of any disciplinary proceedings initiated against their attackers.

STAAR can be reached via the Penn Women's Center, located on the first floor of Houston Hall; telephone Ext. 8-8611.



## Wanted: Older Volunteers for Eight-Week Depression Study

The section of Geriatric Psychiatry at Penn's Medical Center seeks volunteer patients for an 8-week study to determine the efficacy of an antidepressant medication for the investigational treatment of major depression disorders in those 60 years of age or older.

Recent studies show that up to one-third of the population experience their first depression as older adults. This depression is often characterized by feelings of loss of pleasure and interest in some or all activities, decreased energy, restlessness, decreased sleep, decreased appetite, decreased concentration, and the feeling of worthlessness. In addition, such physical symptoms as an upset stomach, headache and fatigue are often accompanied by depression.

Those selected to participate will receive free treatment and evaluation and be asked to visit the Ralston Penn Center once a week for the duration of the two-month study. Eligible participants will be males and females 60 years or older who have had symptoms of depression for at least one month and are not currently using antidepressants or undergoing psychotherapy. Information: 662-7426.

## The Nassau Fund

### Guidelines and Procedures

As a major research institution, the University of Pennsylvania believes that a research experience can make a significant contribution to an undergraduate student's education. This Undergraduate Research Fund has been established to provide support for outstanding undergraduate research efforts. Through the generosity of the Nassau family, income from an endowment known as the Nassau Fund will support modest grants to undergraduates in support of their research activities. The funds are administered by the Office of the Vice Provost for University Life, with awards made on a competitive basis by the Council of Undergraduate Deans and the Nassau Fund Faculty Advisory Committee.

### Research support

- Research support from the Nassau Fund will be awarded in accordance with the following principles:
- Research proposals in all disciplines, as well as interdisciplinary efforts, are encouraged. Proposals may involve theoretical research or research with practical applications.
- Projects having no other funding source are particularly encouraged. When other funding sources can be identified shared costs or matching funds will be encouraged whenever possible.
- Funds will be allocated on the basis of merit without regard to school enrollment. When all other factors are equal, representation by disciplines will be considered.
- Each project must have a faculty advisor.
- Funds may be requested to support research during the academic year or during the summer. Normally, awards will not be granted in excess of \$1000 per student.
- Projects may involve more than one student.
- Examples of what may appropriately be requested in a budget include research supplies, limited travel, computer time, computer software. Salaries, major hardware (or other equipment that can generally be obtained throughout the University), benefits, and overhead are not to be included.

### Offices for submission of Nassau Fund nominations/proposals:

SAS: Office of the Associate Dean for Undergraduate Studies, 100 Logan Hall

SEAS: Office of the Associate Dean for Undergraduate Education, 109 Towne Building

Nursing: Office of the Associate Dean for Undergraduate Studies, 475 Nursing Education Bldg.

Wharton: Office of the Vice Dean, Wharton Undergraduate Division, 1100 SH-DH

— Office of the Vice Provost for University Life

### Proposals

Proposals should take the following form:

#### I. Cover Page containing:

- a. Name of student  
Year  
School  
Major (if declared)  
Name/faculty affiliation of advisor  
Research interests of faculty advisor
- b. Title of proposal
- c. Amount of funds requested
- d. Identification of other opportunities for research support, if any.
- e. Short abstract (no longer than 100 words)

#### II. Objectives and Methodology (2 pp. max.)

- a. State the objectives and relevance of the proposed work.
- b. Evaluate existing knowledge and work in the area and provide a brief background summary to the proposed work.
- c. Describe the design and procedures to be employed and provide a timetable and implementation plan for completion of the project.
- d. If the work is to have practical application, describe the impact and usefulness.

#### III. Budget (one page)

List each budget item in order of priority and justify in terms of the work proposed. (In a few instances, travel may be an appropriate use of funds if warranted by the project.) Funds requested should not exceed \$1000 per student.

#### IV. Faculty endorsement

A faculty advisor's endorsement of the project must be attached certifying the feasibility of the project and the adequacy of the student's preparation to undertake it. Normally, the project should be associated with a course for which the project may receive independent study or course credit. If this is not to be the case, an explanation must be attached.

### Selection Procedures

All proposals (one original and four copies) must be submitted to the Office of the Undergraduate Dean (see below) of the student's home school by November 9 of each year. Each Undergraduate Dean's Office will be responsible for pre-screening applications for students in that school. The leading proposals from each school will be brought to The Nassau Fund Faculty Advisory Committee for further review. Final allocation decisions will be announced by the Council of Undergraduate Deans and will take the form of projects identified for support and projects which receive honorable mention with no funding.

## OF RECORD

### Policy on Official Communication with Regulatory Agencies

All official communication with regulatory agencies which oversee the use of ionizing radiation or radioactive materials at the University of Pennsylvania and its affiliated institutions must be submitted to and approved by the University of Pennsylvania's Office of Radiation Safety prior to transmittal.

Please direct questions about this policy to the Office of Radiation Safety at 898-7187.

— Mark H. Selikson,

Director, Office of Radiation Safety

— Barry S. Cooperman,

Vice Provost for Research

### Grants Available: Diabetes and Related Disorders

The Diabetes Research Center of the University of Pennsylvania requests submission of applications for support to perform pilot and feasibility studies in diabetes and related endocrine and metabolic disorders.

Young investigators who are starting their laboratories, or established investigators who wish to take a new direction to their studies, are encouraged to submit application to the Diabetes Research Center, 501 Medical Education Building by December 14, 1990.

An original and 15 copies of the standard NIH forms for R01 grant applications should be used. The recommended format of A) Specific Aims, B) Background & Significance, C) Preliminary Studies, and D) Experimental Design and Methods should be used for the Research Plan. However, since the proposal is intended to obtain additional preliminary data on a topic for a later, more complete grant submission or to test the feasibility of a hypothesis, and is for a one or two year duration, the overall length of the application should be considerably less than 20 pages. Not more than 10 pages of single-spaced typescript is recommended.

If human subjects will be participating in the proposed research, it will be necessary to submit NIH Human Subject forms with the application; if animal research is being proposed, we will need an original and 18 copies of the Institutional Animal Care and Use Committee (IACUC) protocols.

Grants will be reviewed by the Diabetes Research Center's Pilot and Feasibility Review Committee and by extramural consultant experts. The maximum projected funding level is \$20,000 to \$25,000 (equipment and travel fund requests are discouraged) and grants will be made for one year.

Investigators who are currently in the 01 year of support through this Pilot and Feasibility Program may reapply for an additional year of funding. Such continuation applications need to be carefully justified, however, and will be considered like a competing renewal. We anticipate sufficient funds to award 4 or 5 grants. Notification of an award will be made in March 1991. For further information, please contact Dr. John Williamson, Department of Biochemistry and Biophysics, Room 601 Goddard Labs (Ext. 8-8785).

— Franz M. Matschinsky,

Director, Diabetes Research Center

## Anniversary on Ice

The Class of 1923 Ice Rink marks its 20th anniversary with an evening of figure-skating September 27 at 7 p.m. Headlining the show with Wharton student Lisa Grove and her dance partner Scott Myers (shown here) and U.S. national silver medalists April Sargent and Russ Witherby. Admission is free, no tickets are needed, and the snack bar is open. Next at the rink is the start of public skating Friday, September 28, from noon to 2 p.m. and 8:15 to 10:15 p.m. See Fitness/Learning in October at Penn calendar for more information about skating times and admission prices. The ice rink, named for the alumni class whose donations built it, is at 3130 Walnut Street, Ext. 8-1923.



## University of Pennsylvania Police Department

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 September 17, 1990, and September 23, 1990.

**Totals:** Crimes Against Persons—1, Thefts—18, Burglaries—4, Thefts of Auto—0, Attempt Theft of Auto—0

Date	Time	Location	Incident
<b>Crimes Against Persons:</b>			
09/17/90	9:50 PM	3400 Walnut	Head injury/actor apprehended
<b>34th to 38th; Civic Center to Hamilton:</b>			
09/18/90	9:03 AM	Johnson Pavilion	Cash taken from unsecured room
09/21/90	10:31 AM	Blockley Hall	Telephone taken from secured room
09/21/90	9:28 PM	Johnson Pavilion	Library card taken from knapsack
09/22/90	4:33 PM	Goddard Labs	Lab searched/property recovered
<b>34th to 36th; Spruce to Locust</b>			
09/18/90	7:46 PM	Duhring Wing	Bag with checkbook taken from bike
09/19/90	4:43 PM	Williams Hall	Bike taken
09/21/90	7:34 AM	Irvine Auditorium	Window broken/nothing taken
<b>36th to 37th; Spruce to Locust</b>			
09/19/90	5:40 PM	Steinberg/Dietrich	Knapsack and wallet taken
09/20/90	5:00 PM	Steinberg/Dietrich	Unsecured bike taken
09/21/90	5:44 PM	Steinberg/Dietrich	Bike wheel taken from rack
<b>34th to 36th; Locust to Walnut</b>			
09/17/90	1:29 PM	3537 Locust	Radio taken from office
09/17/90	9:50 PM	3400 Walnut	See entry under crimes against person
09/18/90	3:50 PM	Meyerson Hall	Unattended walkman taken
<b>39th to 40th; Spruce to Locust</b>			
09/20/90	3:10 PM	1925 House	Cash taken
09/23/90	2:36 PM	Harrison House	Property taken while moving

**Safety Tip:** If someone calls you with an obvious wrong number, ask what number the person was trying to reach. If it is not yours say so politely and ask the caller to try again. Never say, "this is..." and give your number to a stranger. You may think you are helping the caller to avoid dialing your number again and you are probably right. However, someone may decide that they like the sound of your voice and call again—this time to harass you.

## 18th District Crimes Against Persons

Schuylkill River to 49th Street, Market Street to Woodland Avenue

Reported crimes against persons from 12:01 AM September 10, to 11:59 PM September 16, 1990.

**Totals:** Incidents—15, Arrests—0

Date	Time	Location	Incident/Weapon	Arrest
09/10/90	10:55 PM	500 S 46	Robbery/gun	No
09/12/90	7:26 PM	1438 S Fallon	Aggravated Assault/pipe	No
09/12/90	9:55 PM	4400 Osage	Robbery/gun	No
09/13/90	3:15 AM	4000 Pine	Robbery/gun	No
09/13/90	10:15 PM	4200 Locust	Robbery/gun	No
09/14/90	2:15 PM	4300 Woodland	Purse Snatch/strong-arm	No
09/14/90	10:45 PM	206 S 46	Robbery/strong-arm	No
09/15/90	2:16 AM	4321 Osage	Robbery/gun	No
09/15/90	12:00 AM	1350 S 46	Rape/strong-arm	No
09/15/90	4:28 AM	4700 Chester	Robbery/bottle	No
09/15/90	10:45 PM	4600 Osage	Robbery/gun	No
09/16/90	5:35 AM	4337 Larchwood	Robbery/strong-arm	No
09/16/90	3:04 AM	432 S 48	Robbery/strong-arm	No
09/16/90	5:20 PM	4000 Sansom	Robbery/gun	No
09/16/90	10:38 PM	4402 Locust	Robbery/gun	No

## Computer Training: Disabled Adults

The Center for Information Resources (CIR) of the Penn Medical Center is offering two full-time computer training programs for sensory or physically disabled adults beginning October 8.

Each 10-month program provides training in computer programming, data processing, and accounting, automated bookkeeping, information management, word processing and microcomputer repair. In addition, CIR offers on-the-job experience and placement services, and all tuition costs and fees are fully subsidized by state vocation rehabilitation offices.

CIR's programs are open to adults with sensory or physical disabilities who have earned their high school diploma or their General Equivalency Diploma (GED), and are interested in developing a career in computers.

For more information or to apply: Sally Wood, Ext. 8-8108. The Center for Information Resources is at 4212 Chestnut Street.

## Update SEPTEMBER AT PENN

### TALKS

**25 Prospects for the National Research and Educational Network;** Michael M. Roberts, vice president, Networking, EDUCOM; 3:30-4:30 p.m., Alumni Hall, Faculty Club (Vice Provost for Information Systems and Computing).

**26 Caves as a Text;** Walter Spink, University of Michigan; 11 a.m.-12:30 p.m., Classroom University Museum (University Museum).

**27 Pacemaker Mechanisms in Smooth Muscle of Guinea Pig Mesotubarium;** Per Hellstrand, department of physiology and biophysics, University of Lund, Sweden; 4 p.m., Physiology Library, Richards Building (Department of Physiology).

**28 Expression of the Human Surfactant Protein SPC Gene in Transgenic Mice;** Steven Glasser, department of pediatrics, University of Cincinnati; 12:15 p.m., Seminar Room-Room 1, Ground Level, John Morgan Building (Institute of Environmental Medicine).

**Deadlines:** For the Update: Mondays before each issue goes to press. For November at Penn pullout calendar: *October 16*. Copy must be submitted in writing (by mail, FAX or e-mail; see addresses below).

## Almanac

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