

Almanac

Road Closings Thursday: For President Geotte Bush's visit to the VA Hospital Thursday, September 12, closings are expected on the Schuylkill Expressway, University Avenue, Gray's Ferry and Convention Boulevards at two periods—3:45-4 p.m. or later, and again at 6:45-7:15 p.m. Check local newspaper and radio updates Thursday.

INSIDE

- Of Record: Re Students with Disabilities, p. 2
- Deaths, Memorial Services, p. 2
- Freshman Convocation: pp. 3, 6-7
- CrimeStats; Library Hours, p. 8

Centerspread: September at Penn
Insert: Penn Library Resources

Tuesday, September 10, 1991

Published by the University of Pennsylvania

Volume 38 Number 3

GSE's New Calihan Chair: Dr. Cochran-Smith and Dr. Lytle

Dr. Marilyn Cochran-Smith and Dr. Susan L. Lytle, assistant professors at the Graduate School of Education who have won the School's Award for Excellence in Instruction, have been named co-recipients of the newly-created Joseph L. Calihan Chair in Education. Dean Marvin Lazerson said the School's third term chair recognizes their collaborative work on teacher inquiry and the improvement of teaching and learning, as well as their commitment to excellence in teaching. The Calihan professorship provides additional funds to support their joint efforts over the next five years and is intended to "advance the principles of collegiality and scholarship," he said.

Dr. Cochran-Smith and Dr. Lytle are currently completing *Inside Outside: Teachers, Research and Knowledge* (Teachers College Press), based on their collaborative research and practice with Philadelphia area teachers and student teachers. Over the past five years they have published a series of conceptual and empirical papers about the relationships of teacher inquiry, school reform, and the epistemology of teaching. They also co-chair Penn's annual Ethnography and Education Forum, which attracts teachers and teacher educators nationwide. They are co-recipients (with James Larkin) of a three-year U.S.O.E./FIPSE grant to build a network of new and experienced urban teachers.

Dr. Cochran-Smith, an alumna of the College of Wooster with an M.S. from Cleveland State University, came to Penn in 1978 after five years as an elementary school teacher. She received her Ph.D. in Language in Education at Penn in 1982. She was a lecturer at GSE until 1988, when she became assistant professor in the Educational Leadership Division, where she is Undergraduate Chair of elementary education as well as director of the master's program, Project START. She is the author of *The Making of a Reader* and co-author of *Learning to Write Differently* and numerous articles on teaching and teacher education.

Dr. Lytle, a Cornell alumna with an M.A. from Stanford, came to Penn in 1972 after teaching high school English teacher and serving as a Peace Corps volunteer in the Philippines. She began at GSE as a supervisor of secondary



Dr. Cochran-Smith

Dr. Lytle

student teachers, then became a lecturer and adjunct assistant professor. She was named assistant professor in the Language in Education Division in 1990. Dr. Lytle directs the master's and doctoral programs in Reading/Writing/Literacy as well as the Philadelphia Writing Project. Her research focuses on literacy development in adolescence and adulthood, assessment, and teacher education. She is the co-author of *Adult Literacy Education: Program Evaluation and Learner Assessment* and *The Pennsylvania Framework: Reading, Writing, and Talking Across the Curriculum* as well as numerous articles on literacy, teaching, and professional development.

The chair was given by Joseph L. Calihan, Wh '60, a GSE Overseer and chair of the board of Bradford Schools, Inc., which operates post-secondary vocational schools in twelve cities in the United States, and of Bradford Child Care Services, which has child care centers in three regions of the country. He is also a former chair of the Council on Schools and the Accrediting Commission of the Association of Independent Colleges and Schools. His interests in the field of education include the improvement of teaching and learning results in inner-city primary and secondary schools, as well as the establishment of developmentally appropriate practices in early childhood education.

Delaying Changes in PennNet Authorization System

The PennNet authorization system, which would have required those accessing PennNet via dialup modems attached to the campus Ethernet (getting an "Annex" prompt) or typing "telnet" at the "dail" prompt, to have network IDs and passwords has been delayed due to system reliability problems. Once those problems are resolved, we will inform you regarding the new starting date.

However, we will continue to issue network IDs and passwords in the following locations:

Penn Card ID Center, 3rd Floor, 3401 Walnut Street, 9 a.m.- noon, 1 p.m.-4 p.m.;

CRC, Locust Walk, opposite Book Store, 9 a.m.- 4p.m.;

SEAS CETS, room 162 Graduate Wing Moore Building, 9 am.- 4 p.m.;

Biomedical Library, Hamilton Walk, when library is open.

People who do not have valid PennCards or who are unsure whether they need a network ID and password should contact the PennNet Services Center (psc@dccs.upenn.edu) or ext. 8171, for further information.

—George McKenna, Director, DCCS Operations

Shifts at JIO, Secretary's Office

Judicial Inquiry Officer Dr. Constance Goodman has become Associate Secretary of the University and Jane Combrinck-Graham of the Risk Management Office has been named Acting JIO during the search for a successor.

Dr. Goodman's move is part of the reorganization done by the new Secretary, Barbara Stevens, who has restructured what were two full-time associate secretarial slots to one fulltime (Dr. Goodman's) and two part-time. Dr. Goodman will staff the University Council and work with the Secretary on trustee matters, and staff the Boards of Overseers of Law, Social Work, University Libraries and the Museum.

The two part-time associate secretaries are Susan Golden Jacobson, former policy analyst to Massachusetts Gov. Michael Dukakis and policy director for the first lady of Massachusetts, and Duncan Van Dusen, who will remain with the Office of the Secretary half-time while serving half-time with Penn Medical Center.

Reprise at JIO: VPUL Dr. Kim Morrisson named Ms. Combrinck-Graham as Acting JIO, citing her earlier service in an Open Expression complaint (*Almanac* May 23, 1989) Ms. Combrinck-Graham, C'76, took her J.D. at Temple in 1980 and joined the Philadelphia firm of Abraham, Pressman & Bower, P.C. After serving as Judicial Clerk to the Hon. Leon Katz, Philadelphia Court of Common Pleas, she came to Penn administration in 1986 as manager of claims and loss prevention, she became risk control specialist in 1988 and is now associate

continued next page



Top: Ms. Goodman, Ms. Combrinck-Graham
Bottom: Ms. Jacobson, Mr. Van Dusen

JIO/Secretary's Office from page 1 of risk management. She lectures in Dynamics of Organization, and serves on the executive boards of the A-1 Assembly and the Association of Women Faculty and Administrators.

Ms. Jacobson, a Connecticut College alumna who took her master's at Suffolk University in 1984, has been serving as a consultant to the office of the secretary since May of 1991. In her expanded role she will be responsible for

OF RECORD

The following Provost's Memorandum, issued originally on June 2, 1989, is republished as a reminder to the University community not only of the policy but of the resources available—M.A.

Guidelines for Addressing Academic Issues of Students with Disabilities

The University of Pennsylvania is committed to making educational opportunities accessible to students with disabilities. The Rehabilitation Act of 1973 prohibits discrimination against people with disabilities by institutions, like Penn, receiving or benefitting from Federal financial assistance. Faculty members play an important role in ensuring equal educational opportunity and program access. It is important to recognize that modifications can be made in the environment or in teaching styles to accommodate individual students without affecting academic integrity. The following guidelines are ways in which accommodation can be facilitated:

1. Faculty members should prepare reading lists well in advance of the start of a course, ideally during pre-registration, since this allows ample time to have texts recorded for students with visual impairments or learning disabilities. Some materials can be ordered from Recording for the Blind (RFB) or similar agencies, but this usually takes three to six months advance notice. Other material must be recorded by readers located through the Office of Affirmative Action (OAA).

2. Departments, when scheduling courses, should submit information to the registrar in a timely fashion. If a particular classroom is inaccessible to a student registered for the class, the classroom may have to be modified or the class moved to another location. (Inaccessible laboratory areas will be modified, as needed).

3. Examples of other reasonable accommodations include:

- Allowing extra time to complete exams;
- Allowing students to use tape recorders;
- Reproducing print materials, charts and graphs in large print;
- Allowing notetakers to attend classes to transcribe lectures;
- Allowing oral examinations or having written examinations read aloud with answers recorded by a recorder/transcriber;
- Permitting a student to take an examination in an alternate location to allow for use of needed equipment (e.g., a Visualek machine that magnifies print).

4. In any event, when a faculty member is made aware of a necessary accommodation, a discussion between the faculty member and the student should ensue to determine the most suitable arrangements.

5. Faculty should be aware of the students in their classes who are unable to use stairs, in order to provide for their safe evacuation during emergency situations (e.g., fire, laboratory emergencies or bomb threats). The building administrator and OAA will assist you with evacuation procedures.

Resources

The Office of Affirmative Action assists faculty in arranging accommodations for students with disabilities, in accordance with University policy and Federal Laws and regulations. The OAA also coordinates support services and served as a resource to assist the University community in becoming more accessible to students with disabilities. The OAA provides information on housing, access to buildings, orientation to campus, academic scheduling, transportation and parking. In addition, the OAA coordinates academic support services such as library research assistants, readers, tutors, notetakers and transcribers. The OAA also arranges for the loan of tape recorders; use of the Kurzweil Reading Machine, terminals with speech synthesis, and other equipment. The OAA authorizes the use of Handivan, a vehicle equipped with a wheelchair lift, that transports people with physical disabilities around campus. The OAA will arrange for students with disabilities to receive priority consideration from Escort Service which operates during the evening and on weekends. (The Escort Service vehicles are not equipped with wheelchair lifts.)

Other services available include:

- Individual counseling for students with disabilities;
- Consultation with the office of the Registrar to facilitate scheduling changes due to accessibility concerns;
- Coordination of students' individual requests; and,
- Referrals to other University support services and resources.

Literature available, in the Office of Affirmative Action includes the following publications:

Handbook/University of Pennsylvania describes the network of support services available to members of the campus community with disabilities.

Handicapped Requirements Handbook, published by the Federal programs Advisory Service, provides essential information and requirements related to the Rehabilitation Act of 1973, as amended. The appendix includes glossary, annotated bibliography, copies of all pertinent regulations and government documents, American National Standards Institute (ANSI) guidelines, discussion of relevant court cases and a complete index.

Guidelines for Communicating about People with Disabilities, published by the Committee for an Accessible University and the Office of Affirmative Action, is a guide for utilization of appropriate terminology when speaking or writing about persons with disabilities.

If you need additional information, please contact the Office of Affirmative Action, 1133 Blockley Hall/6021 or call Ext. 8-6993. The Office is equipped with a TDD, a telecommunications device used by people with hearing and/or speech disabilities. The TDD number is 898-7803.

I appreciate your commitment to ensuring that all educational programs and activities are accessible to students with disabilities and encourage you to use the available resources.

—Michael Aiken, Provost

the overall coordination of the University's 14 Boards of Overseers and will staff the Boards of SAS, SEAS, GSE, GSFA and the Wharton School. She will also direct special projects.

Mr. Van Dusen will coordinate University side ceremonies including Commencement, and will staff the Boards of Overseers of Dental Medicine, Nursing, and Veterinary Medicine. At Penn Med he will be on the staff of Gordon Williams, vice president of the Center and executive director/administration for the School.

DEATHS

Dr. Martha Bolar Lightwood, former Associate Librarian/Head of of Public Services at the Lippincott Library, died August 22 following a long illness. Dr. Lightwood received her BA from Pittsburgh in 1943, an MLS from Drexel and her Ph.D from Penn in Political Science. She served at Lippincott from 1968 until she retired in 1983. Dr. Lightwood was also archivist and guide to Historic Waynesborough House in Paoli, and an editorial consultant to faculty members in the Wharton School.

She is survived by stepchildren Samuel Lightwood and Alice Doerr. In lieu of flowers, donations may be sent to cancer research or to any charity.

Harold Taubin, an urban planner who helped shape the current campus and develop Penn's ties with the community, died August 21 at the New Ralston Nursing Home following a struggle with cancer. He was 70.

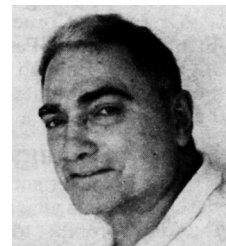
A graduate of the City University of New York, Mr. Taubin took two degrees from Harvard University following his service in World War II, where he served with the 12th Armored Division in the Battle of the Bulge. After serving as a planner for the states of Maryland and Georgia, Mr. Taubin came to Penn in 1960 named by President Hamwell to head what is now the Office of Facilities Planning during such signal changes as the creation of the University City Science Center, the West Philadelphia Corporation and Penn's consolidation as an urban residential campus. Mr. Taubin continued to serve the University even after multiple sclerosis forced him to limit his activity. He spearheaded the analysis of physical barriers for people with disabilities and helped implement changes including the introduction of Handivan and the publication of the first Handibook. He spent his later years documenting Penn's post-WWII expansion.

He is survived by his wife, Dr. Sara Taubin, two daughters, Abigail Taubin and Amy On Woodin, and a grandson, Hal Woodin.

Donations may be sent to the Program for People with Disabilities, Office of Affirmative Action, 1133 Blockley Hall/6021.

Memorial Services

For Harold Taubin: Wednesday, September 25 at 5 p.m., Lessing J. Rosenwald Gallery, 6th floor, Van Pelt Library. All members of the University are invited to attend.



For Beatrice Blackwell: Monday, September 23, at 5 p.m. in the Lessing J. Rosenwald Gallery, 6th floor, Van Pelt Library for Ms Blackwell, a library services assistant in the Music Library of Van Pelt who died on May 20. (See *Almanac* July 16.) Donations are being made in her memory to the Music Library.

The Dean of Admissions Presents the Class:

As Dean of Admissions, Lee Stetson told the incoming class that it is "... academically one of the most qualified we have ever had. You are also one of the most interesting groups of students we have enrolled. You may not realize it right away, but as you sit in class, eat your meals, work in your study sessions, or talk to your roommate and hallmates, you will soon see just how bright and talented and diverse your colleagues are... When we chose you, we had faith in your ability to succeed here. When you chose us, we hope that you had faith that this was the best environment for you to learn and grow. And I hope you will have faith in your ability to find your own best path. With that, I am pleased to present to the University Community and to Sheldon Hackney, President of our university, the incoming first-year students, Penn's Class of 1995."

The President Responds:

Women and men of the Class of 1995, welcome! Welcome to the University of Pennsylvania at the outset of its 252nd year. You have chosen to become part of a great tradition—one begun by that extraordinary American, Benjamin Franklin, and in so many ways still animated by his founding vision and his example—a tradition made great by the accomplishments of thousands and thousands of talented individuals who have preceded you and who have bequeathed to you a university that is rich in resources, strong in its commitment to learning and the creation of new knowledge, and open to the limitless possibilities of disciplined human intelligence. Enjoy it; use it; help to shape it; contribute to it so that your successors who come next year and 250 years from now will be able to benefit from your legacy of achievement.

You are also arriving at Penn at a time when reports of great world events cascade from the presses and dominate the images that are beamed at us by television. We watch, transfixed, as CNN shows us the Soviet parliament trying to sort out the results of the failed coup d'état and stumbling through the apparent breakup of the Soviet Union. As in most revolutions, perestroika and glasnost have begun to devour their own authors. It is impossible to know now how the current events in the Soviet Union will work themselves out, but it is clear that the international political order has been profoundly altered since the demolition of the Berlin Wall less than two years ago.

One of the fascinating phenomena churned up in the wake of the collapse of Communism is the reemergence of national ambitions and ethnic rivalries that had been submerged for 70 years by the dictatorship of the proletariat. Far from being abolished by the brave new socialist order, these national and ethnic identities have simply been smoldering under a repression that supposedly was going to usher in a classless society. Eight of the 15 Soviet Republics have declared their independence; the monolith that the U.S.S.R. seemed to be is suddenly exposed as a failed patchwork in which a modern system of universalistic values called Marxism could no longer contain the premodern appeals of ethnicity and nationality.

Moreover, as the Soviet Union itself began to crumble, the liberation of Eastern Europe was marred by the recrudescence of communal strife among ethnic minorities within national states. For people who had forgotten the origin of the term "Balkanization," the civil war in Yugoslavia pitting Serbs and Slovenes and Croats against each other is a forceful reminder.

Even before Gorbachev made plain for the world to see the bankruptcy of Marxism, if one had cast one's eye around the world, one would have encountered in almost every precinct violence growing out of ethnic, linguistic, religious, and racial animosities: Northern Ireland, the Basque section of Spain, the Kurdish areas of Iran and Iraq, the Punjab in India, Afghanistan, Sri Lanka, Lebanon, francophone Canada, Israel and its Arab neighbors, South Africa, and so on.

This worrisome picture presents something of an interesting paradox. As the world grows smaller in so many ways, shrunk by the communication and transportation revolutions and knit together in ever more interdependent ways by an increasingly global economy—as the forces of modernity bring people closer together, threatening to obliterate geographic and political boundaries—there is a countermovement of immense strength, a reassertion of the importance of primary group loyalties. It is as if people menaced by the dislocations of modernization seek security in their traditional identities.

At the same time as these developments were unfolding over the past decade or so on the world scene, there have been parallel developments in the United States. The civil rights movement that began in 1954 with the Brown decision, or perhaps in 1955-56 with the Montgomery bus boycott, as a demand that African Americans be allowed full participation in the promise of American life and equal access to individual opportunity, ended less than two decades later with calls for Black Power, assertions that black Americans would never be individually equal until the black community was equal as a community.

More recently, the excesses of the "Me Decade" of the 1980s, that orgy of individualistic greed, has given rise to a countervailing perception that in a feeding frenzy those people that are closer to the trough get most of the food, and one's distance from the trough appears to have something to do with one's group identity. It also seems to be true that as Marxism recedes globally, class becomes a less popular category of analysis domestically, and race, gender, ethnicity and other group memberships assume greater importance. This natural trend is reinforced by renewed waves of immigration and the increasing cultural diversity of the American population. As the tensions in Crown Heights, the riots in Liberty City and Washington, and the police brutality case in Los Angeles make graphically clear, intergroup friction is on the rise here in America, too.

Such is the backdrop to the current debate in the popular press and on college campuses about multiculturalism, a term used frequently both by proponents and opponents as a code word for

attacks on the values of Western civilization and the privileges they are supposed to bestow on heterosexual males of European origin. The only way to social justice, the cultural dissidents seem to believe, is to destroy the monopoly of values derived from the Western tradition. One should not miss the irony that the cultural dissidents are themselves in the great tradition of Western civilization, as that tradition gives us the soaring ideals of individual worth, equality and justice, and places enormous value on nonconforming thought and action. Nevertheless, the debate is real and important. Is there anything to be learned from American history that might inform our thinking about multiculturalism in America and about how we ought to live our lives on this campus? I think so.

Cohesion has been a central problem for America from the beginning. Our motto, *E pluribus unum* ("out of many, one"), reveals both the fear and the hope of the founding generation. We were not only a revolutionary society, embracing the radical notions of equality and individualism and rejecting the traditional institutions of state and the traditional loyalties to throne or church or feudal bonds, we were a society constructing itself in a wilderness from a hodgepodge of peoples. The English, Irish, Germans, Italians and soon may look similar to us now, but fierce suspicions and animosities divided the sundry elements of the American population in the beginning. Subsequently, cohesion in America has been undermined repeatedly by the centrifugal forces of immigration, industrialization, urbanization, and geographic and social mobility.

The result is that loyalty in the United States has been a tender subject. Some of the most shameful aberrations of our history were those that fed on public fear of disunity: the anti-Masonic movement, the Know Nothing party before the Civil War (which was itself in part a product of the desire for unity), the Palmer Red Raids after World War I, the witch-hunting of the McCarthy period after World War II, and soon. In fact, the strong strain in American life of anti-Semitism, anti-Catholicism, racism, anti-immigrant feeling, and anti-radicalism all rest in large measure on American insecurity, the fear that social solidarity will be lost.

The healthy antidote to this dark virus, as Alexis de Tocqueville noted in the 1830s, has been civic participation in the mechanisms of our popular democracy. A hundred years later, another famous foreign observer, Gunnar Myrdal, emphasized our "creed," our belief in the equal worth of every individual and in equal opportunity. Individualism, paradoxically, has been the thing that holds us together. Our belief in individualism and in the justice of equal opportunity is so strong that liberals

continued on page 6, past calendar

and conservatives in America do not typically argue about values; they argue about whether or not equal opportunity actually exists. The denial of opportunity to individuals because of their group identity is therefore a direct affront to commonly held cultural values; discrimination creates an eager audience for multiculturalism.

You will each have to think through the problem of multiculturalism and reach your own conclusions. For myself, the lure of individualism as an ideal is overwhelmingly strong, especially when tied to a similarly strong notion of individual duty to the community, yet the reality of the importance of group identity can not be denied. I would therefore reject both ethnocentric separatism or ethnic chauvinism on the one hand and monoculturalism on the other.

We work very hard to bring to Penn academically able and multitalented students from diverse backgrounds in the belief that the best educational environment for our students is one in which they will meet, converse with, make lifelong friends with, and learn from students who look, talk, and act in unfamiliar ways. It is this confrontation with the unfamiliar, and perhaps with the uncomfortable, that is a large part of an education. Those diverse encounters are occasions to examine and test one's basic values and assumptions; they stretch one's mind and refashion one's world view in priceless ways. Our concept is pluralism, the sharing of different cultural values and practices with each other in ways that allow them to be mutually reinforcing.

While celebrating our diversity, we are held together by a common commitment to the University itself, and by a requirement that we honor its central tenets: reverence for the search for truth based upon freedom of inquiry and disciplined by intellectual honesty. Our core academic values are not subject to negotiation. Everyone is bound by them.

Everyone is also bound by rules of behavior that allow us to live together successfully as a community. Those codes are complex, but they amount to a requirement that you not lie, cheat, or steal, and that you not abuse other members of the community. Sadly, we need these negative sanctions, but for almost all of us almost all the time, it is enough to be guided by general notions of fairness and civility, and by a sense of mutual responsibility for other members of the Penn community.

Beyond that, however, there is an incredible richness of choice about activities to engage in, ways to live, tastes to indulge. In all our "public arenas"—what might be thought of as the formal or institutionally managed activities (classrooms and labs, intercollegiate and club sports, university-operated residence and dining halls, etc.)—we all come as undifferentiated individuals, to be judged and treated according to universalistic criteria. One's group, however defined, has no significance in those settings.

There are other settings, however, that I think of as "private arenas" of life on campus, just as in society, and in those arenas one will find times and places in which some principle of homogeneity will appropriately be the attraction: religious organizations, organized ethnic and racial groups, advocacy groups, and affinity and interest groups of all kinds. In such places and on such occasions, one cannot expect the group to be fully a representative microcosm

of the student body. It is important, of course, that even these groups not discriminate and not be hostile to outside individuals or groups, but there is a place for people of like minds or like backgrounds to come together periodically without it appearing to be a conspiracy against the community as a whole.

In this way, I believe we can reconcile the claims of group identity with the ideals of individualism. One of the lessons to be drawn from the sectarian violence around the world is that the United States, for all our self-flagellation for falling short of our ideals of equality and

The Provost Welcomes the Class:

As Provost of the University, I am delighted to welcome you to Penn. You have become a member of a unique, and, I think, very special place.

Founded by Benjamin Franklin and others for the purposes of "increasing the material, intellectual and moral benefits of students which would enhance the prosperity and good order of the community," Penn was the first to offer its students both a scientific and classical education, what is now considered to be the first liberal arts curriculum.

Early on, there was a close relationship between the liberal arts and professions, with faculty in the College teaching courses in law and medicine, and subsequently developing professional schools in these areas.

We are the nation's first University and introduced what has now become known as multidisciplinary education.

Penn provides an extraordinary range of opportunities for exploration, a richness that can be both liberating and bewildering.

I suspect many of you have been asking yourself, "In what shall I major? What do I want to do with my life?"

If you are like most students, you have come here with very little sense of what you want to do in terms of a career for the rest of your life. Although there may be some of you here who wish to prepare themselves for future work as doctors, lawyers, teachers, and businessmen, there are just as many who are here because

An Uncommon Freshman Experience

For many years at Penn, the chief "common experience" of incoming freshmen has been the Convocation.

This year a new one was added—the *Bacchae* discussions. All 2300 admitted freshmen were sent copies of Euripides' play and tickets to seminars during Orientation Week. Meanwhile the College had invited all faculty members of the University—no experience teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped themselves in the spring by holding a dinner meeting and their own discussion with a graduate student versed in Greek drama.)

While figures are still coming in, Dr. Peterman said that typically about 15 students turned up for each session. Student/faculty comment, to the College Office directly and in *The Daily Pennsylvanian* and *Philadelphia Inquirer*, has been glowing.

humane individualism, has managed to blend diverse peoples into a single society relatively well. Similarly, as we talk at Penn in the future about how we can perfect our ideals of inclusive pluralism, we should remember that despite our faults we are a beacon showing the way to society at large. We can and should build here the model society that is caring, mutually supportive, liberating, and a lot of fun besides. I hope that in the years to come you will help actively in that enterprise.

Good luck to each and every one of you.

—Sheldon Hackney

they didn't know what else to do, or for whom success and fame are the goals, or who have a vague notion that it might be interesting to know more about anthropology or economics.

For most of us, the search for a career or a life's work is a somewhat tumultuous process, filled with side roads and unexpected paths. For that reason, I hope you will consider a different question: "In what ways will Penn encourage me to develop the habits of intellectual inquiry that will prepare me for whatever paths I may choose?"

Sculley Bradley, a former Vice-Provost and professor of English, once wrote:

Education and training are not synonymous. A mere child can be trained to run a machine or recite a verse, whereas an educated person might invent the machine, compose the verse, or at least discern whether either has merit. Pennsylvania *educates*. Its curricula emphasize principles rather than minutiae, thinking rather than rote.

During your years at Penn you will be acquiring not merely skills, but also perspective and initiative wherewith to cope with the unanticipated.

At Penn we have tried to create a community that offers you the opportunity to expand your awareness and knowledge of the world; courses that enable you to better live in and contribute to society, that develop your abilities and help you discover new talents, for education is important not only because of what it contributes to one's career goals but also because of the value it adds to the quality of one's life.

Ben Franklin hoped to teach people to think for themselves. Today these values are still our ideals.

Don't be one of those individuals for whom education means doing the minimum work necessary for the moment, then coasting through life.

An alumnus recently described his father's advice to him when first leaving for Penn:

No one will push you at Penn. You'll be on your own. If you want to get a good education there, you can. And if you want to goof off for four years, you can do that too.

I would like to think that we shall make it difficult for you to goof off, that you will obtain a good education because it is inevitable—and because you will want to.

The next four years should be a time of tremendous discovery and learning and of hard work. We are pleased you have joined our intellectual community and we look forward to sharing with you the excitement of research and the pursuit of knowledge.

Once again, welcome, members of the Class of 1995.

—Michael Aiken

The Senate Chair Greet the Incoming Freshmen:

A warm welcome to all of you from the faculty of the University of Pennsylvania—your instructors beginning this week.

As faculty, we are here to help you make it at Penn. You are here because you have demonstrated the potential for a rigorous academic program. We want to deliver that rigorous program for a number of reasons:

1. This country and the world need well educated persons—persons who through their values, knowledge and skills can become as you will become the legislators and scientists, the statesmen and teachers, the health personnel and business persons, the writers and editors and artists who together can create more just and humane societies.

2. In order for you to master a discipline or to become a professional and also to become the intelligent citizen you must be the so-called knowledge explosion (which sometimes seems to be 5% knowledge and 95% explosion) must be converted into useful knowledge. So we want to help you learn how to learn, not just to write the paper that is due or to pass the next exam, but to help you discover and to begin a

lifelong romance with learning for your own creative development.

3. A major element of learning how to learn is to view things holistically—to see the relationship of a new fact or experience to what you already know and feel and to integrate the new into your knowledge base. This does not always come easily. Cherished ideas may appear threatened; useful stereotypes may have to be discarded; work habits may have to be changed. But this is the time and this is the place where you can learn from the mistakes you will inevitably make in risking the new, in making the unknown known.

We do not expect all these wonderful things—learning to learn, integrating the new—to come through your academic work alone. You can learn to view holistically and integrate new knowledge and feelings from your extracurricular activities, the volunteering you will do, the people you meet and live and study and play with, as well as from your course work. And as you do this you will be maturing—becoming a person of integrity.

To begin working on a holistic approach, e.g., I suggest for this, your freshman year at Penn, that it would be important for you to become informed about the nature of governance, to analyze the nature of the governance of the country of your citizenship and how you can affect change in it. For us, next year's national elections loom importantly ahead. If there was ever any doubt in your mind, the current events in the U.S.S.R. should convince you of the relevance and importance of government on every level to all aspects of our lives. So, learning to analyze critically—negatively and positively—will enable you to hold sound convictions on which to base your actions. Many of the U.S.S.R. dissidents were young university students. Are you even aware enough of what freedom means to mount the barricades for it?

The faculty is here to help you learn—if necessary, even to learn why and how to mount the barricades. The most important part is now up to you. Best wishes from all of us!

—Louise P. Shoemaker

The Vice Provost for University Life Introduces the Students to Each Other:

Good evening! I am delighted to join tonight in welcoming you to the Penn community. Tonight, you formally become part of an institution with a long and proud history, with established traditions, with high expectations and strong institutional energy. The messages you heard tonight from the President, the Provost and the faculty leadership have underlined the strengths of this University and our high hopes for the way in which you will participate in its life.

You have also heard from the Dean of Admissions about the care which has gone into the selection of your class. This is not only because we want the best and the brightest, those who will make use of the wonderful resources which are here at Penn, but also because in bringing in each class, Penn continually creates its history and its future. Each of you, in this unique class, contributes to the determination of what the life of this University will be over the next four years—what issues we will grapple with, what changes we will make, what solutions we will find. Who you are, what you care about, and what you do, will shape the plans, the responses and the experience of all of us. As you can see, you are vitally important.

We have reason to be optimistic about how your presence will enrich this community. Consider, for example, that academically your class is one of the strongest and best prepared first year classes in our history with 175 of you receiving the designation Benjamin Franklin Scholar and 23 of you, University Scholar.

More than 200 of you have won major scholastic awards. All of you, by your presence here tonight, reflect academic achievement and our faith in your ability to do well at Penn.

You come from 46 states within the United States and from 52 nations. In fact, you are a distinctly international class with more than 11% of you coming from Europe, Asia, South Asia, the Middle East, Africa, Central and South America, Canada, the Caribbean, and Australia and the South Pacific. Expect to hear

many languages as you talk with each other.

You are a remarkably diverse class in ethnicity as well as in geography. Nearly 32% of your class are identified as members of racial minority groups including African-American, Mexican American, Native American, Vietnamese, Chinese, Japanese, Korean, Pacific Islander, Puerto Rican, Cuban, South Asian and Filipino freshmen. Nearly 44% of you are women. More than 12% of your class have mothers or fathers who attended Penn; and 65 of you are daughters or sons of members of Penn's faculty or staff.

Nearly 20% of your class have played significant leadership roles in student government, and more than 200 of you have been editors of school publications. There will be ample opportunity for you to continue those efforts here at Penn. More than 20% of your class has demonstrated ability intrinsic and the performing arts and 45 of you have performed in state, national or professional companies. Penn's 35 performing arts groups eagerly await your talents.

More than 300 of you have worked halftime or more throughout your high school years and 30 of you are entrepreneurs who have owned your own businesses. Nearly one-third of your class have demonstrated your ability as star athletes with 450 serving as captains of one or more varsity sports. Fourteen of you have been designated as having world-class or Olympic potential.

Collectively, you are a class of academic strength, of vitality, of talent, and of demonstrated success.

Individually, you also reveal impressive uniqueness. Let me highlight just a few of your number. Your class contains:

(1) a young man from Connecticut who is a national race car driver, a qualified auto mechanic and a University scholar;

(2) a student from Pittsburgh who is a national championship jigsaw puzzler and has his own rock band;

(3) a young woman from New York who is the youngest national bridge champion in the United States;

(4) a young man from Shanghai who has twice received the honor of "Juvenile Inventive Expert" and who holds two patents for his electronic inventions;

(5) a student from Iceland who speaks four languages and is a prize-winning mathematician, the recipient of a Bronze Medal in the Beijing Math Olympics;

(6) a prize-winning student from New York, blind since birth, who is a champion chess player;

(7) a young man from Ghana who is also a chess champion; (the two of you should get together);

(8) a young man from Moscow who has served as a full-time translator in both the Soviet Union and the United States;

(9) a student from arumote region of Nepal that is eight days by torturous bus and foot journey from his school in Kathmandu

(10) a student from Bulgaria who is a national Physics scholar; and

(11) a young woman from Moscow who will be the first Soviet woman to attend Penn as a member of the freshman class.

This is only a short list of highlights. You can learn so much from each other. Get to know what each of you brings and recognize that you are all valuable additions to this community.

Keep in mind too that everything we have seen so far, all the experiences and the achievements that you bring to Penn—all these represent past history. As of this moment, the slate is clear and it is up to you to fill it with the record of your life at Penn. Let this record show the fulfillment of all your early promise; let it reflect the changes that your class presence uniquely brings to this University; and let it commemorate your commitment to each other and to the role you now undertake as the University of Pennsylvania's class of 1995.

—Kim M. Morrisson

University of Pennsylvania Police Department

This report contains tallies of part 1 crimes, a listing of part I crimes against persons, and summaries of part I crime in the five busiest sectors on campus where two or more incidents were reported between **August 13, 1991 and September 8, 1991.**

Totals: Crimes Against Person—7, Thefts—64, Burglaries—11, Thefts of Auto—4, Attempted Thefts of Autos—1

Date	Time	Location	Incident	Date	Time	Location	Incident
Crimes Against Persons:				Crimes Against Persons:			
08/20/91	8:12 PM	Levy Park	Bike taken from juvenile/no injuries	30th to 34th; Walnut to Market (cont'd from left column)			
08/26/91	11:50 AM	Hill House	Person raped/suspect apprehended	09/03/91	4:03 PM	LRSB	Unattended & unsecured digital voltmeter taken
08/26/91	8:10 PM	3800 Walnut	Attempted robbery/passersby aided complainants/suspect fled	09/07/91	3:00 PM	Hill House	Screen cut/purse taken from room
08/28/91	2:59 AM	4103 Walnut	Report of burglary/suspect pulled knife on officer/apprehended	09/08/91	3:32 AM	Hill House	Screen removed/suspect reached into room
09/05/91	2:10 PM	McNeil Bldg	Known offender assaulted police/apprehended	09/08/91	4:06 AM	Hill House	Screen cut/property taken from room
09/06/91	9:29 PM	100 blk 37th	Robbery/simulated gun/no injuries	37th to 38th; Spruce to Locust			
09/06/91	11:07 PM	3600 Chestnut	Student robbed/simulated gun/no injuries	08/15/91	1:30 AM	Phi Delta Theta	Secured bike taken from rail
34th to 3601; Spruce to Locust				08/20/91	3:00 PM	McNeil Bldg	Unattended wallet from office
08/16/91	2:08 PM	Houston Hall	Unattended purse taken	08/28/91	1:43 PM	McNeil Bldg	Portable radio from unsecured office
08/17/91	1128 PM	Lot #9	Juveniles attempted to break into auto/fled from scene	08/29/91	10:14 AM	Kappa Sigma	CD player taken
08/20/91	8:12 PM	Levy Park	See Crimes Against Persons, <i>above</i>	09/03/91	4:03 PM	McNeil Bldg	Unattended, unsecured Penncard, cash and credit cards taken
08/26/91	9:07 AM	Williams Hall	Parts taken from bike	09/05/91	2:10 PM	McNeil Bldg	See Crimes Against Persons, <i>above</i>
08/31/91	12:40 PM	Houston Hall	Secured bike taken from rack	38th to 40th; Baltimore to Spruce			
09/01/91	5:49 PM	Houston Hall	Secured bike taken from rack	08/19/91	8:51 PM	Phi Kappa Psi	Unsecured window/stereo taken
09/02/91	8:44 PM	Houston Hall	Vending machine broken into/suspects apprehended	08/20/91	10:45 AM	Alpha Epsilon Pi	Unsecured bike taken
09/10/91	10:34 PM	Houston Hall	Secured bike taken from rack	08/20/91	11:15 AM	Alpha Epsilon Pi	Entry via window/telephone & answering machine taken
09/06/91	4:01 PM	Williams Hall	Secured bike taken from rack	08/22/91	2:01 AM	Delta Kappa Epsilon	Attempted burglary/ police on scene/ suspect fled
09/06/91	8:35 PM	Williams Hall	Bike's front wheel taken	09/07/91	2:48 PM	Pi Kappa Alpha	Bike taken from front room
09/07/91	6:31 PM	Houston Hall	Secured bike taken from rack	09/08/91	7:39 PM	Alpha Epsilon Pi	Bike taken
09/07/91	7:35 PM	Houston Hall	Juvenile broke glass on candy machine/took candy	37th to 3611 Locust to Walnut			
30th to 34th; Walnut to Market				08/16/91	12:07 PM	Bookstore	Items from unsecured locker
08/16/91	7:05 PM	Lot #1	Radio & speakers from auto	08/19/91	9:14 AM	Caster Bldg	Clock radio taken from room
08/26/91	11:38 AM	Lot #24	Window smashed/computer & briefcase taken from auto	08/24/91	4:11 PM	Bookstore	Bike taken
08/26/91	11:50 AM	Hill House	See Crimes Against Persons, <i>above</i>	09/03/91	3:17 PM	Caster Bldg	Secured bike & lock from rack
08/30/91	3:30 PM	Lot #37	Auto taken	09/07/91	1:18 PM	Psychology Labs	2 tape recorders from unsecured room
09/01/91	9:03 PM	Lot #26	Auto taken from lot	Safety Tip: Protect yourself by: avoiding unnecessary hazards of poorly lit or unfamiliar areas, walking away from alleys and doorways and walking with confidence—showing that you're aware and in control. Body language works. Report crimes immediately to the University Police at 511 or 898-7297.			
09/02/91	3:11 AM	Hill House	Clothing from unlocked room				

18th District Crimes Against Persons

Schuylkill River to 49th, Market Street to Woodland Ave.

Reported Crimes Against Persons from **12:01 AM August 11, 1991, to 11:59 PM September 1, 1991**

Totals: Incidents—37, Arrests—8

Detailed listings of near-campus crime will appear in detail next week. Among the 37 incidents in this three-week period were 3 rapes with 2 arrests (the Hill Hall incident listed above under Crimes Against Persons, and one August 27 at 4527 Pine); the third, with no arrest, was August 28 at 4812 Sansom. Remaining crimes were 4 aggravated assaults and 30 robberies—including 12 with gun and 4 with knife.—*Ed.*

Library Hours Effective September 1991

Library hours vary during exam periods and semester breaks. Please call ahead for hours and for information about building access at such periods.

—Office of the Director and Vice Provost

	Mon-Thurs.	Friday	Saturday	Sunday
Annenberg	M-W 9am-9pm Thur 9am-11pm	9am-5pm	9am-5pm	
Biddle Law	8am-12mid	8am-12pm	9am-11pm	9am-12mid
Biomedical	8am-12mid	8am-10pm	9am-5pm	10am-12mid
Chemistry	9am-10pm	9am-7pm	10am-4pm	Noon-7pm
Dental	8am-9:45pm	8am-9:45pm	9am-3:45pm	9am-9:45pm
Fine Arts	8:30am-11pm	8:30am-8pm	10am-6pm	Noon-11pm
Lippincott	8:30am-12mid	8:30am-8pm	10am-8pm	10am-10pm
Math-Physics	9am-11pm	9am-9pm	10am-10pm	10am-10pm
Museum	M on 9am-9pm Tu-Thur 9am-9pm	9am-5pm	9am-5pm	1pm-5pm
Music	8:30am-Midnight	8:30am-8pm	10am-8pm	Noon-Midnight
Eugene Ormandy Listening Center	8:45am-10pm	8:45am-5pm	Noon-5pm	Noon-10pm
Engineering — Moore	9am-11pm	9am-7pm	10am-8pm	Noon-11pm
— Towne	9am-11pm	9am-7pm	10am-8pm	Noon-11pm
Special Collections	9am-5pm	9am-5pm	<i>closed</i>	<i>closed</i>
Van Pelt	8:30am-12mid	8:30am-8pm	10am-8pm	Noon-Midnight
Rosengarten Reserve	8:30am-7pm	8:30am-10pm	10am-2am	Noon-7am
Interlibrary Loan	8:30am-5pm	8:30am-8pm	<i>closed</i>	<i>closed</i>
Veterinary	8am-11pm	8am-8pm	11am-5pm	1pm-11pm

PENNLincs: September 10-13

The PENNLincs Science Monitoring Program welcomes students interested in volunteering one hour a week for hands-on science or math activities with small groups of public elementary school children. Orientation is this week: Tuesday, September 10, through Friday, September 13, volunteers can attend at 6 or 7:15 p.m., 3401 Walnut, Suite 400C. For more information: 898-3123.

Almanac

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

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR Karen C. Gaines
ASSOCIATE EDITOR Marguerite F. Miller
EDITORIAL ASSISTANT Peter Baker

ALMANAC ADVISORY BOARD: For the Faculty Senate, June Axinn, Charles D. Graham (Chair), Almarin Phillips, Louise P. Shoemaker; for the Administration, Stephen Steinberg; for Staff Assemblies, Deverie Pierce (A1), Judith A. Vaughan-Sterling (Librarians); Shirley Purcell (A-3).