

Almanac

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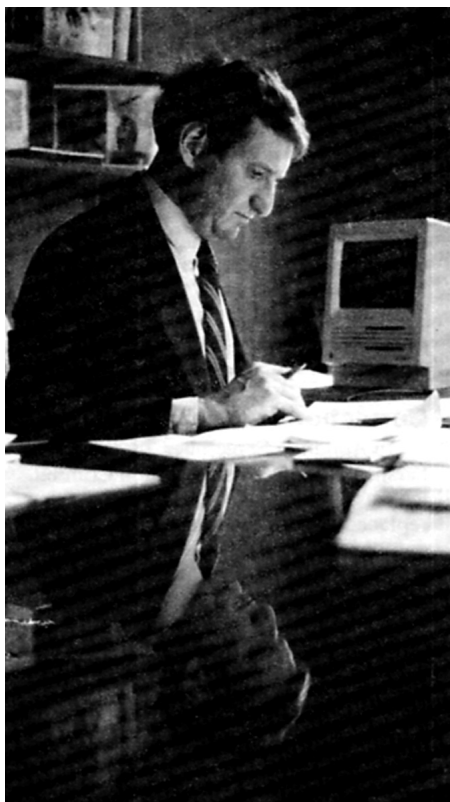
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Pullout: Excerpts from the Town Meeting

Tuesday, October 12, 1993

Published by the University of Pennsylvania

Volume 40 Number 7



Dr. Lazerson

Resigning as Dean: Interim Provost Lazerson

Yesterday Dr. Marvin Lazerson sent to the faculty of the Graduate School of Education a copy of his resignation as dean of the School (right) with a cover letter that said in part,

"This was a very difficult decision, but I concluded that it was time for me to make a change. You have been an extraordinary group to 'administer'—feisty, committed to improving education, determined to develop a scholarship of meaning, willing to put up with my unorthodox ways. GSE's success over these past six years has been your success. Thank you."

Dr. Lazerson will remain as Interim Provost while a national search for a provost continues. Dr. Nancy Hornberger is acting dean at GSE in the interim.

In her response Dr. Lazerson, Dr. Claire Fagin said,

"Your resignation as Dean of the Graduate School of Education will be a major loss to the School. On the other hand, should you decide to return to the faculty, I know your contribution in teaching, research, and service will be exemplary."

"Thank goodness I have you as my partner this year," she added.

A committee will be named shortly to begin the nationwide search for a new GSE dean.

Dr. Lazerson came to the GSE deanship from Harvard in July 1987, and became the first holder of the new George and Diane Weiss Professorship after it was established in 1989 by the couple who

also created the "Say Yes to Education" program in which GSE has taken part.

A prolific writer on youth, education and vocation, Dr. Lazerson is known also as a historian of education and educational values.

Text of Dr. Lazerson's Letter to Dr. Fagin 10/11/93

After considerable thought, I have decided to resign as Dean of the Graduate School of Education, effective June 30, 1994. I anticipate returning to the faculty once my term as Interim Provost is complete.

The past six years as Dean have been the most rewarding of my professional career. The Graduate School of Education is now one of the finest schools of education in the country, due to the combined efforts of faculty, staff, students, and the Board of Overseers. I am proud to have participated in the transformation.

Much of our success is due to the extraordinary support of Sheldon Hackney, Michael Aiken, and my colleagues among the deans. More personally, I thank you for your support as a friend and mentor. That we are now working together as Interim President and Interim Provost is a source of enormous satisfaction.

— Sincerely,
Marvin Lazerson

Investigating Threats at Du Bois

On the morning of October 11, 1993, University Police officers responded to a call from Du Bois College House reporting a bomb scare and the receipt of threatening phone calls, Commissioner John Kuprevich said.

"The building was temporarily evacuated and searched; no device was located. Several students had received calls which were racially derogatory and threatening," the Commissioner continued.

The Campus Police, working with the Philadelphia Police Conflict Resolution Unit, are "vigorously investigating these criminal acts under Pennsylvania statute as acts of ethnic intimidation," he added. "The University has taken steps to increase both personal and physical security for Du Bois residents."

"The incidents reported at Du Bois College House last night are deeply disturbing," said Interim President Claire Fagin at presstime. "Acts such as these are intolerable and violate our deepest sense of personal and communal safety."

The People's Park and the Homeless

In recent weeks, trouble erupted when some 20 of the homeless people who frequent the campus began living in the People's Park east of the Free Library (40th & Walnut), erecting temporary shelters of cardboard boxes and plastic tarps. The arrangement became unsanitary, according to University officials, and clashes with campus police were reported in the student press.

Late last week Community Relations Director Glenn Bryan announced a series of new steps taken for the homeless who frequent Penn, which Mayor Rendell and Councilwoman Jannie Blackwell said should become a model for the city:

- Penn engaged Horizon House, Inc., of West Philadelphia to visit in mobile units, offering case management and relocation services; 42 accepted, and Penn is providing transport to the Horizon House for intake and case processing.
- The Penn Book Store donated knapsacks containing dried foodstuffs and toiletries, plus a bagful of tee shirts, to Horizon House.
- A campus clothing drive for Horizon House was begun by Penn VIPs, the Division of Public Safety, and the Office of Community Relations. *Through October 22*, drops will be at the Book Store, Franklin Building Lobby, Funderberg Information Center (3401 Walnut), the Original Catalog Department at Van Pelt, and two Police sites, 3914 Locust Walk and the 3927 Walnut mini-station.
- Friday a coalition of students, neighbors, Physical Plant staff and the homeless themselves held a clean-up of the Park, which all can still use.

"While the area designated as 'People's Park' is private property of the University, and no more public than any part of the campus," said Mr. Bryan. "Homeless individuals have not been banned from the area. As members of the West Philadelphia community, they may visit the Park freely and use it for its intended purpose, recreation. No one, however, is permitted to reside on the property."

SENATE

From the Chair

Of Schools and Departments

School and departmental structures were not handed down at Sinai nor are they fixed in the firmaments above. They are simply organizational and bureaucratic arrangements needed to manage a university. The structure and paradigms of knowledge are constantly changing and the University must examine and modify organizational structures to ensure that those structures allow the University to advance its mission. More precisely, structures should support disciplines rather than disciplines being forced to "fit in" to existing structures. At Penn, cognitive science and materials science are two examples of disciplines that do not fit within our departmental and school structures. There are other examples where historical and regulatory forces led the University to create separate structures that may no longer be appropriate. As we plan for the future of the University it is essential that we examine the appropriateness of existing structures.

At the same time that we insist on examination and review of these structures we must also insist that ultimate decisions be made in full consultation with the faculty involved. These faculty are the ones most familiar with their disciplines and they are the individuals whose careers are most affected by such changes. A decade ago following the decision to close the School of Public and Urban Policy, an ad hoc Senate committee wrote:

Unless the (faculty) are engaged broadly in strategic planning, they will—necessarily—repeatedly oppose new initiatives on grounds which the administration will consider uninformed and parochial. Even worse they will accept them with hostility and kill them with indifference.¹

In 1991, then Provost Aiken wrote to the Academic Deans as follows:

Although the organization of a school into departments is an administrative decision, the Dean should make his or her recommendation only after a careful study, a dialogue with involved faculty, and a thorough discussion in a meeting of the standing faculty of the school.²

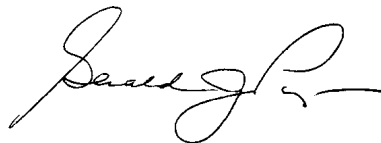
A similar statement should apply to proposed changes in the organizational structure of the University.

There are currently no procedures listed in the *Handbook for Faculty and Academic Administrators* for changing administrative structures³ (e.g., schools and departments). I believe that it would be useful to have such guidelines and have asked the Senate Committee on the Faculty to consider drafting such procedures and policies. Alan Auerbach (auerbach@mcneil.sas.upenn.edu) is the chair of this committee and he and his committee will welcome your comments on this important topic.

¹ Ad Hoc Senate Committee on Faculty Involvement in Academic Planning, *Almanac* April 12, 1983.

² Provost Memorandum, September 16, 1991.

³ There are, of course, procedures concerning the faculty of programs or schools that have been discontinued.



For Discussion October 13: Racial Harassment, Undergraduate Education

The University Council's first meeting of 1993 has on its agenda two items for discussion—

- the 1993 agenda itself with a focus on undergraduate education including academic integrity, housing and the use of Locust Walk; and
- a proposal to suspend the racial harassment code (*Almanac* September 21).

Council will also hear the first reading of a bylaws revision proposed by the Committee on Committees. The resolution, to be published next week and scheduled for voting upon in November, adds nonacademics members to several committees and adjusts the charges of two (Facilities and Recreation and Intercollegiate Athletics).

Note: University Council members and observers are reminded that Council's meetingplace has been changed to McClelland Lounge in the Quadrangle. A PennCard is required for entry to the Quad.

Corrections

In *Almanac* September 28, the membership of the Provost's Search Committee was out of date: Brian Bora, C '94, has replaced Jonathan Goldstein in the UA component.

In that issue's front-page story on proposals to close some SAS departments, *Almanac* incorrectly said the Dean proposed to "close" Slavic Languages and Literature. The department is to be in receivership, as outlined the Dean's letter on page 5 of the September 28 issue.

From the Senate Office

Actions Taken by the Senate Executive Committee Wednesday, October 6, 1993

1. Proposed Actions on Five SAS Departments. The chair reported that Dean Rosemary Stevens had met with him to inform him that she was aware of the existing procedures for closing departments and intended to follow them. There was consensus among the members of the Executive Committee that it was appropriate for the Faculty Senate to examine the procedures followed in this case. From the available facts, it appeared that full consultation with the affected faculty had not occurred. The chair announced that he would ask the Senate Committee on the Faculty to examine the process in this case and, if necessary, propose new procedures for closing schools and departments that ensure that faculty participate in discussions that involve their university affiliation and assignments.

2. Academic Planning and Budget Committee. The focus of the committee's work this year will be on undergraduate education. Particular emphasis will be placed on the out-of-class experience, advising, and college houses.

3. Proposed Procedures Governing Sanctions Taken Against Faculty Members. The Senate Executive Committee has taken responsibility for advising the president on procedures for bringing this proposal to the faculty for a vote.

The proposed revision provides a common process for adjudicating matters now covered under four different processes: Just Cause Procedure, Senate Committee on Conduct, Policy on Misconduct in Research, and Disability. The existing processes are confusing and, in some cases, inconsistent. SEC members urged that care be taken to ensure that the new procedure is clear.

The proposed new procedure would create a University-wide tribunal

to judge misconduct. The faculty of the School of Arts and Sciences has approved a resolution to oppose transfer of such power outside of the faculty of the school. Members of the task force reported that the proposal increases faculty rights by transferring them to the Faculty Senate, where deans cannot influence the committee on academic freedom and responsibility. The proposal retains the scope and power of the school committee on academic freedom and responsibility.

Members of the task force that drafted the proposal pointed out that the goal of the new procedure is to protect faculty rights not to make it easier to punish faculty. Several items still require resolution. These include defining dean's minor sanctions and developing a mechanism for bringing disability cases to the just cause procedure.

It was pointed that the new procedure is complex and needs to be clearly communicated to the faculty prior to a vote. To achieve this goal, it was agreed that the Senate Chair will ask representatives from clusters of Faculty Senate constituencies to meet within the next few weeks to discuss this proposal. Prior to these meetings the proposal and explanatory material will be published in *Almanac*.

4. Presidential Search. The Chair of the Presidential Search Committee, Alvin Shoemaker described the efforts of the committee. SEC members spoke on the high priority that the new president be an outstanding academic, the role of the president in representing the University to the community and the increasing role of international programs within the University.

The Senate Chair noted that two Senate committees are working on a plan for the future of the University and requested that the search committee chair distribute this plan to candidates for the presidency.

FROM THE PROVOST

The following was sent to Pennsylvania's U.S. Senators Arlen Specter (R) and Harris Wofford (D).

Open Letter on the Future of the NSF

I am writing to express the University of Pennsylvania's deep concern with language in the Senate Appropriations Committee report on HR 2491, the FY 94 funding bill for the Departments of Veterans' Affairs, HUD, and Independent Agencies, regarding the future of the National Science Foundation.

The language of the Senate report poses a serious threat to the process of scientific discovery, the fundamental building block for the development of technology essential to enhancing our economic competitiveness and security. Specifically, the report directs the National Science Foundation, the only Federal agency with a mandate for funding basic research in the physical and mathematical sciences, to ensure that not less than 60 percent of its research is dedicated to "strategic" research objectives, rather than basic discoveries.

Clearly, there is a compelling national interest in providing Federal support for the development, application, and rapid transfer to the market of the discoveries that are the product of basic scientific research. Indeed the Federal government has made a substantial investment in applied research and development that dwarfs its support of fundamental scientific inquiry. The American Association for the Advancement of Science estimates that, in FY 93, Federal support for applied research and development will be \$58.5 billion, while support for basic research will be \$14.3 billion. These efforts to bring discoveries more rapidly into the market have been recently augmented by Federal investments in the National Institute of Standards and Technology and in the defense technology conversion initiatives of the Advanced Research Projects Agency.

The redirection of Federal support for research further away from the process of discovery, in the one agency of the Federal government with a mandate to support basic research, would have terrible implications for our ability to meet the very real goal of enhancing the science and technology base to advance our nation's competitiveness.

Furthermore, the committee report is self-contradictory in describing science as being "fundamentally about pursuing new ideas and new ways of thinking" and then calling for annual quantifiable performance milestones. Really new ideas do not readily develop according to a preordained schedule. Tight scheduling is appropriate for development projects where protocols are well established and program progress can be reasonably well predicted. It is quite simply not appropriate for the pursuit of breakthrough concepts in science. I hope you will urge your colleagues on the conference committee on HR 2491 not to adopt these directives to the NSF.

This criticism notwithstanding, there are several aspects of the Senate report concerning NSF funding that deserve commendation. First, the Appropriations committee has taken a major step toward acknowledging the need for Federal investment in helping to rebuild and modernize academic research facilities and instrumentation. Second, the Committee has continued the trend toward increasing support, within the NSF budget, for the precollege and undergraduate education programs in science and mathematics that are essential to improving instruction and encouraging our students, at an early age, to understand and appreciate the value of science in an increasingly complex world. Finally, the Committee has recognized the substantial changes and reforms in the rules for reimbursing universities for the indirect costs associated with Federally-sponsored research that have been adopted during the past two years, and has appropriately suggested that further review of the indirect cost system would be counterproductive at this time. These changes should, as the Committee states, be given an opportunity to demonstrate their effectiveness in correcting an ambiguity in the rules and in enhancing public trust in Federally sponsored research.

I very much appreciate your consideration of these issues as you and your colleagues go to conference on HR 2491.

— Marvin Lazerson, *Interim Provost*

'It Felt Like a Family. . .'

On Thursday, October 7, I had an extraordinary experience that I want to share with the Penn community. I was invited to say a few words of welcome to the 25-Year Club. I expected to find a group of fair size, maybe 50-100 people, of whom I would know a few. Wrong!!

The only word to describe my reaction to walking into the Penn Tower Grand Ballroom was shock. The size of the group (288), the hubbub of warmth, liveliness, spirit and fun, the feeling that I knew so many of the assembled, and especially the extraordinary mix were thrilling.

What did it tell me? First, how many of us love this wonderful University and our colleagues. Second, how many of us are willing to devote a major part of our lives to making Penn the best of its peers. Third, how young 25+ year "workers" are (some looked barely past 25 years old). And fourth, and perhaps most important, that we are a diverse community of people representing all walks of life, who can communicate with each other successfully.

It felt like a family gathering.

*Sincerely,
Claire Fagin*

Ed. Note: Names of new 25-Year Club members are listed on the back page.

Faculty for a Penn Road Show

The Department of Alumni Relations is recruiting faculty speakers to send on the road to address members of regional alumni clubs around the country. Alumni Relations pays related travel expenses or offsets expenses when speakers combine travel for research, conferences, etc.

Those interested in participating should send a note or *curriculum vitae* outlining their areas of expertise to Joan Grimm and/or Geoff Ginsberg, Department of Alumni Relations, Sweeten Alumni Center, 3533 Locust Walk/6226.

Library's 4 millionth Acquisition: A Celebration October 28

On October 28, the University of Pennsylvania Library will celebrate a major milestone in its 243-year history: passing the four-million mark in acquisitions.

Presentation of the four-millionth commemorative acquisitions—plural—will be made at ceremonies to be held at 4 p.m. in the Esther and Philip Klein Lounge of the Van Pelt-Dietrich Library Center. The lounge itself will also be rededicated at the time, said Dr. Paul Mosher, Vice President and Director of Libraries.

Since acquisitions don't arrive single file, Dr. Mosher said, the Library staff have chosen three categories of acquisitions to highlight, both to "recognize the Library's collections, with their long and rich traditions, and to signal new and exciting directions for the future."

Interim President Claire Fagin will be there, along with President Emeritus Martin Meyerson

and Margy Ellin Meyerson, the newly elected leaders of the Friends of the Library.

Acknowledging the growing array of powerful informational resources in electronic format, the Library has chosen as one of its commemorative acquisitions Current Contents, the newest addition to the databases comprising PennLin, the Library's computerized catalog and information network. A valued reference tool for scholars in the sciences and humanities, Current Contents indexes the tables of contents to more than 6,500 research journals. The online version also includes article abstracts.

"Although electronic materials are critical to research and instruction, the printed book remains the Library's most abiding and abundant resource," Dr. Mosher said. "Originating in 1750, Penn's Library is one of the four oldest academic libraries in the nation. Its early col-

lection contained volumes donated by Franklin and by the first provost, William Smith, and contributions of Louis XVI, King of France. The original collection survives today, a small but significant part of the whole. Rare and unique volumes will be contributed by the Friends of the Library and other supporters during the celebration as well, carrying on the tradition of the Library's Founder, Benjamin Franklin.

"The four-millionth acquisition is an occasion to celebrate the Library's long history and distinctive position," Dr. Mosher added. "But it is also a time to underscore the links between ongoing research and the resources a library brings to that."

How?

By making the third kind of commemorative four-millionth "a distinguished work of scholarship by a Penn faculty member."

"There are more than two thousand active alumni of Penn Chemical Engineering, including leaders of the chemical industry and distinguished members of academia," says this short history provided by the Department. On October 22, there will be a Centennial Convocation, preceded by the President's Forum The Earth: Where's the Common Ground?—in which one of the oldest scientific endeavors at Penn shares the limelight with one of the newest (see page 5).

Chemical Engineering at Penn: The First 100 Years

The University of Pennsylvania is the nation's fourth oldest institution of higher learning, tracing its roots to 1740. Throughout its history it has been a center for academic excellence and innovation in higher education. Under the guidance of its founder, Benjamin Franklin, Penn was the first in the Colonies to combine the teaching of classical subjects with applied knowledge, and in 1779 became the nation's first university. Franklin's legacy is one that values the notion that knowledge should be put to work as much as it values the traditional realm of intellectual discourse. As he proposed, youth should be educated in those things that are "most useful and most ornamental."

Penn's Department of Mines, Arts and Manufacture was formed with four professors in 1855 and soon enrolled twenty-two students. The school year started on the first day of December and lasted until the end of March. Each course consisted of thirty lectures; the fee, five dollars for the term, was collected by the janitor at the start of the course and was the only salary for the professors.

In 1869, ground on the present campus across the Schuylkill River was purchased for a scientific school. College Hall on the new campus was dedicated on October 11, 1872. There was now a faculty of twelve professors and four instructors in engineering. For admission, a student had to be fourteen years old and was required to pass examinations in ancient and modern geography, English grammar, arithmetic, and algebra as far as quadratic equations. The school session of three terms started in September and ended in June.

In 1875, John Henry Towne, a University trustee, left an estate to endow salaries in the science department. The gift was the largest ever received by the University, and the school was named the Towne Scientific School. By 1883, engineering degrees were granted in civil, mining and mechanical engineering. A full four-year program leading to a B.S. in chemistry was established in 1892. In 1893, a four-year program for a B.S. degree in chemical engineering was started. Each year since 1893 a curriculum has been taught in chemical engineering at the University of Pennsylvania. This continuity confers upon the Penn chemical engineering program the distinction of being the oldest program in continuous operation in the United States.

The first separate chair for chemistry was established in 1769 in the Medical School, and was occupied by Benjamin Rush, who was widely featured in the scientific and medical fields of his time. In 1795, James Woodhouse became the first Professor of Chemistry at the University outside the Medical School. The position was offered to Woodhouse after it had been declined by Joseph Priestley, the discoverer of oxygen.

Three professors of chemistry were responsible for the growth of chemistry and chemical



engineering during the last three decades of the nineteenth century: F.A. Genth, Samuel Sadtler and Edgar Fahs Smith. All three obtained their Ph.D.'s in Germany. Genth was president of the American Chemical Society in 1880, Sadtler was the first president of the American Institute of Chemical Engineers in 1908, and Smith was president of the American Chemical Society in 1895, 1920 and 1921. Sadtler taught at Penn from 1874 to 1891. His last position was as Professor of Organic and Industrial Chemistry. In addition to his academic work, he established a successful consulting business in Philadelphia. It was Edgar Fahs Smith who organized the four-year B.S. programs in chemistry in 1892 and in chemical engineering in 1893. The department was named Chemistry and Chemical Engineering and was in the Towne Scientific School. This organization lasted from 1893 until 1951, when Melvin (Mike) Molstad became the first Chairman of the new School of Chemical Engineering. Thus, chemistry existed in a school in which all of the other curricula were engineering, whereas all of the other sciences at Penn were in the College of Arts and Sciences. The close association of chemistry and chemical engineering affected both curricula. For example, an extensive course taken together by seniors of both groups was Industrial Chemistry, a ten-hours-per-week laboratory which included plant trips to local industries. The plant trips were made every fortnight until the second world war, which forced a temporary discontinuance of the activity. A senior course in chemical engineering called Chemical Processes grew out of this early course in Industrial Chemistry.

The Catalogue and Announcement of the University of Pennsylvania for 1892-93 contains

the following description of the course in chemical engineering:

This course has been arranged with the view of enabling chemical engineering students to familiarize themselves with mechanical subjects to such a degree that they will be able to overcome the many difficulties which are constantly presenting themselves to those who are engaged in extending the applications of chemistry. The chemical studies introduced in this course will not only give the student a thorough acquaintance with the fundamental principles of chemical science, but will also afford him a complete drill in analysis, and in the preparation of inorganic and organic products. Instruction in technical analysis and applied chemistry is reserved until the last year. This has been purposely so arranged. It permits of the previous preparation in chemistry and mechanics, so necessary for the intelligent comprehension of the mechanisms involved in the applications of chemistry. The course aims at being practical. Laboratory methods will be preferred for instruction. Frequent excursions will be made to adjacent plants for the purpose of studying practical processes in operation and examining in detail the mechanical appliances that are used. The degree conferred upon graduates of this course will be Bachelor of Science in Chemical Engineering. Three years after graduation those bachelors of science who have shown marked progress in their professions and who submit a satisfactory thesis, may be granted the degree of Chemical Engineer.

The original curriculum combined chemistry and mechanical engineering courses (including mechanical drawing). The heavy load required

five and one-half days per week of class activity. There was a much greater emphasis on inorganic than organic chemistry, particularly in the qualitative and quantitative procedures where the student was given the dreaded "unknowns." The work load earned for chemical engineering the reputation as the hardest engineering program.

Smith was Chairman of the department until 1889, when he became Vice Provost and, in 1911, Provost. This was the University's highest office and removed him considerably from operations in chemistry. He retired in 1920. Although chemistry professors, including Smith while he was Provost, carried on research, there was no consideration of a graduate program in chemical engineering.

The primary changes in the courses at Penn up to 1920 were a clearer definition of the various fields of chemistry, a considerable increase of emphasis on organic chemistry, pure and applied, and the introduction of electrochemistry because of Smith's prominence in the field. During this period came the introduction of a continuing puzzle for chemical engineers: learning thermodynamics from physical chemists and then from mechanical engineers. It was not until 1927 that two undergraduate courses labeled Ch.E. were introduced. One was a course in Materials of Construction and the other was a start in unit operations. By 1920 there were three assistant professors of chemical engineering: Russel Heuer, Edward Fenimore and A. Kenneth Graham.

During the late 1920s and early 1930s the size of the chemical engineering classes increased until in 1936 the senior class ranged from 30 to 45 students. This was considerably larger than the classes in the chemistry program and created a problem for lack of space.

When the Towne Building was dedicated in 1906 it received considerable acclaim. The comment from *Engineering News* was "It is with little doubt the finest, largest, and best equipped structure devoted to instruction in engineering in the United States, if not the world." It contained

128,000 square feet of floor space and cost \$730,000.

With the arrival of Norman Krase in 1936, Harding Bliss in 1937 and Norman Hixson in 1938, a completely revised and modern undergraduate program was developed and a graduate program leading to the Ph.D. degree was inaugurated. Krase and Bliss left in 1939 and were replaced by Melvin Molstad and Erwing Amick. During the wartime years, the undergraduate civilian student body fell off sharply, but it was replaced by a naval V-12 training program and the Army ASTP program. Seventy-five volunteers were assigned to Penn for training, their backgrounds varying from trade school to masters degrees in chemistry. The group eventually shrank to 17 excellent and highly motivated students. Fifteen of them eventually transferred to active duty at the Manhattan Project at Columbia University.

Ralph Thompson replaced Amick shortly after the start of the war. John Goff, a mechanical engineer and thermodynamicist, became Dean of the Towne Scientific School in 1938 and continued during the wartime period. In 1951, while Harold Stassen was President of the University, the Department of Chemical Engineering was made independent of Chemistry. Molstad became its first Chairman and held this office until 1962.

The following years saw an expansion of the chemical engineering faculty and its undergraduate and graduate programs. University President Gaylord Harnwell, a physicist, supported engineering with enthusiasm. An office of Vice President in charge of engineering was created; the post was filled by Carl C. Chambers, an electrical engineer. Under him were two assistant vice presidents, Reid Warren for undergraduate affairs and Norman Hixson for graduate affairs and research. This reorganization unified all of the engineering faculties into one common faculty.

In 1963 the Ford Foundation granted the University three million dollars for the expansion

of its full-time doctoral programs. A portion of these funds, combined with matching funds from the National Science Foundation, were applied to a modernization of the research and teaching facilities. A vigorous program for obtaining new talent was begun. Particularly important in this period was Arthur Humphrey, who became Chairman and later Dean of Engineering and Applied Science, and who was responsible for the development of a biochemical program within the chemical engineering department. With the arrivals of Alan Myers, Mitchell Litt, William Forsman, Daniel Perlmutter, Stuart Churchill, Warren Seider, David Graves, John Quinn and a few others who have since left the University, Penn witnessed the arrival of the 1970s endowed with a strong and distinguished research and teaching chemical engineering faculty.

Younger generations also played a significant role in bringing distinction to the Penn program. Elizabeth Dussan V., Eduardo Glandt and Douglas Lauffenburger joined it in the 1970s while Raymond Gorte, Lyle Ungar, John Vohs, Kyle Vanderlick and Paul Weisz came in the 1980s. Even those who departed after some years left an indelible mark in the style and spirit of the program.

Today there are more than two thousand active alumni of Penn Chemical Engineering, including leaders of the chemical industry and distinguished members of academia. It is these alumni who are testimony of the vitality of the program over its first hundred years. Penn Chemical Engineering enters its second century with a proud heritage and a commitment to continued excellence as it welcomes the challenges of the 21st Century

This article was adapted and modified by the Department from A.N. Hixson and A.L. Myers, "Four Score and Seven Years of Chemical Engineering at the University of Pennsylvania," in *A Century of Chemical Engineering*, William F. Furter, ed., Plenum, 1982.

Celebrating 100 Years of Chemical Engineering . . .

Wednesday, October 20—Opening Day

- *Strategy for Economic Growth: Lessons from the Chemical Industry*; Ralph Landau (ChE '37, Hon '93); Ralph Connor Lecture of the Chemical Heritage Foundation; 3:30 p.m.; refreshments, 3 p.m.; reception, 5 p.m.; Alumni Hall, Towne Building.

- *Informal Class Reunion Activities.*

Thursday, October 21—Alumni Day

- *The Campus and the Towne*; historical symposium; 2-4 p.m.; Rainey Auditorium, University Museum; reception, 4 p.m.; Chinese Rotunda, Museum.

Penn Then and Now; Michel Huber, Executive Secretary, General Alumni Society.

Provost Harrison as Santa: The Gift of the Towne Building; George Thomas, historic preservation and urban studies.

- *Convocation: Ceremony of Medals*; 4:30-6 p.m.; Lower Egyptian Gallery, Museum.

Academic Procession, Conferral of Medals by President Claire Fagin to Neal Amundson, Stuart Churchill and Arthur Humphrey; keynote speech by Arthur Humphrey.

Convocation is open to the public, but seating is limited.

- *Reception*, 6:15 p.m.; *Dinner*, 7 p.m.; Grand Ballroom, Penn Tower Hotel. Reservations must be made in advance at 898-8351.

Bruce Montgomery directs the Penn Glee Club after dessert.

Friday, October 22—Environmental Day

- *The Earth: Where's the Common Ground?*; President's forum keynote sessions; 10:30 a.m.-noon; Alumni Hall, Towne Building.

No charge, but seating is limited and advance registration must be made at 898-8351 or 573-3164.

- *Lunch/Breakout Discussions*; 12:30-2 p.m.; Towne Building; \$10 for boxed lunch.

- *Open House for Chemical Engineering and Institute for Environmental Studies*; 2-3 p.m.; first floor corridor, Towne Building.

- *From the Stratosphere to Urban Smog: The Chemistry of the Atmosphere*; John Seinfeld, CalTech; Centennial Lecture; 3:30 p.m.; 216 Moore School.

- *Creative Solutions to Ecological Issues*; inaugural reception; 5:30 p.m.; Arthur Ross Gallery, Furness Building.

. . . and the Next Hundred Years

The Institute for Environmental Studies invites all members of the University community to participate on Friday, October 22, in the President's Symposium entitled *The Earth: Where's the Common Ground?*

This event is sponsored by the Office of the President; the Institute for Environmental Studies; the Department of Chemical Engineering, on the occasion of its 100th anniversary; and the Institute for Environmental Medicine, whose members are celebrating 25 years of research at the University of Pennsylvania.

As we begin our first year as an established Institute, we are pleased to share this occasion with our colleagues celebrating these important anniversaries. With contributions from these programs, and from many other individuals and programs pursuing environmental research and teaching across the University, we hope that the Institute for Environmental Studies will establish a presence as valuable and as enduring.

— Robert Giegengack and Irving Shapiro
Institute for Environmental Studies

Speaking Out

On Racial Harassment Policy

Thank you for inviting members of the University Community to offer advice and/or comment on the current Racial Harassment Policy and the impact of Part II of the policy on freedom of speech.

There is an inherent conflict between the protection of an individual's right to freedom of speech and the protection of an individual from racial harassment in the form of speech and writing. I do not believe that the University intended Part II of the Racial Harassment Policy to be a vehicle of censorship. I do believe, however, that on a daily basis the policy fosters self-censorship and group censorship. This censorship drives ever deepening wedges between individuals and groups eroding the fabric of the community.

I can only speak from personal experience. Prior to joining Penn five years ago, I worked for a mid-sized paralegal copying firm in their Philadelphia branch which employed approximately fifty people. I often say I felt like I worked in the United Nations. There were white American (of various ethnic backgrounds), African American, Islander, Vietnamese, Filipino and Chinese employees. To my knowledge, there was no racial harassment policy. There was, however, an expected standard of professional behavior from all employees.

I will never forget my employment at this company. I learned volumes about myself and the people I worked with. I came to appreciate and respect aspects of the African American, Italian American, Filipino, Vietnamese, Chinese and Island cultures that were taught to me by my co-workers. I was able to become friends with a number of people who were not like me. I cannot, in this short space, convey how they altered my concepts of beauty, friendship and self. They also taught me to respect cultural customs that seem old-fashioned to an American but which are held in high regard by other cultures. I also know that I challenged and changed some of their views about white American women.

The single most important lesson that I learned from these relationships is the need to talk openly, honestly and frankly with people who are not like me. I occasionally did offend my friends and they occasionally offended me with remarks said out of cultural ignorance. However, when relationships are built on mutual respect they can withstand the occasional callous remark. When people are free to speak their minds, they can respond to ignorant remarks and educate.

I have not been able to form such friendships at Penn. There seems to be an atmosphere of distrust. The people at Penn must start talking openly and honestly about what they think and feel before the community can heal. The political correctness which has permeated the campus has left many feeling like the thought police are always watching.

The Sexual Harassment Policy seems to strike a better balance than the Racial Harassment Policy between the protection of an individual's right to freedom of speech and the protection of an individual from

harassment. People's belief systems run deep and are difficult to change. They can only be changed when subject to challenge. They can only be challenged when they are stated. They can only be stated in an open atmosphere of trust.

I question why the Racial Harassment Policy is so much stronger on its speech restrictions than the Sexual Harassment Policy. Penn would be a much more honest community if it abolished Part II of the Racial Harassment Policy and taught its minorities and women how to fight harassment with words. The appearance of tolerance can be legislated. True tolerance must be learned. Sometimes the best teachers are empowered victims of intolerance.

— Mary Simkins,
Senior Benefits Specialist

For the President's Ear

Below is the list of times and sites for the meetings I intend to have with students for the purpose of learning from them anything they would like the President or Provost to know.

I ask the help of the faculty and staff in spreading the word that *any student, graduate or undergraduate, is welcome*. Of course, dining service requirements must be met at all times with the exception of the Hall of Flags in Houston Hall.

— Nicholas Constan,
Assistant to the President

Thursday, October 14: lunch, noon-1:30 p.m.,

Kings Court/English House Commons;

Wednesday, October 20: breakfast, 7:30-9

a.m., Hill House Commons;

Monday, October 25: dinner, 5:30-7 p.m.,

1920 Commons;

Friday, November 5: lunch, noon-1:30 p.m.,

Stouffer Commons;

Monday, November 8: coffee hour, 3:30-5

p.m., Houston Hall/Hall of Flags;

Friday, November 12: breakfast, 7:30-9 a.m.,

1920 Commons;

Tuesday, November 16: dinner, 5:30-7 p.m.,

Kings Court/English House;

Tuesday, November 23: lunch, noon-1:30

p.m., Hill House Commons;

Thursday, December 2: dinner, 5:30-7 p.m.,

Stouffer Commons;

Wednesday, December 8: coffee hour, 3:30-5

p.m., Houston Hall/Hall of Flags.

The following letter was sent to SAS

Dean Rosemary Stevens and to

Almanac for publication.

Open Letter: Regional Science

Dear Dean Stevens,

As graduate students in the Department of Regional Science, we have listened with concern to your recommendations regarding the closing of our department and to the ensuing response from our faculty, other members of this University and scholars from around the world. Despite this continuing discussion, it remains unclear to us why, of the departments slated for closure, *only* Regional Science has been singled out for complete dissolution. It

suggests to us that your decision reflects a judgment of the substance of the field aside from the issue of how it is structured and administered at Penn.

Your recommendation to close the Regional Science Department should be reconsidered because it is based on a poor understanding of how Regional Science is defined. The field is an independent discipline; it is not applied economics, geography, or city planning in disguise as you have suggested. The *antecedents* of Regional Science are geography and economics, two disciplines with very different traditions and methods for understanding the social world. Regional Science studies the location patterns of people, firms and cities by adding the model building tools of economics to the traditional lines of inquiry in geography. This mixture of perspectives and a stable focus on urban and regional problems have allowed Regional Science to grow beyond the parent disciplines to become a unique interdisciplinary specialty in much the same way that neuroscience has grown beyond its scientific parents in medicine.

Regional Science is not city planning; economics is not business; chemistry is not chemical engineering; and so on. Academic and professional research disciplines are different, and rightly so. They are complements, not substitutes. Critics of the role universities play in the larger community lament that there are too few bridges between theory and practice; the idea that one can replace the other is not supported. Other critics argue that the boundaries between disciplines should be less rigid, for example, that qualitative and quantitative research should be linked. You have an opportunity to use Regional Science as a stanchion upon which to build bridges between regional theory and practice at Penn. Moreover, it is important to invest in these programs, including the Regional Science Department. We challenge the notion that spatial urban and regional analysis is not a worthy academic pursuit because in your words, "[Geography departments] have nearly disappeared in the United States." This is untrue. According to the 1992-93 *Guide to Programs of Geography in the United States and Canada* there are currently 177 geography programs in U.S. universities, among them U.C. Berkeley (and four other U.C. campuses), the University of Chicago, Dartmouth, Johns Hopkins, Illinois, North Carolina at Chapel Hill, Mount Holyoke, and Vassar. Large research universities and liberal arts colleges dedicated to undergraduate education maintain related departments. If the Regional Science format has not been precisely copied at other places, perhaps that means that other places are slow to adapt, not that something is wrong with Penn.

Although Penn's department is small and unique in the U.S., the last major ranking of urban and regional programs (1983) by publication performance placed it at the top by every measure. (The study is attached [to the original letter sent to the dean—Ed.]) Moreover, there were 1,836 members from

continued past insert

Speaking Out continued from page 6

67 different countries in the Regional Science Association International in 1992 and there are approximately 2,100 subscribers to the *Journal of Regional Science*, which is edited here at Penn. In addition, NSF sponsors and promotes Regional Science research through its Geography and Regional Science Program within the Social, Behavioral and Economic Sciences Directorate.

Before you pursue your efforts to eliminate Regional Science, please come talk to us and learn what we are about. Check your information. Spatial analysis and modeling are alive and well in the US. Regional Science is an independent discipline which contributes to current policy questions. The formation of the EC region, the regional impact of NAFTA, and studies of the underclass and the geographic concentration of urban poverty, are just three current policy areas that Regional Science is especially capable of addressing.

Individuals have influence. Your actions regarding the Regional Science Department have implications beyond Penn's administrative matters because of Penn's unique place in the development of the field. Consider the options. Action which ignores the challenge of facts is ideology, not leadership.

— Submitted to *Almanac* by Toni Horst
and Diana Koros on behalf of 26
Regional Science Graduate
Student Signers

On SAS Departments

Dr. Stevens is to be congratulated for her willingness to make tough decisions needed to maintain the financial integrity of the School of Arts and Sciences (*Almanac*, September 28, 1993), but it is unclear whether she has been given the opportunity to explore all of the avail-

able options. The result of integrating an AmCiv curriculum into other departments, or merging Astronomy with Astrophysics in the Physics department is that it will lead to the demise of those fields at the University. The reason is simple enough—without increased budgets, the newly expanded departments will have no incentive to fill future vacancies or recruit students in those fields that are to be integrated. This will become particularly apparent when the exemption from Age Discrimination in Employment Act expires on January 1, 1994. This means that departments can no longer count on a regular attrition of older faculty members to make way for the new.

The broader question of the School's academic integrity remains open. It is time for the administration of the School of Arts and Sciences to seriously consider a reassessment of its structure and efficiency as a teaching and research environment. Dr. Stevens inherited a wealth of problems, financial and academic, left after six years of disarray, but it would be a pity if her tenure as dean were marked only by stop-gap measures to keep the school afloat. The financial challenges offer the dean a unique opportunity to address pedagogical problems that are endemic to the School. Tinkering with a system formulated to meet the needs of the nineteenth century will not do for the next millennium. Formulating a new model for liberal arts education should be a priority for this administration.

One approach, which I have discussed with Dr. Stevens in the past, would eliminate separate departments altogether in exchange for a fluid, organic curriculum that discourages the duplication of administrative tasks within departments. Leaving only a skeleton of requirements for students wishing to concentrate in the sciences as opposed to humanities, for instance, faculty and students would be free to pursue their individual goals. In conjunction

with a University-wide interactive multimedia system, basic courses not requiring a human presence could be replaced with computerized courses offering immediate feedback. Most of these courses are better suited for students working at their own pace, since it is imperative that basic knowledge be learned cold. The new media technologies have proven to be successful in beginning language classes at secondary and primary levels, so why wouldn't they work for adults? The savings could be passed onto students and the increase in the invaluable commodity of time will benefit all. The benefits of releasing faculty and students from the constraints of curricula that are outmoded is obvious.

A myriad of ideas about education is emerging out of the changes taking place in the world, both politically and in technologies. There are many who believe that traditional educational institutions are the last places where fundamental pedagogical advancements are taken advantage of. The endless bureaucracies, inherent in quasi-governmental institutions such as universities, obstruct the flow of new technologies and ideas. Because of this, in a few short years, new schools will arise out of the current media revolution and they will radically alter the way we think about higher education and the institutional approach to learning; Dean Stevens' task will be to sit on the sidelines or catch the wave. Penn's recent fiascos involving multicultural issues ought to be sufficient cause for a reexamination of systemic defects in the way students are introduced to the global environment—only a new school can teach in a new world.

—Leonard F. Reuter, Doctoral Student
Asian and Middle Eastern Studies

Ed . Note: The Dean's Executive Summary of the SAS Strategic Plan is on pages 8-9.

Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.

Why Penn's Way? Because Working Together Works

As the Director of Community Relations, I come in contact with many organizations that are trying to make a real difference in our city and right here in West Philadelphia. And, coming aboard as director of community relations for Penn approximately nine months ago—after being away from Penn as a student, coming back to be part of the staff—I have noticed a major shift in the attitude and culture of the University.

Many parts of this University have begun to open up to the community. Penn has opened doors to many groups that work with children and youth of the area. We have also developed relations with what used to be staunch community opposers to Penn—and now have begun to win their confidence. The Student Community Involvement programs that Todd Waller coordinates, such as *Into the Streets* and the *Summer of Service*, attest to our changing culture. The Volunteers in Public Service (Penn VIPs), headed by Bonnie Ragsdale, emphasizes that Penn is serious about building community partnerships. VIPs are faculty, staff and alumni and students who contribute their time to many organizations, schools and other groups in the community.

My special focus, as most people know, is economic development, and I am proud that Penn has taken such steps as the new partnerships developed in purchasing. This is helping entrepreneurial West Philadelphia to succeed, and will have immeasurable ripple effects.

Seemingly at the other end of the spectrum—but not really, if you stop and think about what makes a community viable—is a problem a lot of people hate to have to think about at all: the homeless, and especially the homeless on our own campus. Here, more than anywhere, working together is the only thing that truly works. As the situation got out of hand this fall in the People's Park, it has taken the cooperation of UCHC, our police

department, Penn VIPs and many other groups on campus collaborating to make a difference on campus.

But it has also called for the tremendously enlightened help of a Penn's Way recipient agency, Horizon House Inc., a service I've had personal contact with over the past ten years. Penn invited Horizon House's Alice Herzon to a meeting to provide us with information about their ways of addressing the needs of the less fortunate of our community who have mental health and substance abuse problems associated with homelessness. Since that time they have agreed to train staff and students who want to help with these problems—and they have also provided on-site case management services, placements and other interventions with the homeless on campus. Our very welcome progress with the People's Park is one result.

Notice that I mentioned not only Horizon House but also staff and students as problem-solvers when it came to helping the homeless at Penn. Did you know that one Penn's Way recipient is a Penn student-initiated, student-led activity? It's the umbrella organization called ACCESS: Active Community Coalition Efforts Sponsored by Students, and its president is Phong Nguyen, W'94. ACCESS is where student groups turn for financial assistance for innovative student/community projects. It is the only student organization in Penn's Way, showing Penn's real energy at work for others.

There are as many other reasons for supporting Penn's Way as there are agencies in the Delaware Valley. These are just some of the ones I've personally seen at work very recently on this campus. But the point is they *do* work: cooperation, collaboration, *working together* are the keys to building and sharing a community.

— Glenn D. Bryan, Director of Community Relations

After review by the Academic Planning and Budget Committee, the twelve schools that make up the University of Pennsylvania will begin publishing their latest five-year plans in Almanac. In these pages Dean Rosemary Stevens gives a preliminary view of the plan for the School of Arts and Sciences, as worded in July 1993.

Executive Summary of the School of Arts and Sciences Strategic Plan: Priorities for the Twenty-First Century, 1993-2000

Executive Summary

The University of Pennsylvania is one of the great universities in the world. The School of Arts and Sciences (SAS) is the core of its strength, comprising 25% of the University's standing faculty and 43% of all Penn students.

The most complex of all of Penn's schools, SAS has four interrelated missions:

- SAS aspires to provide the best undergraduate education in the world.
- As one of the nation's best graduate schools, SAS has the responsibility for ensuring that the next generation of scientists, scholars and university and college teachers are well-prepared for their future roles.
- SAS will strive to enhance its reputation as one of the nation's primary research centers, with an abiding mission to pursue wisdom and advance knowledge through scholarly research in the humanities and the social and natural sciences.
- SAS will continue to set a standard nation-wide for a strong commitment to community service.

The School's overall mission is to optimize its multiple strengths through building, mobilizing, and nurturing a faculty that accepts responsibility in, and brings distinction to, all four of these areas.

I. Faculty

The SAS faculty is the heart and soul of the School, the mainstay of the two, mutually-supportive enterprises in which the School is engaged—research and teaching. The single greatest challenge in the years to come is to enhance the quality and effectiveness of the School's faculty during a period of continued fiscal constraint. The goal is three-fold:

1. To maintain a standing faculty of sufficient size to ensure flexibility in responding to new intellectual opportunities and to increase SAS's competitiveness with other world-class universities. The specific goal is a faculty of 480 members in 1993-94, with a stable faculty size in the range of 480-490 for the remainder of the century. New appointments will focus, where possible, on assistant professors.
2. To support this standing faculty during a period of severe financial constraint without compromising the ability to compensate faculty adequately. Economies will be achieved in support staff, in equipment and in organization.
3. To utilize faculty resources within the School and across schools far more efficiently than in the past.

II. Undergraduate Education

Undergraduate education in the College of Arts and Sciences (CAS) occurs within a research University that is nationally acclaimed for the strength of its graduate programs and professional schools. The goal is to draw on both the strength of the SAS faculty and that of the entire University to create an intellectual culture that will inspire in undergraduates a passion for learning, a capacity for critical thinking, and a seriousness of purpose that will equip them to lead productive and satisfying lives.

Taking pride in its significant accomplishments in undergraduate education since the last five-year plan, SAS will accelerate its efforts in the following areas:

1. **Advising.** CAS will increase faculty participation in advising at all levels and insure that all first year students have a faculty advisor, a peer advisor and access to Assistant Deans for Advising.
2. **Mathematics and Science Education.** In the Fall of 1993, a major revision of the calculus curriculum will go into effect. SAS will also organize a council of science and mathematics chairs and undergraduate chairs to coordinate changes in content, presentation, demonstrations, and laboratory activities for basic mathematics and science instruction.

3. **The Major.** SAS will simplify the process of selecting a major by extending faculty advising through the sophomore year. The School will also encourage departments to create or enhance research opportunities for as many of their undergraduate majors as possible.

4. **Interdisciplinary Majors and Minors.** SAS will continue to join with other schools in offering innovative, inter-school and inter-disciplinary majors. It will nurture its ongoing programs in the Biological Basis of Behavior, Cognitive Science, Communications, and Design of the Environment and, with the launching of the joint Wharton/College program in International Studies, will create an integrated curriculum joining the strengths of those two schools.

5. **Teaching.** Excellence in teaching lies at the very heart of our mission. SAS will establish a Teaching Resource Center which, in conjunction with the mentoring activities in individual departments, will buttress the School's ongoing commitment to improving the teaching skills of all of its faculty and teaching assistants.

III. Graduate Education

Graduate education is essential to the intellectual vitality of a research University, preparing scholars and scientists to make original contributions to the development of their disciplines and to be the next generation of faculty. Planning for graduate education in SAS through the remainder of this century occurs in an atmosphere of significant uncertainty. The quality of graduate programs across the School—and the quality of students applying to those programs—has never been higher. On a more troubling note, academic employment opportunities for many recent Ph.D.'s have in the last few years been unusually constrained. Within this context, SAS will proceed selectively to recruit outstanding students and to strengthen its graduate programs.

1. **Recruiting Outstanding Students.** The School of Arts and Sciences plans to increase the number of multi-year fellowships while maintaining the ability to provide adequate student stipends. The School will also work toward increased graduate student support through University sources as well as outside corporate and government foundations. SAS will continue its efforts to increase the proportion of women and minorities within its graduate student body.

2. **Strengthening Graduate Programs.** Each graduate group in SAS will be required to develop its own clearly articulated statement of its mission and methods for achieving that mission. Financial support for graduate groups will be closely tied to their ability to achieve the goals embodied in those statements.

In pursuit of excellence in graduate education, SAS will endeavor to:

- increase the interaction between graduate students and faculty by establishing workshops and colloquia in cross-disciplinary fields and exposing graduate students to research early in their careers,
- expand the availability of seed money for dissertation projects,
- enhance programs for the training, monitoring, and mentoring of graduate students to be effective and stimulating teachers,
- develop an integrated program to evaluate the progress of students to help shorten the time to degree,
- and provide each student from year one with realistic career planning information.

IV. Lifelong Education

The School of Arts and Sciences, through its College of General Studies (CGS), is committed to the enduring significance of the liberal arts and sciences for citizens of all ages.

1. CGS students earning bachelors degrees are at the core of the School's lifelong education programs. We intend by the year 2000 to increase the number of CGS students working on undergraduate degrees by at least 10% from the current base of 600 students.

2. The School will expand its offering of graduate programs that serve the educational needs of mid-career students. The School will develop a Faculty Council for Graduate Continuing Studies to oversee and promote self-contained masters degrees and other graduate level programs.
3. SAS will continue to nourish the highly-successful language education programs offered by the Penn Language Center and the English Language Program.
4. CGS will work with the Development Office and the Office of Alumni Relations to develop innovative educational programs that create and maintain good connections with Penn alumni through "weekend colleges," travel/study programs, and special seminars on or off campus.
5. The School of Arts and Sciences has traditionally administered a full program of Summer Sessions, and assists other Schools with marketing of campus credit courses that are given between May and August. Our goal is to dramatically increase the enrollments in a wide variety of credit and non-credit summer programs.

V. International Studies

One of our primary tasks as teachers and scholars is to prepare ourselves and our students to live and work effectively, knowledgeably, and sensitively in a world characterized by increasing interdependence among the cultures and nations of the world. Toward that end, the School will be especially active in creating new opportunities in international education.

1. SAS intends not only to maintain but indeed increase the cultural diversity of its student body by increasing modestly the number of undergraduates studying at Penn from abroad.
2. SAS endorses the University's goals of increasing the number of Penn undergraduates participating in study-abroad programs and plans to increase the number of Penn undergraduates studying abroad to 35%. SAS will accomplish this by creating new programs of its own and by evaluating and certifying the programs of others. Toward that end, SAS will create an office of off-campus study that will evaluate and certify the academic quality of all work undertaken by SAS undergraduates abroad.
3. SAS will enhance its strengths in Area Studies by authorizing appointments in important world areas. In 1992-93, inter-departmental searches are underway in South Asian Studies and East Asian Studies and we anticipate additional targeted searches in African Studies, Middle Eastern Studies, and Latin American Studies in the near future.
4. The School will, using as models its newly-established French Institute for Culture and Technology and its Center for the Advanced Study of India, expand even further its efforts at promoting faculty exchange and collaborative research across cultures.

VI. Facilities

Adequate space, modern equipment and up-to-date facilities go hand-in-hand with the recruitment and retention of first-rate faculty and students, and the improvement of research and teaching. SAS is committed to modernizing its teaching and research laboratories, to improving its office and classroom space, to providing state-of-the-art computational and information technologies, and to maintaining a safe and secure working environment.

1. **SAS Precinct.** SAS developed a long-range Campus Master Plan. The goal of this plan is to bring together academic departments in the School in more effective and efficient configurations, with shared administrative services, and to create an important center for the School which underscores SAS as the core of the University. Logan Hall, Houston Hall, Williams Hall and College Hall will form this physical precinct. We intend to provide vastly-improved quarters for our internationally-renowned Music Department within the precinct. The Feasibility Study is underway and the project will be completed within the lifetime of this plan.
2. **Jaffe Building.** Thanks to the generosity of SAS alumnus Eliot Jaffe and his wife Roslyn, the History of Art Department will be moving into the distinctive building near the library on the south-west corner of 34th and Walnut Streets. Renovations, which will include the construction of a new wing, are now underway.
3. **IAST.** Phase I of the Institute for Advanced Science and Technology will provide substantial additional laboratory space for the Chemistry Department. The facility is in the advanced planning stage. Construction should begin later this year and be complete in two years.
4. **Longstanding Capital Needs.** Longstanding capital needs include the construction of a new building to house our outstanding Psychology Department, the renovation of Bennett Hall, the home of our excellent English Department, and the upgrading of science laboratories throughout the School.

VII. Technology Support

The School of Arts and Sciences is committed to promoting, enhancing, and integrating the use of informational and related technologies to help SAS achieve its educational, research and administrative goals.

1. **Instruction.** SAS will help faculty to develop programs or to use programs developed elsewhere to enhance the learning process.
2. **Research Computing.** SAS is developing a robust distributed computing environment that supports the research needs of the School. This will occur using workstations and through the installation of an ethernet network for every appropriate room in SAS buildings.
3. **Administrative Computing.** SAS will establish an administrative computing advisory committee and produce a general set of guidelines for information access, for the development of applications, and for helping staff derive more benefit from client server technology.
4. **Multi-Media Services.** The School's Multi-Media and Educational & Technology Services (MMETS) will accelerate its impressive efforts at providing front-line support for multi-media classrooms and for faculty who wish to make use of this rapidly-developing technology in their teaching.

VIII. Operating Needs And Budgetary Prospects

Implementation of this far-reaching plan depends upon the availability of both operating and capital funds, and on vigilant resource management within the School. Two major issues must be resolved before SAS is able to maintain a stabilized budget. These issues are: undergraduate financial aid and level of subvention from central University sources.

Undergraduate Financial Aid. Historically, financial aid costs have remained at about 28% of undergraduate tuition income. Recent increases in demand for financial aid require additional support from other sources. We must raise additional revenues for SAS of \$4.128 million per year over the course of the next four years in order to meet the projected total subsidy for undergraduate financial aid by FY 1997. Ideally, these revenues should come from earmarked or unrestricted endowment. SAS does not at present have this endowment, but is urgently seeking such funds. To cover these additional costs from current income would dangerously reduce the School's unrestricted resources for academic programs or throw the School into serious deficit.

Subvention. University subvention to SAS reached its highest level in FY 1991, at \$27.130 million. It has steadily declined since then, to a projected \$24.221 million in FY 1994. Accomplishing the goals presented in this plan depends, in large part, on achieving a stabilized budget. In particular, the level of subvention must stabilize in order for the School to plan rationally on a multi-year basis.

Enrollment. SAS will begin FY 1994 with an undergraduate enrollment of approximately 5830 students. The School plans to increase its undergraduate enrollment modestly each year, until it reaches a total of 6000 students in FY 1998.

Faculty. After halting faculty searches in FY 1992 because of budget constraints, SAS made its top priority in FY 1993 a modest increase in standing faculty size from 475 to about 480. This will be achieved primarily through the recruitment of extraordinarily talented junior faculty. Emphasis on junior faculty hiring will continue.

Financial Projections. In calculating the financial projections from FY 1994 through to FY 2000, SAS is assuming that the current economic environment consisting of tight fiscal conditions and low inflation will continue. SAS also assumes that the issue of additional financial aid costs is resolved. Given these assumptions, the budget shows a deficit of \$1.5 million in FY 1995, a near break-even condition in fiscal years 1995 through 1999, and a surplus of \$0.5 million in FY 2000.

IX. Conclusion

The next decade is likely to be one of severe budgetary constraint for higher education in the United States. The School's Strategic Plan has been developed in this context. Primary aims are to achieve:

- growth in quality and program within no-growth budgetary projections;
- an organization that is flexible, intellectually entrepreneurial, responsive to faculty initiatives, and able to take advantage of unexpected opportunities.

The School's major focus will be on undergraduate education, providing the leadership for Penn to achieve its goal of offering the best undergraduate education in any research university.

The single most important priority toward achieving that goal is to maintain, nurture and support an excellent standing faculty.

The most important financial goal is a rapid increase in unrestricted endowment for the School, which would allow for multi-year investment by the School in faculty, technology, facilities, and undergraduate financial aid.

For Penn to maintain its excellent academic position in a period of increased competition, a premier School of Arts and Sciences is essential. The School is well-poised to meet the demands of an uncertain environment and to respond quickly to changing intellectual trends.

A report of the achievements and recommendations of the 1992-93 HIV/AIDS Task Force will be published in Almanac later in the fall semester. The Task Force efforts continue, however, and all members of the Penn community are urged to become involved either by joining one of the Task Force Committees identified below or by simply sharing your thoughts and suggestions. A new service, "HIVBOX" e-mail, is offered as an additional mode of communication with the Task Force. If you prefer, please feel free to contact me directly by phone at 898-6081, or in person in the Office of the Vice Provost for University Life, 200 Houston Hall.

— Larry Moneta, Associate Vice Provost for University Life
and Chair, HIV/AIDS Task Force

The 1993-94 HIV/AIDS Task Force: A Preliminary Report

The 1993-94 HIV/AIDS Task Force

The HIV/AIDS Task Force will be continuing its activities into the 1993-94 academic year. A report of the Task Force's 1992-93 activities is forthcoming. The 1993-94 Task Force's activities will continue to be coordinated by Dr. Larry Moneta, Associate Vice Provost for University Life (the Task Force chair). The steering Committee of the 1992-93 Task Force, comprised of the chairs of the three Committees and chair of the Task Force, has developed proposed focal areas for the continued work of the Task Force, which are identified below.

Education and Services Committee

Charge: This Committee will follow up with the work of the Services and Education Committees of the 1992-93 Task Force and continue to develop long range strategies for providing up-to-date information and services to the Penn community. The Committee will consider appropriate uses of pending new communication technologies and will offer proposals which will guide the programming efforts of those units which provide HIV/AIDS education.

Specific responsibilities include:

- Implementation and assessment of anonymous testing;
- Exploration of the use of the new technologies (video, voice and data communications) as vehicles for the delivery of HIV/AIDS information;
- Further development of long-range educational objectives and strategies for reaching the Penn population.

Conference Committee

Charge: This Committee will focus exclusively on the development of a campus conference on HIV/AIDS, similar to the one offered on The Americans With Disabilities Act, in February of 1993. The conference is intended to remind members of the Penn community of the many issues involved with HIV/AIDS and to generally raise awareness of the education, policy and service obligations and opportunities to us.

Specific responsibilities include:

- Development of a Spring 1994, Penn community-wide conference on HIV/AIDS similar to the ADA conference sponsored in February 1993.

Policy Implementation and Monitoring Committee

Charge: This Committee will be responsible for promoting the policy changes recommended by the Policy Committee of the 1992-93 Task Force and for monitoring implementation of those recommendations. Members of the Committee will work with various governance units of the University and assist with the development of appropriate policy language, determine the degree of acceptance of policy recommendations and develop written reports on the status of policy recommendations and changes.

Specific responsibilities include:

- Review responses to policy development and alteration proposals;
- Provide incremental status reports to the Penn community regarding responses to policy recommendations;
- Serve as an educational and consultation team while advocating for expedient implementation of the policy recommendations.

Invitation to Participate

Chairs and membership for the Committees of the 1993-94 HIV/AIDS Task Force are in the process of being established. All University community members are invited to participate on one or more of the new Committees. If you are interested in participating in the Task Force's activities, or know of someone who might be, please express your interest by filling out and returning the form embodied in this report, or e-mail comparable information via the Internet: HIVbox@A1.RELAY.upenn.edu.

The Task Force by E-mail: HIVbox

The University Task Force on HIV/AIDS has established an e-mail account called HIVbox. Members of the University Community are invited to communicate HIV/AIDS related comments, questions, and issues to the Task Force via HIVbox. The Task Force continues to strongly encourage people to turn to the Task Force with any and all HIV/AIDS related concerns they may have. It is hoped that HIVbox will facilitate this communication. HIVbox will be regularly monitored with messages being directed to the appropriate Task Force Committee(s). Task Force responses may also be routed via e-mail where appropriate. The full Internet e-mail address is:

HIVbox@a1.relay.upenn.edu.

To Join the HIV/AIDS Task Force

Please indicate your interest by completing the following:
(Mark the appropriate blanks.)

____ Yes, I would like to participate in the Task Force's activities.

I will participate on the following Committee(s):

____ Education and Services Committee

____ Conference Committee

____ Policy Implementation and Monitoring Committee

If you would like to chair a Committee please indicate the one:

If you know of a good candidate(s) to participate or chair a Committee please identify that person and the Committee:

Your Name: _____

Title: _____

Address: _____

Phone: _____ E-Mail: _____

Please Return to:

HIV/AIDS Task Force
c/o Office of the Vice Provost for University Life
200 Houston Hall/6306
(e-mail address: HIVbox@A1.RELAY.upenn.edu)

Memorial Gifts

Now and then, faculty and staff receive inquiries about gifts to the University in memory of recently deceased alumni. The Penn Fund Office can help with questions regarding memorial giving. Call the Penn Fund Memorial Program at Ext. 8-8445 for further information.

—Jerry Condon, Director, Penn Fund

DEATHS

Rose Capponi, former accounting clerk in the Transportation and Parking Department, died September 17 at the age of 64. Mrs. Capponi retired in March 1992 after nearly 16 years of service. She is survived by her husband Peter, son Peter, daughter Lisa, mother Jennie Petta, sister Edith Angelozzi and brother Michael Petta. Gifts in her memory may be sent to the L. Brodsky Association, Hematology/Oncology, Broad and Vine Streets, Philadelphia, PA, 19102.

Fr. Christopher Mooney, alumnus and assistant dean of the Law School from 1978 to 1980, died September 25 at the age of 68. Fr. Mooney was the winner of two national Catholic book awards and authored seven books. From 1969 to 1974, he served as president of Woodstock College in New York City. He took his JD degree from Penn in 1978 before becoming assistant dean. In 1980 he became academic vice president and professor of religious studies at Fairfield University; he was teaching there at the time of his death. He had been a member of the Board of Trustees at St. Joseph's University, and a consultant for the Department of Higher Education at the University of the State of New York.

Dilip K. Ray, a postdoctoral trainee in respiratory physiology, died suddenly on October 5, at the age of 58. A native of India, Dr. Ray was a naturalized American citizen who earned his Ph.D. degree from Yale in 1964. After a career in the biotechnology industry in the U.S. and India, Dr. Ray returned to academic research in 1992. Most recently, he had been working in the laboratory of Sukhamay Lahiri. He is survived by his wife, Eva; a sister, Monika Dasgupta and a brother, Arun Ray, in Philadelphia; and two brothers, Baren and Ashok Ray in India.

Dr. Warner Franklin Sheldon, professor of pathology who taught at Penn during the 'fifties and 'sixties, died August 8 at the age of 83.

Dr. Sheldon is survived by his wife, Margaret McKay Sheldon; his daughters, Margo S. Ross, Wendy S. Wood, and Lura S. Clark; his sons, Frank and Richard; 10 grandchildren; and one great-grandchild.

Volunteers for Arthritis Studies

Arthritis specialists at the University of Pennsylvania and the V.A. Medical Center are seeking volunteers for arthritis studies. New treatments are being investigated that may provide prolonged relief from pain. All examinations and treatments are free of charge. To qualify for the study, individuals must be at least 21 with osteoarthritis of the knees. Call 823-4545 day or night.

In-Home Child Care Options for Faculty and Staff

Penn's Family Resource Center has entered into an agreement with Any Situation, Inc., a Delaware Valley company that specializes in two types of in-home care:

Long-Term, Live-in and Live-out Nannies for Children and Long-Term Companions for Adult Dependents, who come to your home as regular household employees; and

Merry Pop-in Nannies and Companions who provide short-term, back-up child care and adult dependent care for a day, an evening, or for several months at a time when:

- A regular care provider is unavailable;
- A child is mildly ill and can't go to school;
- A parent needs help with a new baby;
- A parent is traveling overnight on business.

Our agreement with Any Situation, Inc., entitles all Penn employees to 50% off the annual enrollment fee of \$50 for Merry Pop-In Nannies, and \$100 off the placement fee of \$1,200 for long-term nannies. Merry Pop-Ins are paid directly by the parent at \$6 per hour. Any Situation, Inc. also bills you \$10 per day for providing a screened, qualified caregiver. Long-term nanny rates vary, depending on the situation.

Those who are interested in registering for this service, or require additional information, may contact Any Situation, Inc. at 247-8001. While only you can choose the right care for your family, the Family Resource Center is pleased to make this option available.

—Family Resource Center

The report for the City of Philadelphia's 18th District did not arrive this week in time for publication. Below are all Crimes Against Persons and Crimes Against Society listed in the campus report for the period October 4 through October 10, 1993. Also reported during this period were 34 thefts (including five of auto, five of bikes, five from auto, and two burglaries); four instances of criminal mischief/vandalism, two of trespassing/loitering, and one of forgery/fraud. **The full report can be found in *Almanac* on PennInfo starting Wednesday, October 13.** To access *Almanac* there, from the main menu open *About the University of Pennsylvania*, then *Campus Publications*, then *Almanac*, then the issue by date. —Ed.

The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of October 4, 1993, and October 10, 1993. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 8-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Robberies (& attempts)—2, Simple assaults—1, Threats & harassment—3

| | | | |
|----------|----------|-------------------|--------------------------------------|
| 10/04/93 | 4:41 PM | 3400 Blk Walnut | Robbery by 2 males w/gun/fled in cab |
| 10/06/93 | 3:47 PM | 103 S. 36th St. | Harassing calls received |
| 10/07/93 | 11:59 AM | 38th & Chestnut | Male attempted robbery/arrested |
| 10/09/93 | 2:07 AM | 3700 Blk Walnut | 5 juveniles assaulted complainant |
| 10/09/93 | 5:55 AM | Nichols House | Receptionist received unwanted calls |
| 10/10/93 | 7:08 PM | Stouffer Triangle | Harassing calls received at desk |

38th to 41st/Market to Baltimore: Robberies (& attempts)—4, Aggravated assaults—1, Threats & harassment—4

| | | | |
|----------|----------|-----------------|--|
| 10/04/93 | 12:45 AM | High Rise North | Complainant received unwanted letters |
| 10/05/93 | 8:19 PM | 4000 Blk Locust | Male made ethnic slurs to complainant |
| 10/05/93 | 10:03 PM | 4000 Blk Spruce | Unknown male w/gun took wallets |
| 10/07/93 | 7:58 PM | 3930 Pine St. | Harassing calls received |
| 10/07/93 | 8:24 PM | 300 Blk 41st | Wallets taken/ppd arrest |
| 10/08/93 | 10:17 PM | 3925 Walnut St. | Juveniles assaulted employees /4 stopped |
| 10/09/93 | 7:01 PM | 4000 Blk Walnut | 2 unknown males stole complainant's bike |
| 10/10/93 | 5:42 PM | Low Rise North | Harassing calls received at desk |
| 10/10/93 | 10:20 PM | 40th & Locust | Actors attempted robbery w/plastic gun |

41st to 43rd/Market to Baltimore: Threats & harassment—1

| | | | |
|----------|---------|-----------|----------------------------------|
| 10/04/93 | 2:39 PM | 4201 Pine | Student harassed another student |
|----------|---------|-----------|----------------------------------|

30th to 34th/Market to University: Robberies (& attempts)—1

| | | | |
|----------|---------|---------------|--------------------------------|
| 10/08/93 | 6:52 AM | 34/Mkt subway | Bracelet taken by unknown male |
|----------|---------|---------------|--------------------------------|

Outside 30th to 43rd/Market to Baltimore: Robberies (& attempts)—1

| | | | |
|----------|---------|---------------|-----------------------------------|
| 10/10/93 | 6:01 PM | 46th & Locust | 2 complainant's robbed by 2 males |
|----------|---------|---------------|-----------------------------------|

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly conduct —1

| | | | |
|----------|---------|-----------------|---------------------------------------|
| 10/04/93 | 7:02 PM | 3440 Market St. | Disorderly male/issued new court date |
|----------|---------|-----------------|---------------------------------------|

38th to 41st/Market to Baltimore: Disorderly conduct—1

| | | | |
|----------|---------|------|---|
| 10/09/93 | 1:58 PM | VHUP | Disorderly female refused to leave/arrested |
|----------|---------|------|---|

30th to 34th/Market to University: Weapons offense—1

| | | | |
|----------|---------|--------------|------------------------------|
| 10/08/93 | 9:54 AM | Murphy Field | Juveniles w/shotgun/1 arrest |
|----------|---------|--------------|------------------------------|

The 25-Year Club: Another 126 Have Spent a Quarter-Century at Penn

A cheerful assorted crew assembles each year for dinner on campus: The 25-Year Club, made up of Penn faculty and staff of all ranks and specialties who have in common the simple fact of working at Penn for at least that many years. The total is now over 1600 living members, of whom 288 came to dinner last week. (President Claire Fagin's astonishment at the numbers is summed up in a letter on page 2). Among the guests were some of the 126 newly inducted 25-Year Club members (below) along with members whose service dates back to 45 years or more.

1993 President Dr. Dan McGill of Wharton Insurance introduced his successor, Dr. John de Cani of Wharton Statistics, and the organization unanimously elected as president for 1995 Ms. Nora Buges, retired Business Administrator from Chemistry—and reelected as secretary Patricia Hanrahan of the Office of International Programs.

Dr. Roger M Allen, Asian/Mid'East Studies
Dr. W. Bruce Allen, Public Policy & Mgt.
Dr. J. Scott Armstrong, Marketing
Dr. Toshio Asakura, Pediatrics
Dr. Arthur G. Baker, Surgery
Dr. David P. Balamuth, Physics
Dr. Richard C. Bartholomew, Clin.Studies/NBC
Dr. Richard R. Beeman, History
Mr. James E. Beermann, Pharmacology
Dr. Carl Berger, Psychiatry
Ms. Betty Jean Branham, Lg. Animal Hosp./NBC
Dr. Carl T. Brighton, Orthopedic Surgery
Mr. Robert F. Carroll, Wharton Undergraduate
Dr. W. George Case, Jr., Psychiatry
Mr. Russell M. Chenoweth, University Libraries
Ms. Mildred Thrift Collins, University Libraries
Dr. Cynthia W. Cooke, Obstetrics & Gynecology
Mr. Robert W. Crean, ULAR
Mr. Willie Davis, University Libraries
Dr. Julius J. Deren, Medicine
Ms. Jean Dickens, Physical Plant
Mr. Roosevelt Dicks, Physical Plant
Dr. Lance Donaldson-Evans, Romance Languages
Ms. Philomena Downs, Treasurer's Office
Dr. Henry R. Drott, Pediatrics
Dr. Roselyn Eisenberg, Microbiology/Vet.
Ms. Mary E. Esterheld, LRSM
Ms. Georgia Evans, Physical Plant
Ms. Anita L. Fahringer, University Libraries
Dr. Norman L. Fienman, Pediatrics
Ms. Sue T. Garland, University Libraries
Dr. Robert F. Giegengack, Geology
Mr. Robert A. Glascott, Athletics
Dr. Lila R. Gleitman, Psychology
Dr. Howard Goldfine, Microbiology/Vet.
Mr. James Goode, Biochemistry
Dr. Heber T. Graver, Dental Medicine
Dr. D. Eric Greenhow, Anesthesia
Dr. Larry P. Gross, Annenberg School
Dr. Robert M. Hartwell, Asian/Mid'East Studies
Ms. Frances Hopkins, Physical Plant
Mr. Harry Hummel, Physical Plant
Ms. Gail R. Johnson, University Libraries
Ms. Isabelle Johnston, Law School
Dr. Colin Johnstone, Clinical Studies/NBC
Ms. Ella Mae Jordan, Biochemistry
Dr. James A. Katowitz, Ophthalmology
Dr. Anne P. Keane, Nursing School
Ms. Ida C. Kerns, Education
Ms. Carolyn A. Kider, University Libraries
Dr. William L. Kissick, Research Medicine
Dr. Alan C. Kors, History
Dr. Campbell Laird, Mat'ls Sci. & Engineering
Mr. Larry E. Lauchle, Athletics
Dr. Erle V. Leichty, Asian/Mid'East Studies
Dr. John A. Lepore, Systems Engineering
Dr. Max A. Listgarten, Dental Medicine
Dr. Leonard M. Lodish, Marketing
Dr. Walter P. Lomax, Medicine
Mr. Julius Long, ULAR

Ms. Eileen Love, Large Animal Hospital/NBC
Dr. Charles E. Mangan, Ob & Gyn
Ms. Graziella L. Mann, Animal Biology
Ms. Miriam A. Mann, English
Ms. Marlene L. Martak, Dental Medicine
Dr. David S. McDevitt, Animal Biology
Dr. Aims C. McGuiness, Pediatrics
Mr. Donald Mitchell, Physical Plant
Ms. Marilyn A. Mitchell, Hematology
Ms. Gloria Moore, Treasurer's Office
Dr. Elliott D. Mossman, Slavic Languages
Dr. Francisco J. Moya, Pathology
Mr. Gerald Murr, Physical Plant
Dr. David M. Nunamaker, Clinical Studies/NBC
Ms. Lillie Nunnally, Pharmacology
Dr. Charles P. O'Brien, Psychiatry
Ms. Joanne M. O'Hara, University Libraries
Dr. Tomoko Ohnishi, Biochemistry
Dr. Howard V. Perlmutter, Management
Dr. Edward M. Peters, History
Mr. Joseph Pollakis, Physical Plant
Ms. Shirley A. Poole, Vet. Med., NBC
Dr. David P. Pope, Mat'ls Sci. & Engineering
Ms. Hilda H. Pring, University Libraries
Dr. Martin Pring, Physiology
Mr. Douglas L. Purvis, Veterinary Medicine
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Mr. Robert A. Seddon, Athletics
Ms. Nerissa Shaw, U.M.I.S.
Ms. Geraldine Sibert, Genetics
Dr. Melvin Singer, Psychiatry
Ms. Gail Stasulli, Athletics
Dr. J. David Stine, Dental Medicine
Dr. Cecil Lee Striker, History of Art
Dr. William Sunderman, Medicine
Dr. Arnold W. Thackray, History & Sociology
Dr. Craig R. Thompson, English
Mr. Eric C. Van Merkensteijn, Public Policy & Mgt.
Ms. Shirley Waddell, Dining Service
Dr. Ingrid L. Waldron, Biology
Dr. Frank W. Warner, Mathematics
Mr. Ronald Washington, Physical Plant
Dr. Paul F. Watson, History of Art
Mr. John L. Weaver, University Libraries
Mr. John H. Weber, University Libraries
Mr. Hisako M. Weimert, Ophthalmology
Ms. Carole A. West, Dining Service
Dr. Franklin B. Zimmerman, Music
[Eight members asked not to have their names released in print.—Ed.]

Update OCTOBER AT PENN

Change: The University Museum's *Halloween* party, listed in *October at Penn* for Sunday, October 31, takes place Saturday, October 30; it starts at 2 p.m. in Rainey Auditorium.

EXHIBITS

15 *Some Works of (Book) Art in the Age of Mechanical Reproduction*; from Brian Stilwell's collection of fine printing and book art in France and Germany between the wars; Kamin Art Gallery, Van Pelt Library. *Through December 31.*

FILMS

14 *The Seven Samurai*; Akira Kurosawa, director; 8 p.m.; Room B-6, Stiteler Hall; \$2/PennID holders, \$3/general (Penn Film Society).

FITNESS/LEARNING

Arabic Conversation Hour; 3 p.m.; Eighth Floor Lounge, Williams Hall. *Meets Thursdays.*

MEETINGS

14 *Association for Women Faculty and Administrators*; discussion led by Janet Hale, executive vice-president; 4 p.m.; Benjamin Franklin Room, Houston Hall.

SPECIAL EVENTS

13 *Oktoberfest Buffet*; 5:30-8 p.m.; Faculty Club; \$16.50 (plus 18% service charge); reservations: Ext. 8-4218.

TALKS

14 *Performance of Classical Andalusian Music in North Africa*; Dwight Reynolds, UC Santa Barbara; 11 a.m.; Room 421, West Lounge, Williams Hall (Middle East Center).

Regulation of Tryptophan Hydroxylase: Studies with c-AMP-dependent Protein Kinase; Patricia Johansen, psychiatry; 4 p.m.; M100-101, John Morgan Building (Pharmacology).

15 *Lymphoma*; David J. Vaughn, hematology/oncology division; 8 a.m.; Medical Alumni Hall, 1st floor, Maloney, HUP (Medicine).

The Art and Science of Comparing Risks; Richard Wilson, Harvard; noon-2 p.m.; Room 109, Steinberg Hall-Dietrich Hall (Institute for Environmental Studies).

19 *Orphans and Thyroid Hormone Receptors*; Mitchell A. Lazar, endocrine, diabetes and metabolism division; 8 a.m.; Medical Alumni Hall, 1st floor, Maloney, HUP (Medicine).



Almanac

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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.

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