



Carrying the \$2,953,576 check from the Class of '47 are Rosalyn Silverman Hahn (left) and Spencer Zaslow W '47 (right) the Gift Co-Chairs for the Class. Sandy Zaslow (center) accompanied her husband in the Alumni Day Parade.
 Almanac photo by K.C.G.



Commencement photos above and on the cover by Tommy Leonardi

At right, President Judith Rodin leads Speaker Bill Cosby and Provost Stanley Chodorow to the stage at Franklin Field.

Almanac

Tuesday,
 May 20/27, 1997
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Gifts of the 1997 Reunion Classes, and What They Will Fund

Class	# Donors	Dollars	Reunion	Class Project
1932	92	\$ 53,867	65th	Unrestricted
1937	142	389,394	60th	Unrestricted
1942	230	754,525	55th	200K Endowed Scholarship
1947*	320	2,953,576	50th	100K Endowed Scholarship 150K Houston Hall
1952	322	1,010,528	45th	100K Term Scholarship/ 150K/Room in Library
1957	258	1,000,000	40th	Space in Perelman Quad
1962*	225	2,941,706	35th	100K Endowed Scholarship/ 200K complete '62 walkway
1967	366	875,655	30th	200K Endowed Scholarships/ 250K Space in Library/ 50k Marian Anderson Center
1972	582	1,302,334	25th	500K Endowed Scholarship/ 200K Houston Hall
1977	430	557,289	20th	Unrestricted
1982	420	325,000	15th	Unrestricted
1987	415	161,645	10th	Unrestricted
1992	384	26,439	5th	Unrestricted
1997	276	8,557	Seniors	Lounge in Perelman Quad

* New Records for respective reunions.

Thank You, Penn

The "THANK YOU, THANK YOU, THANK YOU" banner that decorated Sweeten Center for Alumni Weekend said it all: Thank you to the literally hundreds of Penn staff, students, and faculty who helped make Alumni Weekend 1997 the most distinctive and festive University-wide celebration of the entire year.

Compliments from alumni were enthusiastic—about the beautiful appearance of campus, about the breadth and quality of the alumni/faculty exchanges, about the friendly hospitality they encountered in every corner of the University community, about the helpfulness of the Kite & Key student volunteers, about the amazing talent of the performing arts groups, about the wonderful attendance and participation in the Parade of Classes.

To witness the preparations for Alumni Weekend is to see Penn at its best—and this spectacular event reinforces for our alumni why they chose Penn in the first place. They experience an extraordinary demonstration of how the best students, how the best faculty and programs, and how the best campus environment all contribute to the outstanding quality of this University.

None of this would be possible without the commitment and dedication of those who volunteer their time and talents to make Alumni Weekend a success. I want to note in particular the contributions of Physical Plant, Public Safety, Dining Services, Residential Living, and each School and Center. I also want to acknowledge the superb efforts of the Development and Alumni Relations staff—for without their determined and spirited planning throughout the year, this weekend could not have the enduring impact that it achieves. Thank you.

— Virginia B. Clark, Vice President, Development and Alumni Relations



Hey! Hey! Hey!
 Commencement coverage in an eight-page Compass pullout...
 The Commencement Address, pp. 12-13

Adopted: Amendments to Proposed Just Cause Procedure

On May 6, 1997 a ballot and explanatory material (see also *Almanac* April 22, 1997) were mailed to all 2,052 members of the standing faculty and standing faculty-clinician educator on whether to adopt the amendments to the Proposed Procedure Governing Sanctions Taken Against Members of the Faculty. The votes cast by the May 22, 1997 deadline were 407 for and 19 against.

The amended procedure has been forwarded to the administration and the Trustees. If adopted by the Trustees, the new procedure will replace pp. 47-51, Section II.E.10., "Suspension or Termination for Just Cause" in the *Handbook for Faculty and Academic Administrators*. (Later this summer, the *Handbook* will be available online at the Provost's homepage on the Penn Web site.)

Interim Secretary: Dr. Lowery

Associate Provost Barbara Lowery has agreed to serve as Interim Secretary of the University during a search for a new Secretary to succeed Barbara Ray Stevens, President Judith Rodin has announced.

"Throughout her tenure as Interim Secretary, and thereafter, Barbara Lowery will remain our Associate Provost," Dr. Rodin said. "I am extremely grateful for her willingness to serve the University by taking on this new challenge."

Dr. Lowery, who is also the Independence Foundation Professor of Nursing, is a former chair of the Faculty Senate and former Ombudsman of the University. She also co-chaired, with Human Resources Vice President H. Clint Davidson, the Benefits Redesign Committee that completed its work this year.



Barbara Lowery

Changes in Computing Support: A New Model

The 1995 campus-wide Task Force to Restructure Computing Across Penn strongly recommended that "primary support"—the first point of contact for a user in need—be located in the schools and units, close to the faculty, staff, and students being served.

In support of that principle, support providers have been gearing up over the last year to provide that support "at home." Now, ISC's Client Services Group, which is responsible for walk-in consulting at the Computing Resource Center (CRC), First Call telephone support services, and help@isc e-mail support services, will begin to take the lead in directing users to their primary support provider.

This means that many people contacting First Call or CRC in the coming weeks will find themselves being directed to a source closer to home:

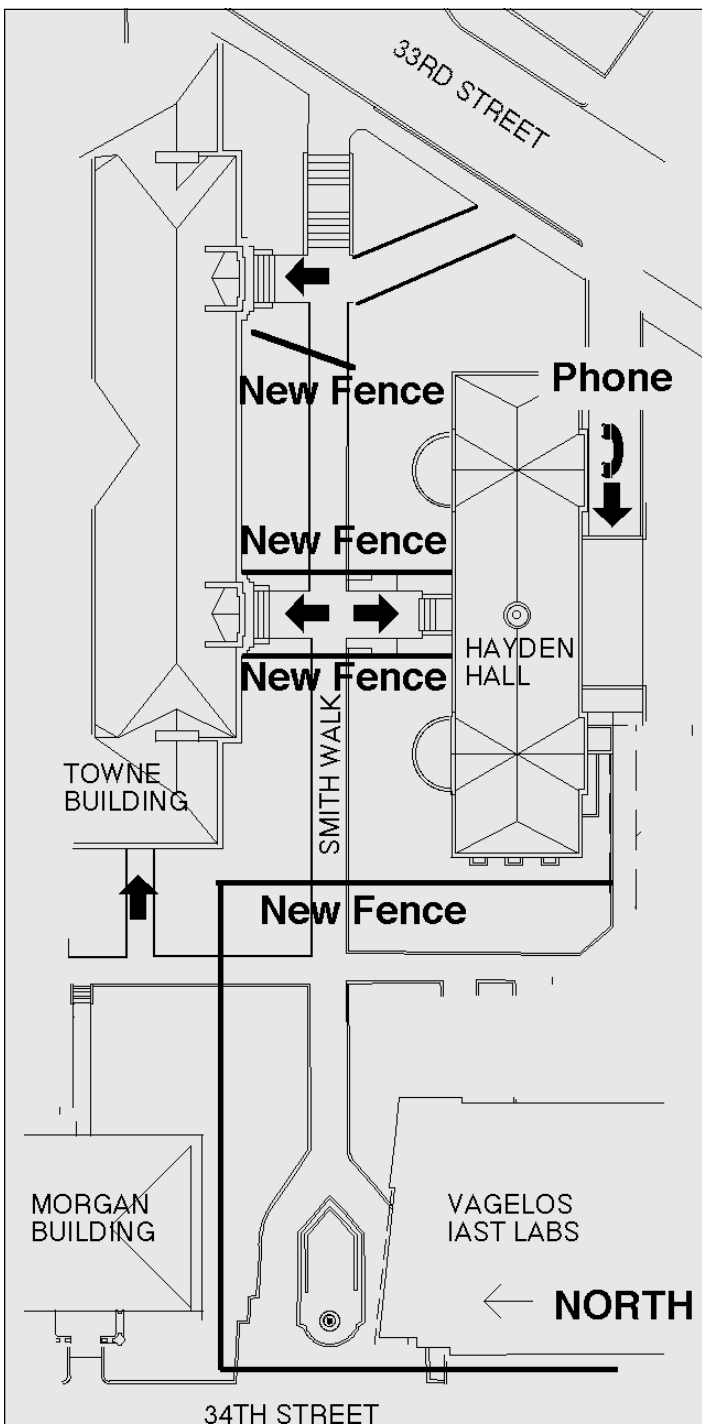
- Faculty and staff will, in almost all cases, be referred back to their school, center, or department for assistance.
- Students in the first-year and college houses will receive primary support from the ambitious new "Computing Support in Residence" program.

Students living off-campus and in other on-campus residences may continue to use CRC and First Call for primary support for another year or more, until the "Support in Residence" program can bring them its benefits too. CRC will continue to serve the entire community as ISC's walk-in contact point for software distribution. In addition, any authorized user will be able to go to CRC (and to several other locations; see www.upenn.edu/computing/help/doc/passport/netid.html) to initiate or alter a PennNet ID.

Questions? Contact your local provider. If you don't know who your local provider is, call First Call at 573-4778 and we can refer you to the proper source.

Penn's new model for computing was developed by the Task Force to Restructure Computing Across Penn. The restructuring project's web site at www.upenn.edu/computing/restruct/ includes a description of the model and has information about related pilot projects that have been underway during the past year, including the "Support in Residence" program.

— Michael Kearney, Director, ISC Client Services Group



Smith Walk Closure

The west end (34th Street) of Smith Walk will be closed to pedestrian traffic from Tuesday, May 27, 1997, through Friday, August 29, 1997. The closure is required to complete new site work, landscaping, and steam service for the Roy and Diana Vagelos Laboratories of the Institute for Advanced Science and Technology.

The Smith Walk entrance between the Towne Building and Hayden Hall will remain open between May 27, 1997 and August 29, 1997 except for four days at the end of June. Access to Hayden Hall during these four days will be from the 33rd Street driveway; a new phone and signage will be installed at this entrance for building access.

This information can also be obtained by visiting the Vagelos IAST Labs construction web site directly at www.upenn.edu/fm/projs/images/.iast.html. For additional information on campus construction projects visit the Facilities Management home page at www.upenn.edu/fm.

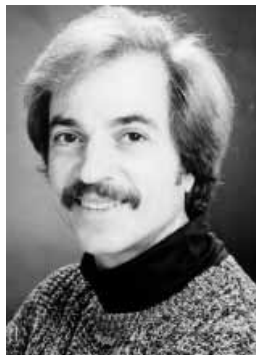
FY 1998 Interdisciplinary Seminars

For FY1998, Provost Stanley Chodorow and Vice Provost for Research Ralph D. Amado announce six awards in the Provost's Interdisciplinary Seminar Fund competition, with two new seminars and four continuing ones.

The newly designed seminars are "The History of Material Texts," by *John Dixon Hunt* of Landscape Architecture and Regional Planning, *Carolyn Marvin* of Communication, *Daniel Raff* of Management, and *Peter Stallybrass* of English; and "Human Relations with Animals and the Natural World," by *Arthur Caplan* of Bioethics, *Robert Kohler* of History & Sociology of Science, *James Serpell* of Veterinary Medicine, and *Robert Seyfarth* of Psychology.

Continuing seminars are "The Chemistry/Biology Interface," by *Andrew Binns* of Biology; "The Power of Sight: Theory and Practice of Vision from Antiquity to Modernity," by *Renata Holod* of History of Art; "The Biological, Computation and Social Sources of Language Learning," by *Lila Gleitman* and *Aravind Joshi* of Cognitive Sciences; and "Imaging and Micromanipulation," by *Lee Peachey* of Biology.

Social Work Teaching Award: Dr. Reisch



Michael Reisch

The recipient of the 1997 Excellence in Teaching Award from the School of Social Work is Dr. Michael Reisch, whose teaching interests are primarily in the areas of social policy, the history and philosophy of social welfare, macro practice, and racism and social welfare. He is professor of social welfare and social work. He received a B.A. from NYU, an M.S.W. from Hunter College School of Social Work, and an M.A. and Ph.D. in Social History and the History of Ideas from SUNY at Binghamton. Prior to joining the Penn faculty he was the director of the School of Social Work and professor of social work and public administration at San Francisco State University and held faculty positions in the School of Social Welfare and the Department of History at SUNY at Stony Brook, the School of Social Work & Community Planning of the University of Maryland, and the School of Social Welfare at the University of California-Berkeley.

He is the author, co-author or editor of eight books and monographs, including *From Charity to Enterprise: The Development of American Social Work in a Market Economy* with Stanley Wenocur, and has published and presented widely on the topics of contemporary social policy, the history of social welfare, community organization theory and practice, politics and social work, and social work values and ethics. He is currently working on four books: *Social Work in the 21st Century* (with Eileen Gambrill), *U.S. Social Policy at the Crossroads: Issues and Alternatives*, a multi-cultural history of U.S. social welfare, and a book on McCarthyism and social work (with Jan Andrews).

A member of the Board of Directors of the Council on Social Work Education, Dr. Reisch is currently Chair of the Council's Commission on Educational Policy, Chair of the National Association of Social Workers' Peace and Social Justice Committee, and a member of the editorial boards of four professional journals.

Veterinary School Teaching Awards

The School of Veterinary Medicine presented ten teaching awards last month at an annual dinner-dance of students and faculty.

Dr. Patricia Sertich, assistant professor of reproduction, received the Carl J. Norden Distinguished Teacher Award established in 1963 to "recognize outstanding teachers who, through their ability, dedication, character and leadership, contribute significantly to the advancement of the profession." Dr. Sertich graduated from the School of Veterinary Medicine in 1983, did a two-year residency in reproduction and joined the faculty as a lecturer in reproduction, in 1985. In 1991, she was appointed assistant professor of reproduction, clinical educator track. She does clinical work at New Bolton Center working primarily with horses who have reproductive problems.

Dr. David Holt, assistant professor of surgery, received the Alumni Teaching Award. The Dean's Award for Leadership in Clinical Science Education was presented to *Dr. Richard Davies*, professor of pharmacology, and *Dr. Urs Giger*, professor of medicine and medical genetics.

The Student Government Awards for Teaching Excellence were presented by each of the four classes to honor an individual who "exemplifies the highest degree of proficiency" in teaching. The graduating class selects three teachers, the other classes each select one. The awards and their recipients were:

The Class of 2000 Teaching Award: *Dr. Paul Orsini*, assistant professor of anatomy;

The Class of 1999 Teaching Award: *Dr. Steven Fluharty*, associate professor of pharmacology in animal biology;

The Class of 1998 Teaching Award: *Dr. Patricia Sertich*; and

The Class of 1997 Teaching Award: *Dr. Cynthia Ward*, assistant professor of medicine, *Dr. Dan Brockman*, assistant professor of surgery, and *Dr. Tony Mogg*, lecturer in medicine, New Bolton Center.



Patricia Sertich



David Holt



Richard Davies



Urs Giger



Paul Orsini



Steven Fluharty



Cynthia Ward



Dan Brockman



Tony Mogg

Medicine's Dr. Haddad, Endocrinologist and Leader in Bone Metabolism

Dr. John G. Haddad, Jr., an internationally renowned endocrinologist and professor of medicine who recently took on a new assignment as associate chair for research in the Department of Medicine, died on Thursday, May 22, at the age of 59.

With his wife, Julia, Dr. Haddad was en route to an international conference in Strasbourg, and the couple had stopped in Paris to visit his niece and her young son when, during a morning stroll to photograph the chapel Sainte-Chapelle, Dr. Haddad collapsed with a massive heart attack.

His sudden loss was mourned by colleagues not only in the School of Medicine but throughout the scientific community, as colleagues recalled his humor and kindness, his love of jazz, comedy and theatre, and his place in science as "a giant in the field of vitamin D metabolism," as his collaborator Dr. Louis Avioli summed it up.

Dr. Haddad came to Penn in 1980 as a full professor and was initially chief of the Endocrine Division at PennMed, a position he held for 12 years before becoming chief of the new Division of Endocrinology, Diabetes and Metabolism at the Medical School.

Last year he was named associate chair for research in his department, where the chairman, Dr. Edward Holmes, praised the combination of research and administrative ability that had enabled him to establish "a premier basic and clinical research program in bone and mineral metabolism."

He was completing the third year-of a three-year term as an at-large member of the Faculty Senate Executive Committee.

A highly respected teacher, clinician and investigator throughout his career, in recent years he was increasingly singled out by colleagues for his ability to draw together promising researchers and ideas from diverse fields for new approaches to problems in both clinical and basic research.

He was world famous for his own discoveries, including the first reliable test for measuring vitamin D levels in the blood, which is now the world standard, and he was noted especially as a bone endocrinologist bridging the fields of skeletal biology and hormone research.

At the time of his death he was principal investigator on four projects—involving functions of the plasma Vitamin D binding protein; the role of estrogen in bone biology and osteoporosis; mineral and skeletal homeostasis; and alendronate in prevention of bone loss during glucocorticoid treatment.

Dr. Haddad published over 130 scientific papers and another 50 book chapters, reviews and editorials, and he served on the editorial boards of half a dozen prestigious journals during his career.

His numerous professional affiliations included—in addition to the American Society for Bone and Mineral Research, which he headed in 1988-89—the Endocrine Society, the Orthopedic Research Society, the American College of Nutrition, and the American Society for Biochemistry and Molecular Biology. He served twice on the scientific advisory board of the Paget's Disease Foundation, and was named chair of it in 1990; and he was on the N.I.H. General Medicine B Study Section, the V.A. Endocrinology Merit Review Board, and the scientific advisory board of the National Osteoporosis Foundation.

Dr. Haddad was a native of New Orleans who earned his B.A. with Honors in Philosophy at Tulane in 1958, and his M.D. there four years later. After an internship at the Philadelphia General Hospital and residency at Charity Hospital in New Orleans, he trained in endocrinology at the University of Virginia Medical School in Charlottesville, and took up a fellowship in endocrinology at Washington University St. Louis.

There, in 1969, he also began his teaching career as an instructor. Named assistant professor two years later, and director of medical education for the Jewish Hospital of St. Louis a year after that, he had become associate professor by 1974. He won an N.I.H. Career Development Award for 1972-75 and a Josiah Macy Jr. Foundation Faculty Scholar Award in 1978.

In addition to his wife he is survived by their daughter, Margaret, and their son, John G. III, and a sister, Joan Daniel. Contributions may be made to the John G. Haddad, Jr. Memorial Lecture Fund, c/o the Trustees of the University of Pennsylvania and sent to Medical Center Development at Suite 400 Penn Tower, 399 S. 34th St., Philadelphia, PA 19104-4385.



John G. Haddad, Jr.



Professor Carlin in 1963

Professor E. Jane Carlin, Pioneer in Two Worlds

Professor Emeritus Eleanor Jane Carlin, a noted physical therapist and brigadier general of the Air Force who was on the Penn faculty for 35 years, died on May 18 at the age of 79.

Professor Carlin was a native of Jenkintown who received her bachelor's degree in physical therapy at Beaver College in 1940, and entered the emerging profession of physical therapy by joining a training program sponsored by the Army. Her class graduated on December 7, 1941; and, as she later told the *Philadelphia Inquirer*, "I woke up a civilian and went to bed a second lieutenant." Within a year she was a captain.

Serving at Walter Reed Hospital in Washington during the early years of the war, she was called to the White House to give physical therapy to President Franklin D. Roosevelt. But by 1945 she was practicing her profession under fire, caring for prisoners of war and local accident victims in Australia, the Philippines, and islands in between.

After the war she earned a master's degree at Penn in 1948 and taught briefly at Drexel University before joining Penn's School of Allied Medical Professions, a pioneering school of its kind with programs in physical therapy, occupational therapy and medical technology. She was to continue with the University for 35 years, becoming full professor and chair of physical therapy, and serving as acting dean of the School, in 1969.

During 15 years of her post-war career she was also the physical therapy consultant to the Surgeon General of the Air Force, and in that role she was promoted to brigadier general—the first woman in the armed forces to achieve that rank.

She was a Lindback Award-winning teacher; a trustee of Beaver College, where she was awarded an honorary doctorate; president of the American Physical Therapy Association and editor for six years of its journal; and winner of the Commonwealth's Distinguished Daughter of Pennsylvania Award.

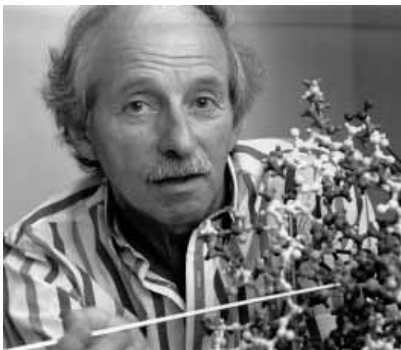
Professor Carlin is survived by three cousins, Andrew Boutcher, Barbara A. Acre and Jack C. Boutcher. The family have suggested contributions to Immaculate Conception Church, 602 West Ave., Jenkintown PA 19046; or to Beaver College, 450 Easton Road, Glenside PA 19038.

HONORS & Other Things

National Academy: Dr. Englander

Dr. E. Walter Englander, the Jacob Gershon-Cohen Professor of Medical Sciences at the School of Medicine, has been elected to the National Academy of Sciences—one of 60 new U.S. members announced at the 134th annual meeting late last month.

Dr. Englander, a member of the biochemistry and biophysics faculty whose work focuses on the structure and function of protein and nucleic acid molecules, is especially known for his work in the field of hydrogen exchange, which he has pursued and developed with his wife, Joan, for many years. On the faculty here since 1966, he also received the American Chemical Society Award in 1994.



Walter Englander

Honorary Degree for Dr. Hirschmann

Dr. Ralph F. Hirschmann, Makineni Professor of Bioorganic Chemistry, received the honorary degree Doctor of Science from the Medical University of South Carolina on May 16. For his work, which focuses on the synthesis of molecules with specific biological and medicinal functions, Dr. Hirschmann has been honored with several awards in 1996: the Padmavathy and Noth Guthikonda Memorial Award of Columbia University; the Dr. Josef Rudinger Award of the European Peptide Society; the American Association of Pharmaceutical Scientists Research Achievement Award in Medicinal and Natural Products Chemistry; and the Philadelphia Organic Chemists's Club Award.



Ralph Hirschmann

Heading Foundation Board: Dr. Vaughan

Dr. Peter B. Vaughan, associate dean of the School of Social Work, has been elected chair of the Board of Managers of The Philadelphia Foundation, the \$144 million community foundation established in 1918. The Foundation manages some 265 charitable trusts that award some \$6.4 million in grants each year to more than 500 organizations in southeastern Pennsylvania.

A member of the Foundation's Board since 1988, Dr. Vaughan has chaired the program and distribution committee which reviews awards, and for three years he was the Board's representative to the Ford Foundation's national initiative, "Planning for Changing Communities, Diverse Needs," to help community foundations identify and respond to increasing ethnic diversity.

Dr. Vaughan continues in his roles as associate professor and associate dean of the School of Social Work.



Peter Vaughan

Hitchcock Award: Dr. Collins

Dr. MarJeanne Collins, director of student health at Penn, is the 1997 recipient of the American College Health Association's Edward Hitchcock Award, named for the founder of the first college health service (at Amherst in 1861). Dr. Collins was cited for her work in premarital immunization requirements for students, for studies in college settings of hepatitis B, measles and meningococcal disease, and for publications in the field. She also won an ACHA Special Award in 1985 for her work with the Vaccine-Preventable Diseases Task Force.

Rose Fund Awards for Student/Faculty Research Projects

Provost Stanley Chodorow and the Council of Undergraduate Deans announce the following recipients of the 1996-97 Rose Undergraduate Research Award.

Student (Faculty Advisor)	Research Title
Alexander J. Berkett (Elaine Simon)	Supermarket Reinvestment in Inner City Markets and Its Implications for Economic Development
Christopher T. Lee (Brent Shaw)	A Tale of Three Cities: Poems One, Four, and Six of Prudentius' Peristephanon
Christine S. Lim (Jonathan Baron)	A Cross-Cultural Study of Protected Values
Felix Olale (Greg Guild, Jon Lindstrom)	Chronic Nicotine Exposure Differentially Affects the Function of Human $\mu 3$, $\mu 4$, and $\mu 7$ Neuronal Nicotinic Receptor Subtypes
Jonah Paransky (Alan T. Johnson)	Fabrication of Colloidal Photonic Crystals

Honorable Mention was given to projects of Jay Armstrong (Vincent C. Pigott) for Molecular Archaeology: The Gender Identification of Human Remains at Non Mak La, Thailand, by PCR; David B. Hanna (Gillian Sankoff) for Do I Sound "Asian" To You?: Linguistic Markers of Asian American Identity; Lisa Levenson (Mark Lloyd) In Philadelphia, Nearly Everybody Read the Bulletin: The 1982 Demise of Philadelphia's Newspaper of Record, and the Broader Crisis of Afternoon Newspapers in America; Joseph Markowitz (Haim H. Bau) for Ultrasonic Inducement of Macromolecular Crystal Growth; and Edton Mock (Richard Estes) for Child Prostitution in Thailand.

Faculty Club Officers, 1997-98

On completion of the spring election process, the leadership of the Faculty Club for 1997-98 has been announced. The officers are:

President: Elsa Ramsden
 Vice President: Morris Mendelson
 Secretary: Roger Allen
 Treasurer: Manuel Doxer
 Members of the Board:
 Michael Cohen Nicholas Constan
 Flora Cornfield Saul Katzman
 Robert Regan Anthony Santomero
 Jerome Singerman Anthony Tomazinis
 Diane-Louise Wormley

photo by Tommy Leonard

Correction: On behalf of *The Compass*, we note with regret the transposition of names under the photographs of Dr. Thomas Dunfee and Dr. Thomas Donaldson in the May 13 feature, "Building Conscience Into Curricula Across the University." In the row of photos at the bottom of page 10, the one on the left is Dr. Dunfee and in the center is Dr. Donaldson.—Ed.

SUSY'97: Symmetry in Physics, Art and Thought

On May 28, at 5:30 p.m. Frank Wilczek of the Institute for Advanced Study in Princeton will present a public lecture on "Symmetry in Physical Law, Art and Thought" in the Rainey Auditorium of the University Museum as the Department of Physics and Astronomy hosts SUSY'97, the Fifth International Conference on Supersymmetries in Physics.

SUSY'97, which has drawn over 200 participants for some 50 lectures by top researchers in the world, is meeting here—mostly in the refurbished 200 College Hall—through May 31. Held previously in Boston, Ann Arbor, Paris, and College Park, Maryland (and scheduled at Oxford University in 1998), SUSY has become one of the most important conferences in the field of theoretical elementary particle physics, according to its Penn coordinators, Dr. Paul Langacker and Dr. Mirjam Cvetcic.

In the past three decades, Dr. Langacker explained, elementary particle physicists have developed and tested a "Standard Model" of the elementary constituents of matter, and the forces between them, that is almost certainly correct down to a distance scale 1/1000th the size of the atomic nucleus. However, there are many hints that there may be an even more fundamental "unified theory" of all of the basic forces, which manifests itself on even smaller distance scales. Promising theoretical developments on "superstring theories" suggests that nature may have a simple underlying description ("theory of everything") which incorporates all matter, forces, and the nature of space and time. A fundamental ingredient of such theories is supersymmetry, a relation between the types of particles associated with matter and those associated with forces.

Both theoretical and experimental developments in this work are being reviewed at SUSY'97. For information, contact Mirjam Cvetcic at 898-8153, send e-mail to susy97@dept.physics.upenn.edu, or see the conference's Web site, dept.physics.upenn.edu/susy97/

Permit Parking: FY 1998 Rates

For the 1998 academic year permit parking fees will increase an average of 4.45% which equates to a 56¢ per week increase in most University parking lots. The average permit parking rate will be \$3.08 per working day and compares favorably with the minimum daily rates of \$6.50 and \$7.00 that non-permit holders currently pay in Penn's transient parking lots.

The general permit parking fee structure is responsive to the University policy requiring the Parking Program to be self-supporting. Parking income is used to cover the cost of surface lot improvements (e.g., pavement, fencing, striping, control gates), reduce the construction debt on garages, finance new construction of parking facilities, pay parking taxes and real estate rental fees, pay the salaries of attendants, and cover the cost of operating expenses (e.g., electricity, decals, snow removal).

1997-1998 Permit Parking Rates

(15% city of Philadelphia Parking tax included)

Permit Class/Description	Annual Rate (Sept-Aug)	Two Semester Rate (Sept-May)
CLASS 1 (F/S Garages #30,#44)	\$1,034.00	- N/A -
CLASS 2 (F/S Core Commuter)	\$777.00	\$605.25
CLASS 3 (F/S Peripheral Commuter)	\$648.00	\$504.00
CLASS 4 (F/S Remote Commuter)	\$477.00	\$375.75
CLASS 5 (Student Commuter)	\$543.00	\$432.00
CLASS 6 (24 Hour Parking)	\$1,041.00	\$807.75
CLASS 7 (Evening: 4 PM-11 PM)	\$300.00	\$243.00
CLASS 8 (Motorcycle Commuter)	\$129.00	\$101.25
CLASS 9 (Motorcycle 24 Hour)	\$252.00	\$193.50
CLASS 11 (Garage #7 - HUP)	\$831.00	\$650.25

University faculty and staff are encouraged to pay their parking fees in installments through automatic payroll deduction. Equal installments (twelve monthly or fifty-two weekly) will be taken from each pay issued September through August.

— Robert Furniss, Director Transportation and Mail Services

Class of 2001 Reading Project: *Lincoln at Gettysburg*

The Council of Undergraduate Deans has announced the selection of *Lincoln at Gettysburg*, by Gary Wills, as the text for this year's Penn Reading Project and invites members of the faculty to join in leading first-year students in group discussion Sunday afternoon, August 31.

The faculty and student text selection committee, led by the Chair of the Residential Faculty Council and including representatives from the undergraduate schools and SCUE, considered over two hundred nominations faculty, students and staff before choosing Wills's book for the way he "explores issues of language and culture that bear directly on America's sense of itself. As Wills puts it," the committee quoted:

The Gettysburg Address has become an authoritative expression of the American spirit—as authoritative as the Declaration itself, and perhaps even more influential, since it determines how we read the Declaration. For most people now, the Declaration means what Lincoln told us it means, as a way of correcting the Constitution itself without overthrowing it. It is this correction of the spirit, this intellectual revolution, that makes attempts to go back beyond Lincoln to some earlier version so feckless. The proponents of states' rights may have arguments, but they have lost their force in courts as well as in the popular mind. By accepting the Gettysburg Address, its concept of a single people dedicated to a proposition, we have changed. Because of it, we live in a different America.

Those interested in leading a session should contact the Office of Academic Programs in Residence (898-5551). Copies of the Touchstone/Simon & Schuster edition and other materials will be sent to leaders in July, and workshops will be held in late August and on Penn Reading Project Day. More information is at the Reading Project web site: <http://dolphin.upenn.edu/~prp/index.html>.

Speaking Out

The following is in response to a letter by Michael Masch in Almanac April 22, which responded to Dr. Vining's letter of the same issue.

Head to Come

I sympathize with the struggles of Mr. Masch to get our budget under control. Still, there is colossal waste. McNeil, I'm sure, is replicated all across campus. And some professors are over-paid. We now have students teaching students. And the bureaucracy. Yale is trying to pull back from the brink. Why not we?

Anybody who's been around here awhile will notice a much prettier campus. But it's escalating. It's not clear where we're going. There were errors strewn through my previous letter. First, it appeared on Passover (April 22, 1997), which was rude, to say the least. When it was written (March 27, 1997), Passover was not on my radar screen, or anyone else's, for that matter. And Penn is a resolutely secular institution. Second, I should have said "some blacks" and "some Jews", instead of "the blacks" and "the Jews". The latter is particularly silly, since Pioneer funds or has funded at least 2 Jews: Robert Gordon (sociology—Johns Hopkins) and Michael Levin (philosophy—CCNY). Third, the geometry of the men's room on the ground floor

of McNeil is all screwed up: the urinals are on the right and the washbasins straight ahead. Fourth, the editor was quite right to flag my murder in 1995-96: that murder (of a graduate student in mathematics) occurred August 1994. It must have gotten some publicity in 1995-96, confusing me. Finally, in an equal opportunity university, there are plenty of princesses, duchesses, countesses, and ladies around, in addition to all the princes, dukes, earls, and lords. Forgive me for overlooking them.

— Daniel R. Vining, Jr.
Associate Professor of Regional Science

Al Fresco Favorites

This summer, the Compass Features section will report on outdoor dining at and around Penn. This article will feature not only the area restaurants with outdoor seating, but also good places on and around the campus to bring food to eat, and good food to take to them (besides a lunch you pack yourself).

While the article will be based on my own observations of restaurants, food trucks and outdoor spaces, I want to include what others have to say as well. Is there a truck/takeout place that you consider unusually good? Why does it rate in your book? And when you feel like dining al fresco, where do you like to go on or around the campus? What do you find

special about the place?

I'd like to get as many comments as possible from Penn people: students, faculty and staff. The results of this unscientific survey will be incorporated into the article, and I may contact some respondents for further comments. You may register your opinions in one of three ways:

- via intramural mail to Sandy Smith, Office of University Relations, 200 Nichols House/6106
- via direct e-mail to smiths@pobox.upenn.edu
- via e-mail follow-up to the thread "Your Favorite Food Truck/Outdoor Dining Spot" on the Usenet news groups upenn.general, upenn.food-trucks and upenn.talk.

— Sandy Smith,
News & Public Affairs

Letters on Hold

Two letters to Speaking Out have been held for responses, one of them on the cost of renovations and architectural preliminaries approved by the Trustees May 2, and the other in relation to the use of home addresses for mailing of benefits packets to staff.

Publication is expected in the June 17 issue.—Ed.

Speaking Out welcomes short, timely letters on University issues. During weekly publication they are accepted by Thursdays at noon for the following Tuesday's issue, subject to right-of-reply guidelines. The deadline for letters in the June 17 issue is Thursday, June 12. Please see the staff box on page 19 for email and fax addresses.—Ed.

On April 14, during its annual spring meeting in Washington, D.C., the Association of American Universities, made up of 62 leading North American research universities, adopted the statement below, expressing strong support for continued attention to diversity in university admissions. These institutions are represented at the association meetings by their president or chancellor—in Penn's case, President Judith Rodin. The statement also appeared as an advertisement in The New York Times.

On the Importance of Diversity in University Admissions

For some time, the consideration of ethnicity, race, and gender as factors in college and university admissions has been strenuously discussed both within and outside of the academy.

The public debate about the goal of diversity, as well as affirmative action; the 1995 decision of the Regents of the University of California to discontinue any special consideration of ethnicity, race, and gender as factors in admissions; the passage of Proposition 209 in California; and the *Hopwood* ruling of the Fifth Circuit Court of Appeals have all combined to create substantial uncertainty about the future representation of minority students within our student bodies. Special efforts to identify and enroll women—particularly but not only in fields such as mathematics, the physical sciences, and engineering—may also be affected.

As members of the Association of American Universities, we therefore want to express our strong conviction concerning the continuing need to take into account a wide range of considerations—including ethnicity, race, and gender—as we evaluate the students whom we select for admission.

We speak first and foremost as educators. We believe that our students benefit significantly from education that takes place within a diverse setting. In the course of their university education, our students encounter and learn from others who have backgrounds and characteristics very different from their own. As we seek to prepare students for life in the twenty-first century, the educational value of such encounters will become more important, not less, than in the past.

A very substantial portion of our curriculum is enhanced by the discourse made possible by the heterogeneous backgrounds of our students. Equally, a significant part of education in our institutions takes place outside the classroom, in extracurricular activities where students learn how to work together, as well as to compete; how to exercise leadership, as well as to build consensus. If our institutional capacity to bring together a genuinely diverse group of students is removed—or severely reduced—then the quality and texture of the education we provide will be significantly diminished.

For several decades—in many cases, far longer—our universities have assembled their student bodies to take into account many aspects of diversity. The most effective admissions processes have done this in a way that assesses students as individuals, while also taking into account their potential to contribute to the education of their fellow-students in a great variety of ways. We do not advocate admitting students who cannot meet the criteria for admission to our universities. We do not endorse quotas or “set-asides” in admissions. But we do insist that we must be able, as educators, to select those students—from among many qualified applicants—who will best enable our institutions to fulfill their broad educational purposes.

In this respect, we speak not only as educators, but also as concerned citizens. As presidents and chancellors of universities that have historically produced many of America's leaders in business, government, the professions, and the arts, we are conscious of our obligation to educate exceptional people who will serve all of the nation's different communities. The evaluation of an individual applicant to our universities cannot, therefore, be based on a narrow or mainly “statistical” definition of merit. The concept of merit must take fully into account not only academic grades and standardized test scores, but also the many unquantifiable human qualities and capacities of individuals, including their promise for continuing future development. It must include characteristics such as the potential for leadership—especially the requirements for leadership in a heterogeneous democratic society such as ours.

We therefore reaffirm our commitment to diversity as a value that is central to the very concept of education in our institutions. And we strongly reaffirm our support for the continuation of admissions policies, consistent with the broad principles of equal opportunity and equal protection, that take many factors and characteristics into account—including ethnicity, race, and gender—in the selection of those individuals who will be students today, and leaders in the years to come.

Association of American Universities Member Institutions:

Brandeis University
The Pennsylvania State University
University of Kansas
Brown University
Princeton University
University of Maryland, College Park
California Institute of Technology
Purdue University
University of Michigan
Carnegie Mellon University
Rice University
University of Minnesota, Twin Cities
Case Western Reserve University
Rutgers, The State University of New Jersey
University of Missouri, Columbia
The Catholic University of America
Stanford University
University of Nebraska, Lincoln
Clark University
Syracuse University
University of North Carolina, Chapel Hill

Columbia University
Tulane University
University of Oregon
Cornell University
University of Arizona
University of Pennsylvania
Duke University
University at Buffalo—
State University of New York
University of Pittsburgh
Emory University
University of California, Berkeley
University of Rochester
Harvard University
University of California, Davis
University of Southern California
Indiana University
University of California, Irvine
University of Texas, Austin
Iowa State University
University of California, Los Angeles

University of Toronto
The Johns Hopkins University
University of California, San Diego
University of Virginia
Massachusetts Institute of Technology
University of California, Santa Barbara
University of Washington
McGill University
University of Chicago
The University of Wisconsin, Madison
Michigan State University
University of Colorado, Boulder
Vanderbilt University
New York University
University of Florida
Washington University in St. Louis
Northwestern University
University of Illinois, Urbana-Champaign
Yale University
The Ohio State University
University of Iowa

Affirmative Action Report for 1986-96

The Office of Institutional Research and Planning Analysis has issued its latest report on the distribution of the University's standing faculty by rank, race, ethnicity and sex, in relation to the pool of available Ph.D.s by discipline. Excerpted from that report are the data here on the new assistant professor appointments at Penn from 1986 through 1996. The full Affirmative Action Report is available offices of the deans and the school affirmative action officers. Copies are also available from Linda Koons in the Office of the Provost.

University of Pennsylvania Standing Faculty: New Hires at Assistant Professor Rank, 1986-96 National Ph.D. Pool 1985-95: Proportional Representation by Gender and Race

	New Hires 1986-96		Proportional Representation		New Hires 1986-96				Proportional Representation				US Ph.D. 1985-95
Department	Women	Men	Women	Men	Black	Asian	Hispanic	Other	Black	Asian	Hispanic	Other	Total
Arts & Sciences: Humanities													
Asian & Middle East'n Studies	5	3	3.1	4.9	0	2	0	6	0.1	1.2	0.1	6.6	514
Art History	4	0	2.7	1.3	0	0	0	4	0.1	0.1	0.1	3.8	1617
Classical Studies	1	1	0.4	0.6	0	1	0	1	0.0	0.0	0.0	1.0	635
English	10	10	11.6	8.4	2	0	1	17	0.3	0.4	0.2	19.0	6402
Folklore & Folklife	1	1	1.1	0.9	0	0	0	2	0.0	0.1	0.1	1.8	3820
German	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	877
History	5	7	4.2	7.8	2	1	1	8	0.4	0.3	0.3	11.1	6944
Linguistics	1	6	3.7	3.3	0	1	0	6	0.1	0.4	0.2	6.3	2215
Music	3	2	1.8	3.2	0	1	0	4	0.1	0.2	0.1	4.6	6266
Philosophy	2	2	1.0	3.0	0	0	0	4	0.1	0.1	0.1	3.8	2896
Religious Studies	0	1	0.2	0.8	0	0	0	1	0.0	0.0	0.0	0.9	2360
Romance Languages	5	5	6.6	3.4	1	0	3	6	0.2	0.1	2.0	7.7	3300
Slavic Languages	1	0	0.5	0.5	0	0	0	1	0.0	0.0	0.0	1.0	376
South Asia Studies	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	290
Arts & Sciences: Social Sciences													
Anthropology	4	5	4.8	4.2	0	0	0	9	0.2	0.3	0.3	8.2	3820
Economics	4	26	6.2	23.8	0	3	1	26	0.6	1.6	0.4	27.4	9464
History & Sociology of Science	2	0	0.8	1.2	0	0	0	2	0.0	0.1	0.0	1.9	298
Political Science	1	7	2.1	5.9	0	0	1	7	0.4	0.3	0.2	7.2	5155
Regional Science	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	10833
Sociology	3	4	3.4	3.6	2	0	0	5	0.4	0.3	0.3	6.1	5224
Arts & Sciences: Natural Sciences													
Biology	2	6	3.0	5.0	0	0	0	8	0.1	0.6	0.2	7.1	49019
Chemistry	0	6	1.5	4.5	0	0	0	6	0.1	0.5	0.1	5.3	22764
Geology	0	1	0.2	0.8	0	0	0	1	0.0	0.0	0.0	1.0	1752
Mathematics	1	8	1.7	7.3	0	3	0	6	0.1	0.6	0.1	8.2	10213
Physics	2	12	1.5	12.5	1	2	0	11	0.1	1.0	0.2	12.7	15305
Psychology	4	6	5.7	4.3	0	0	0	10	0.3	0.2	0.3	9.1	35216
Wharton													
Accounting	4	11	4.7	10.3	0	3	0	12	0.3	0.7	0.1	13.9	1878
Operations & Info. Science	2	10	2.8	9.2	0	2	0	10	0.1	1.1	0.1	10.7	1397
Finance	1	17	2.5	15.5	0	2	1	15	0.3	1.6	0.2	15.9	1628
Health Care Systems	0	1	0.5	0.5	0	0	0	1	0.1	0.0	0.0	0.9	2381
Legal Studies	3	9	2.3	9.7	2	0	0	10	0.1	0.4	0.3	11.2	315
Management	10	19	7.1	21.9	2	4	0	22	0.6	1.8	0.4	26.2	1959
Marketing	3	7	3.0	7.0	0	2	0	8	0.2	0.6	0.1	9.2	1454
Public Policy & Management	0	4	1.5	2.5	0	1	0	3	0.3	0.1	0.1	3.4	970
Statistics	1	4	1.2	3.8	0	2	0	3	0.1	0.5	0.0	4.4	1970
Other Departments	1	1	N/A	N/A	0	0	0	2	N/A	N/A	N/A	N/A	N/A
Engineering													
Bioengineering	1	2	0.6	2.4	0	0	0	3	0.0	0.2	0.0	2.7	1211
Chemical Engineering	1	1	0.2	1.8	0	0	0	2	0.0	0.2	0.0	1.8	5733
Computer & Info. Science	1	12	1.1	11.9	1	5	0	7	0.1	1.6	0.1	11.2	1263
Systems	0	3	0.2	2.8	0	3	0	0	0.0	0.2	0.0	2.7	5345
Electrical Engineering	2	4	0.4	5.6	0	2	1	3	0.1	0.7	0.1	5.2	10296
Materials Science	2	2	0.5	3.5	0	0	0	4	0.0	0.4	0.0	3.5	3004
Mechanical Engineering	0	4	0.2	3.8	0	2	1	1	0.0	0.4	0.0	3.6	6841

Department	New Hires 1986-96		Proportional Representation		New Hires 1986-96				Proportional Representation				US Ph.D. 1985-95
	Women	Men	Women	Men	Black	Asian	Hispanic	Other	Black	Asian	Hispanic	Other	Total
Nursing School	33	0	31.7	1.3	2	0	1	30	1.2	0.5	0.4	30.9	3158
Grad. School of Education	8	4	6.9	5.1	4	0	1	7	0.9	0.2	0.4	10.5	71759
School of Social Work	6	1	4.4	2.6	1	1	1	4	0.6	0.2	0.2	6.0	2580
Annenberg School	2	1	1.4	1.6	0	1	0	2	0.2	0.1	0.1	2.7	3441
Graduate School of Fine Arts													
Architecture	4	1	*	*	0	0	0	5	*	*	*	*	*
City Planning	0	1	*	*	0	0	0	1	*	*	*	*	*
Fine Arts	0	0	*	*	0	0	0	0	*	*	*	*	*
Landscape Architecture	2	2	*	*	0	0	0	4	*	*	*	*	*
Law School	5	8	3.8	9.2	0	0	0	13	0.9	0.3	0.3	11.5	10411
Medical School: Basic Sciences													
Cell & Developmental Biology	4	4	3.1	4.9	0	0	0	8	0.1	0.4	0.2	7.3	839
Biochemistry & Biophysics	0	7	2.5	4.5	0	2	0	5	0.1	0.7	0.1	6.1	8756
Genetics	3	5	3.6	4.4	0	1	0	7	0.1	0.6	0.2	7.2	1572
Microbiology	0	6	2.4	3.6	0	0	0	6	0.1	0.5	0.2	5.3	3632
Molec. & Cell. Engineering	0	6	2.4	3.6	0	1	0	5	0.1	0.6	0.1	5.3	6431
Neuroscience	1	7	3.1	4.9	0	1	0	7	0.1	0.5	0.2	7.2	3206
Pharmacology	2	7	3.4	5.6	0	2	0	7	0.2	0.8	0.2	7.9	2776
Physiology	0	7	2.5	4.5	0	1	1	5	0.1	0.5	0.1	6.3	2852
Medical School: Clinical Sciences													
Anesthesia	12	36	12.1	35.9	1	2	0	45	1.5	6.0	1.3	39.2	4093
Dermatology	7	5	3.8	8.2	0	0	0	12	0.3	1.2	0.3	10.1	561
Emergency Medicine	5	10	N/A	N/A	1	0	1	12	N/A	N/A	N/A	N/A	N/A
Medicine	39	126	36.9	128.1	6	9	3	147	4.4	16.0	4.8	139.9	19718
Neurology	6	28	7.6	26.4	1	3	1	29	0.3	3.1	1.0	29.6	2446
Obstetrics & Gynecology	25	30	19.4	35.6	3	2	0	50	3.2	4.3	2.5	45.0	3408
Ophthalmology	8	14	4.5	17.5	0	1	1	20	0.4	2.2	0.5	18.8	1470
Orthopedic Surgery	1	21	2.1	19.9	1	1	0	20	0.4	1.4	0.4	19.8	1282
Otorhinolaryngology	2	12	2.7	11.3	0	2	0	12	0.2	0.8	0.2	12.8	839
Pathology	16	30	11.5	34.5	0	1	2	43	0.6	5.3	1.5	38.6	1637
Pediatrics	43	72	44.7	70.3	4	4	0	107	3.6	9.9	4.9	96.5	8695
Psychiatry	18	39	18.5	38.5	2	2	2	51	2.0	3.5	2.1	49.4	6816
Radiology	27	45	14.9	57.1	1	6	1	64	1.4	8.6	2.0	60.1	5240
Radiation Oncology	8	21	6.0	23.0	1	1	0	27	0.5	3.5	0.8	24.2	5240
Rehabilitation Medicine	5	10	5.8	9.2	1	0	0	14	0.5	1.7	0.6	12.2	770
Surgery	8	54	6.8	55.2	2	3	0	57	1.6	4.7	1.7	53.9	7027
Dental School: Basic Sciences													
Biochemistry	0	0	0.0	0.0	0	0	0	0	0.0	0.0	0.0	0.0	7638
Histology, Embriol., Anatomy	1	0	0.4	0.6	0	0	0	1	0.0	0.1	0.0	0.9	1241
Microbiology	0	1	0.4	0.6	0	0	0	1	0.0	0.1	0.0	0.9	3951
Pathology	0	1	0.4	0.6	0	0	0	1	0.0	0.1	0.0	0.9	1240
Dental School: Clinical Sciences													
Clinical Departments	11	28	*	*	5	5	0	29	*	*	*	*	*
Veterinary School: Basic Sciences													
Animal Biology	2	4	1.0	5.0	0	0	0	6	0.0	0.0	0.2	5.8	243
Pathobiology	4	7	3.9	7.1	0	1	0	10	0.2	0.9	0.2	9.7	1240
Veterinary School: Clinical Studies													
New Bolton Center	11	12	*	*	0	0	0	23	*	*	*	*	*
Philadelphia	10	14	*	*	0	0	0	24	*	*	*	*	*
Dean's Office	0	0	*	*	0	0	0	0	*	*	*	*	*

* Because the figures in these areas are both limited and inconsistent with those which comprise the national pools reflected in the bulk of this report, we have not made similar calculations for proportional representation.

The Baccalaureate Messages of President Rodin and Mme. Veil

Sense and Sensitivity *by Judith Rodin*

On this occasion of great solemnity, there is also much reason for celebration. Your years of study, research, and activity reach a pinnacle today, as we ask you to go forth and to share the privilege of your education with others.

We have aspired to educate you on two levels: They are very much two sides of a scale and, if we have done our job well, the sides are in balance. On one side of the scale is your classroom education—the domain of hard questions, deep thought, and critical analysis. On the other side of the scale is the education you received outside the classroom—the domain of co-curricular pursuits, healthy competition, and lasting friendships.

Both sides are necessary for balance, for intellect does not always translate into caring. Good grades do not necessarily come with a good heart. And deep thinkers may not be the most thoughtful soul-searchers.

During your time here, it has been our effort to give you the tools to be all of these things, to help you become whole people: to be smart and to be sensitive; to be willing to gain knowledge and to share it; to learn and to love.

When you leave Franklin Field tomorrow, you will not leave Penn behind if you use wisely the tools we have given you, if you take away from here both a sharpened intellect and an open heart.

Reinhold Niebuhr, known as one of the greatest theologians of our century, believed that hope, faith, and love are the very roots of human existence. In his words: “Nothing that is worth doing can be achieved in a lifetime; therefore we must be saved by hope. Nothing which is true or beautiful or good makes complete sense in any immediate context of history; therefore we must be saved by faith. Nothing we do, however virtuous, can be accomplished alone, therefore we must be saved by love.”

Celebrate the love in your lives, the relationships you have built, the friends you have made, the goals your friends and family have helped you realize. And always attend to what is important in life.

The important things are not always readily apparent, for it is easy to simply live from day to day. Sometimes the important things are not brought to the fore until we experience a life-changing event. It is then that we recognize the importance of the transcendent notions of hope, faith, and love, which are too often obscured by the sometimes gritty reality of daily living.

A Pulitzer Prize-winning columnist and author named Anna Quindlen, who is acclaimed for documenting the transcendent in the everyday, describes it this way: “It was not until the aftermath of my mother’s death that I began to realize that I would have to fashion a life for myself . . . Up until that point, life had fashioned me. There had been almost no decisions for me to make, in part because I was not permitted to make them, and in part because I saw no path other than the one I was on.

“I went to school, did well, came home, ate dinner, finished my homework, went to bed. I

fought with my brothers and loved—but did not know—my parents. I wore what my friends wore and said the kinds of things they said . . . There were . . . good reasons not to interfere with such a life.”

With her mother’s death on a January night, Quindlen wrote, “a kind of earthquake in the center of my life shook everything up, and left me to rearrange the pieces . . . I have had to approach some simple tasks in new ways . . . what I have learned since that January night many years ago is that life is not so much about beginnings and endings as it is about going on and on . . . Muddling through the middle. . . . Living out loud.”

As Quindlen found—and as I believe, too—we need not look far for inspiration, for individuals whose remarkable lives give us pause, for individuals who give us the faith to blend sense and sensitivity. You are all inspirational. You mark a great achievement this day and you deserve to go forward with great hope.

Let us look for inspiration, too, from individuals all around us—like the five women whose personal stories are chronicled in a book called *Composing a Life*. Each is remarkable for her accomplishments and for her approach to life. The first, the wife of psychologist Erik Erikson, is a dancer, writer, and jewelry designer; the second is the first black woman president of Spelman College; the third is a psychiatrist and researcher on homelessness; the fourth is an entrepreneur and an electrical engineer who contributed to Skylab; and the fifth is the author of the book—the daughter of anthropologists Margaret Mead and Gregory Bateson—who has spent much of her career in higher education.

They all agree on what helped them to succeed: It was hope, faith, and love in themselves and in others. This, they realized, is what is important in life. This is what matters. The changes in their lives—births and deaths, marriages and divorces, career changes and unexpected decisions—all taught the same lesson: To understand what is important and to make it a priority.

The author, Mary Catherine Bateson, describes it like this: “Each of us constructs a life that is her own central metaphor for thinking about the world. . . . Mostly, they look like ongoing improvisations, quite ordinary sequences of day-to-day events. . . . [but] each one is a message of possibility.”

And with each message of possibility comes an irrefutable responsibility. It is the responsibility to use your intellect to help you work from your heart, despite all manner of change and adversity. As Bateson wrote, it is not for us “to confirm what is” but “to imagine what could be,” and to weave it into our lives.

Hope, faith, and love: These are what make life meaningful. These are what is important.

If you believe this, you too will compose a good life.

That is my hope for you, the Class of 1997. Congratulations and God bless you.

Privilege and Humanity

by Simone Veil

It is a great honor for me to be named Doctor Honoris Causa of the University of Pennsylvania, and I give my warmest thanks to the President and the Board of this venerable university for having chosen me.

Nevertheless, I ask myself why I have been chosen, and it is that question that I will try to develop further.

When I received your letter advising me of your choice, many memories from my school days came back to me: I remembered that your town was founded at the end of the 17th century by William Penn, a visionary who intended to build a “city of fraternal love.” For this reason, Philadelphia quickly became the “Athens of Colonial America,” and was going to play a very important part in the history of the rising United States of America.

I tried to refresh my memory: I verified that it was in 1776, in Philadelphia, that the Colonial Congress voted for the independence of the federation. And that it was in 1787, still in Philadelphia, that the American constitution was approved, making Philadelphia, until 1800, the seat of the federal government. And she was the first capital of the United States.

But in my mind, Philadelphia is also linked with the memory of a man considered by the French to be the most illustrious of all Americans, I mean to say Benjamin Franklin, who made his career in Philadelphia and was the city’s representative from 1751 to 1764 and was the founder of your University.

Remember that Benjamin Franklin was the first American Ambassador to France. He was regarded as a pioneer in the defense of liberty, of the coming human rights, and of the declaration of independence.

I told you that I had asked myself why I have been given the honor of being chosen by you to receive this distinction. I know that the dream of the founders of this country was to give to the world a model of democracy, and to see in Europe, as on this side of the Atlantic, the founding of a United States of Europe. This was a great subject of discussion all through the 19th century on our side of the Atlantic, as, for example, you can still read in the works of Victor Hugo.

So, perhaps, this honorary doctorate is above all awarded to the first President of the European Parliament, a parliament which may have appeared to many Americans as the first step toward a United States of Europe.

It seems to me that I am receiving this honorary doctorate because I am a very firm believer in Europe, and, I hope, a very believable European. Because in my youth, among the innumerable victims of the Nazi barbarism, my faith in Europe found its prime source, in my wish to see the nations of Europe cease their suicidal behavior after so many wars, and, particularly for the

last war, so much barbarity. I am a European in favor a greater solidarity among men and peoples, and first and foremost, among Europeans.

I would like to talk about something I believe to be very important and that was absolutely ignored by both the constitution born of your country's first constitutional convention, and that stemming from the French revolution—that is the role of women in our societies.

It took a century for that issue to arise, and two centuries to see the beginnings of a solution to it.

I am not particularly feminist, but I am surely in favor of giving the same rights to men and to women and I have attempted, all through my political career, to make progress in this matter.

In that domain, the role played by American women was paradigmatic. Very few Europeans today even know that the International Day of Women on May 8th is an American initiative. The European suffragettes at the beginning of this century, however, modeled themselves on their sisters across the Atlantic.

This honorary doctorate also seems to me to be a tribute to the work of those women who, slowly but surely, in Europe, are finding their way in the world of politics.

If we are to speak of politics, let us remember that the American Philosophical Society of Philadelphia, the first American academy, was very active in the creation of American political science, and very active in the creation of a new science, sociology, which, in our century, with anthropology, is considered to be the main American scientific contribution to social and human science.

I presume that the distinction with which you honor me today is also a reminder of centuries-old relationship between France and the United States. Thus, all over the world, your university's reputation for its efforts to dispel stereotypes, to reduce misunderstandings among intellectuals on both sides of the Atlantic and thereby to seek answers to shared problems, is well established. I am thinking of the development of initiatives to establish social peace and peace among peoples; I am thinking of the directing or emerging technologies for promoting the creation of jobs for the youth; I am thinking of the creation of strong cultural links across national boundaries. And above all, I believe that the business of the university is not only to produce but to diffuse knowledge, considered by all to be the incorporeal, good of permanent value, as the main starting point for the building of a better future. In this increasingly complex world, on the eve of the third millennium, the emphasis must be on the interface between technology and science, and between science and culture.

Under what conditions can the academic community work for the creative process in support of the never-ending search for a better life in a friendly society and environment? And finally, how must students prepare themselves

and be prepared by their masters in order to receive the most and the best that universities can provide them?

These are, along with others, the questions faced by universities and their communities in their mutual effort to answer the demands of modern societies. The changes in the way of being and having inside our societies almost all over the world make it obvious that we need a "new contract" between students and universities, and between universities and other authorities in the political, economic and social realms. This new contract must be established in order to respond to the challenges of the upcoming century. I must take into consideration the aspirations of the youth for self-accomplishment inside our ever-changing environment, the respect of the experience of the elders, and, surely, it has to convince decision- and opinion-makers of the need to offer the advantages of knowledge, of culture, and of science to a large number of people.

That is a necessary condition if they wish, in answer to Europe's plea, to fight unemployment and, in answer to the plea of American society, to build the forces for eradicating violence of all kinds: man's violence against his fellow man, but also against himself; I am thinking of drugs, rape, murder. Surely universities are the place where knowledge is shared in a confident atmosphere and during a period of life when one nourishes dreams and has the strength and the time to make them work in everyday reality, now and in the future. Let me say that it is what I have

experienced myself in my own academic endeavors. In a Europe which experienced the humiliation of man by man and on behalf of man. That is how I describe the disaster caused by fascism, nazism and communism.

It seems to me that definitely it is against that perversion of humanitarian values that we must build our own humanism. It must be founded on the principle of enhancing for all, all the advantages that freedom, culture, science, knowledge and art can procure. All men, regardless of gender, economic or social condition must enjoy the goods of civilization and of culture freely. That is in my mind the ultimate aim of education. Let us make the books speak to everybody; that is surely the highest achievement that high education can serve: to prepare young people for an intergenerational solidarity; to give them the possibility to realize how enriching mutual respect for others is for all; and to see what an exciting life is the one based on the willingness to share efforts to improve, for man's sake, the conditions of life and the instruments for action; and to understand how fundamental it is to innovate the forces for building a better tomorrow. All these are what the academic community aspires to achieve.

At any rate, I shall underline that in my mind, no other institution but the university has been charged by the citizens with such an exciting mission. No other community may procure a more effective spiritual component for a courageous, rewarding and happy life based on justice. No one more than students may be better prepared to face the complexity of the modern world. And this, because they are the only people to have the privilege of living with their fellows in the center of a world whose critical mass allows them to create more knowledge, new tools for managing the forces of well-being, of giving and sharing—a world that has the capacity to face adversity in this often unfriendly society.

My message to people like you would be double: first, don't forget that you are the over-privileged ones, having the moral and material advantages, and second, remember that this position makes you the models for the accomplishment of man's highest aspirations. Any future success will be your own. But your failure will also be our failure; it will have universal effects. In this world, where no man is an island, you are in the limelight; everyone keeps their eyes on you.

You carry our hopes; you can make our dreams a reality. One piece of advice: mind your step before you begin to climb. Students, young women and young men, from the bottom of my heart, I wish you good luck for your life.

Next pages: Commencement coverage, including remarks of the Senate Chair and the Commencement Speaker are followed by a pullout section of Compass features.



Penn's 1997 Baccalaureate Speaker, Mme. Simone Veil, the former French Minister of State for Social, Health and Urban Affairs.

Photo by Tommy Leonardi

SENATE The Chair's Message at Commencement

A Sense of Identity by Vivian Center Seltzer

Trustees and Officers of the University, President Rodin, Provost Chodorow, Dr. Cosby, honorees, deans and faculty, graduates, relatives and friends of the graduates:

On behalf of the faculty of the University of Pennsylvania I bring you greetings and congratulations. To the graduates, I extend congratulations and our respects. Today the faculty, along with your families and friends share pride in your achievements. You have earned a degree from a great university!

Let me share a few words with you, the graduates, before as is said around Penn these days, you go off to "get a life".

It has been a long time since anyone asked you "what" you will be when you grow up. Today you can reply (okay, at least most of you can). In order to advance your efforts to answer the "what" question, the course of education at Penn encourages critical observations by surrounding you with diversity of people and situations to stretch your mind and expand your soul. Your professors encourage you to pursue original explorations and creative configurations toward new discoveries just as their own academic activities model the notion that "a theory is never proved, only supported" — giving life to continuing inquiry, essence to The Penn educational philosophy.

Explorations of *What will I be?* necessarily link with investigation into *Who am I?*; this search for one's identity begins rather early in life, at 11 or 12, when our body tells us we are on our way to adulthood. It is not surprising that in a complex western nation such as ours this search for self definition takes a long time. It extends well beyond the teenage years into the four undergraduate years and even beyond, even into graduate study.

Why does settling on a "sense of identity" take so long? Since the essence of self definition is more than a collection of facts, a sense of identity must tie facts, feelings, and perceptions from the past, with those of the present and those about the future. It must incorporate data not only about self but about self in relation to others — requiring many assessments and repeated reassessments. Achieving a sense of identity stretches over *What will I be?* (my career) and *How will I*

be? (my personality) to *Who shall I be?* (my character, my values, my attitudes, my actions. Hammering out "identity" seizes time and energy. I suspect many graduates are aware of the hours spent at Penn trying out different postures on a variety of issues in relation to a panorama of personalities -- even as you tended to academic studies and carried out other responsibilities.

In truth, two diplomas should be awarded today. Your academic achievement is recognized in beautifully engraved parchment. The other diploma—for "maturational headway"—is unseen, private—but deeply experienced; an affidavit to the concentrated identity work you focused and integrated here at Penn.

Yet a further question arises: *How to best use what I am? Who can I be?* Today, we live in a dramatically enlarged world. Technological strides tantalize us with "virtual" possibilities, but offer paradoxical dilemmas. We worry about isolation while guarding privacy; we clone "Dolly" but need to assess its ethical implications. DNA identifies an English gentleman as descendent to Cheddar Man who lived 9,000,000 years ago. The Englishman's candid response mirrors what we all experience: "It's a bit to get your head around." Is it not!

What will I be? How shall I be? You ponder these old dilemmas in a new age. But, graduates, the question that moves to the front and takes on new intensity is the *Who can I be?* question. *How can I help advance my society, and thus become a successful human being? How can I, just one individual, contribute to civility and to the quality of life of those others alongside whom I will spend my own apportioned time?*

As the 21st century dawns, permit me to reference an ancient text which might offer a relevant and quite reasonable approach to this dilemma in these times, from *Pirke Avot*, *Sayings of the Fathers*—

From portion 20:

The day is short and the work is great.

From portion 21:

It is not for thee to complete the work, but neither are thou free to desist from it.

Graduates, your teachers facilitated your preparation. Now, From all of us: Good luck!

Commencement '97: The

Hey, hey, hey.

I'll make this very short so you can get out of here now. They had you fooled. You think this is something special to sit in the sun and pass out. Four years of higher education and you're sitting in the sun and you pass out. And your folks up there waiting for you because they've got some things to tell you about the house.

I have two important... first things first. First of all, those of you who took a "C" in a couple of courses here, I'd like you to write the professors a letter and apologize. Because you could have done better, you just didn't want to. And I've spoken to these professors, they're crying. And they're not too thrilled because they think they failed.

Number two: you're in debt. That's why your folks want to talk to you. You got a degree now they expect you to work your way out of it. Those people are back there not to receive you but to shake your hand and let you know you don't live there anymore. It's a wonderful example of how to get rid of your kids finally.

The third thing is, I want you to pay off your student loans. Now this is super important because there are people coming behind you. Or else just let write a note and tell the people you're not going to pay the loan off because you don't want anybody coming behind you. They offer you a note. Now let's get to the funny part.

In terms of your life from this point on, it's no big deal. You've got a lot of time now. Not to stay at home, not to sponge off of anybody, but just to develop yourself and getting going.

I want to give you an example of something. Mrs. Cosby and I were in South Africa recently. And we went to this place, Robben Island. We had a chance to sit next to and talk to the political prisoners. And of course having the knowledge of television, radio, books, magazines, newspapers, all over the media, we had an idea of the beatings, the mistreatment, the inhumane acts on these political prisoners. And, of course, our feelings, as we listen to these men talk about days in the sun, facing the white, lime rock with the guards overhead. And the dust from the lime rock going into the lungs. And the blinding reflection of the sun off the white rock causing bad eyesight after 18 to 30 years. To ask permission to have a sip of water, to ask permission to go to the bathroom, to have to hide the fact that you are teaching a criminal prisoner how to read because it was against the law, to draw letters into the dust made from the lime rock the letter "a", and teach that criminal that this was a letter and how it sounds. To listen to these men, prisoners for 18 years. To listen to men tell us how, how for three meals a day they served up grains three different ways and how for breakfast they gave a teaspoon of brown sugar on top and how every morning he ate in a circle until he got to that brown part and that was the last—that brown sugar—was the last and most tasty morsel. And then at lunch a piece of meat about the size

Address by Bill Cosby

of the tip of your little finger, the part that bends. They would drop it and it would go into the bottom and he would eat around the same kinds of grains until he got to that meat which was last. And how at dinner there was brussel sprout and a piece of broccoli dropped into the center and how he ate around the center until he got to that vegetable.

This was some 27 years, this was some 18 years to our political prisoners. And the first question when these men finished telling me stories because we were there and we saw it and we could almost feel it. The question was when the time came and you were free did you get them? And the answer, ladies and gentlemen, was no. We didn't have time to worry about revenge because we had goals. We didn't have time, we didn't want to bother to stop and strike out at someone because our goals were in front

of us. And we had to move on because that's why we were doing what we were doing.

And so for all of you, here, my friends and to make a pun, my children. All of you, set your goals. You'll have time for revenge and you'll have time for anger. Yes, I know that those of you born in the United States of America were told and made to feel and you told yourselves this that there's a special place for you and that degree. You should have a job, you should be graded, you should have a check. But this is not true. The United States of America was not founded on giving a gift to every person born except one: opportunity.

Opportunity.

Because you are what you are and what you are told before you got this degree. All you have is opportunity. And I'll tell you why it's rich and beautiful. Because you haven't had a chance to

see it the way immigrants see it. Those of you born here in the United States of America don't really know the word opportunity.

But I'll tell you what. Meet an immigrant. Whether that person is driving a cab or picking trash or washing windows. They have a goal and they know that this is the land of opportunity. And you have to be responsible. So I don't want you to be angry today because you don't have the job you want, because you graduated from the University of Pennsylvania but you didn't get exactly what you wanted or you're not working. Because ladies and gentlemen, this is the land of opportunity. You were born into this, now work it. Work it the same way a person coming from Russia, coming from the Caribbean, coming from China, coming from Thailand, this is your country. Work your own opportunity.

Work it.

Last week before Commencement, the honorary degree recipients and friends paused for a group portrait. Standing behind Ben Franklin and President Judith Rodin, were (left to right): Commencement Speaker Dr. Bill Cosby (who received the honorary degree in 1990), Dr. Shirley Sears Chater, Trustees Chair Dr. P. Roy Vagelos, Dr. Louis Sokoloff, Dr. Charles K. Williams, II, The Hon. Richard A. Posner, Gary Graffman, Dr. William H. Danforth, Dr. Ahmed H. Zewail, and Mme. Simone Veil, who was also the Baccalaureate Speaker.

Photo by Mark Garvin



OPPORTUNITIES at PENN

Where to Find the Job Opportunities—Here and Elsewhere

Listed below are the *new* job opportunities at the University of Pennsylvania. Where the qualifications are described in terms of formal education or training, prior experience in the same field may be substituted.

There are approximately 280 additional open positions for examination at the Job Application Center, Funderburg Information Center, 3401 Walnut St. (215-898-7285). Hours of operation are Monday through Friday, 9 a.m.-1 p.m. New openings are also posted daily at the following loca-

tions: Blockley Hall, the Wharton School and the Dental School.

A full listing of job opportunities is at the Human Resource Services website: www.upenn.edu/hr/. Current employees needing access to the web, may go to the Computer Resource Center at 3732 Locust Walk with your PENNCard to obtain a list of computer labs on campus available for your use.

In addition, almost every public library in the Delaware Valley now provides web

access. In the near future, as our office remodels the Job Application Center, we hope to have computers available for current employees and others to peruse the current job openings. Openings are also mailed to approximately 50 community sites weekly.

— *Employment, H.R.*

Please note: Faculty positions and positions at the Hospital and Health Systems are not included in these listings. For Hospital and Health System openings, contact 662-2999.

New Jobs for the week of May 19-23, 1997

ARTS AND SCIENCES

FINANCIAL ADMINISTRATOR II (05681SH) Maintain accounting records for dept. & center budgets to prepare monthly status reports; prepare preliminary reports for research accounting for closing of accounts; responsible for preparing tuition remission & payroll distributions into central computer systems for faculty, staff & grad ass'ts supported on sponsored projects & other accounts; responsible for budget development & submission of new, competing & non-competing proposal for federal & private grants. **QUALIFICATIONS:** BA/BS in acctg., business or related field; progressively responsible exp. over 3-5 years; exp. with FinMIS & understanding of univ. financial policies & procedures highly desirable; thorough knowledge of software such as Quattro Pro & WordPerfect; excellent analytical, written & oral skills. **GRADE:** P4; **RANGE:** \$26,986-35,123 5-22-97 Population Studies

LAB SERVICES ASS'T (05644SH) Oversee & maintain all non-teaching aspects of lab; monitor service & use of infrared spectrometer, gas chromatographers & general lab equipment; maintain lab inventory; prepare solutions & chemicals for experiments; coordinate collection of chemical wastes. **QUALIFICATIONS:** BA/BS in chemistry or related field; min. 1 year exp. in general & organic chemistry labs; familiarity with infrared spectrometers, gas chromatographers, electronic balances, melting point apparatus; some electronics knowledge helpful. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-19-97 Chemistry

OFFICE SYSTEMS COORD. (37.5 HRS) (05645SH) Trouble-shoot, repair & upgrade PC & Mac computers; address ad hoc computer & administrative inquiries; maintain dept. equipment & security system; answer telephones; distribute mail & miscellaneous typing. **QUALIFICATIONS:** HS diploma, BA/BS pref.; course work & exp. in computers or related field; experience in working on & trouble-shooting Mac's & PC's; 2-3 years exp. in an office environment; strong organizational & customer service skills; able to prioritize & work with a diverse group; familiarity with university environment helpful. **GRADE:** G11; **RANGE:** \$21,961-27,866 5-19-97 Chemistry

SECRETARY, SR. (05646SH) Maintain subscription accounts & handle all correspondence with subscribers & advertisers; provide administrative support to General & Managing Editors & Trustee Professor in Spanish; file correspondence & manuscripts; confer with editors & editorial staff on budgetary & editorial policies; type & proofread manuscripts in Spanish; compose, type & proof in English & Spanish; organize & maintain files; schedule & arrange appts. & conferences; prepare travel reconciliations & purchasing requests. **QUALIFICATIONS:** HS diploma; min. 2 years secretarial exp.; fluent in English & Spanish; excellent word processing skills; knowledge of standard office equipment; good phone manner; ability to read bills & business correspondence in Spanish; excellent organizational skills; ability to work independently. **GRADE:** G11; **RANGE:** \$20,497-26,008 5-19-97 Romance Languages

DENTAL SCHOOL

MANAGER I (05629CP) Coordinate, receive & register patients; schedule appts.; dom administrative duties unique to satellite dental practice; monitor paperwork flow to insure timeliness; handle bookkeeping & billing of patients, patient schedules, collect payments, file insurance claims & handle overdue accounts; supervise general clerical & office staff. **QUALIFICATIONS:** HS diploma; 2-4 yrs. exp. in clinical or practice setting; exp. with billing systems; computer skills req.; knowledge of university's organization pref. (*position in Bryn Mawr*) **GRADE:** P2; **RANGE:** \$22,351-29,098 5-19-97 Dental Care Center

PROGRAMMER ANALYST, LEAD (05628CP) Research technology opportunities & assess relevance to school's requirements; deploy online instrumentation for tracking instruments & virtual reality; develop backup & archival systems for data bases & dental records with an emphasis on timely retrieval; provide end user support for technology & database application; lead several projects with both Dental School & external contract staff. **QUALIFICATIONS:** BA/BS in biomedical or physical science; 7 years experience in a scientific research environment working independently or leading projects; thorough understanding of interaction between systems & peripheral devices; experience with backup & archival systems; production of online documentation; experience in end user support of technology, system administration for shared systems, UNIX preferred. **GRADE:** P8; **RANGE:** \$39,655-52,015 5-19-97 Information Services

RECEPTIONIST, CLINICAL (05647CP) Receive & register patients; make appointments; receive & record patient payments; maintain patient records; answer telephone; light typing & general office duties. **QUALIFICATIONS:** HS diploma; 2-4 years experience in clinical or practice setting; experience with billing systems. (*position in Bryn Mawr*) **GRADE:** G8; **RANGE:** \$16,171-20,240 5-19-97 Dental Care Center

RECEPTIONIST, CLINICAL (05659CP) Receive & register patients; make appointments; receive & record patient payments; maintain patient records; answer telephone; light typing & general office duties. **QUALIFICATIONS:** HS diploma; 2-4 years experience in clinical or practice setting; experience with billing systems. (*position in Overbrook*) **GRADE:** G8; **RANGE:** \$16,171-20,240 5-19-97 Dental Care Center

GRAD SCHOOL OF EDUCATION

DIRECTOR IV (05620CP) Develop & manage an effective program of marketing, recruitment, admissions & financial aid to support Master's & Doctoral student enrollments at the Graduate School of Education; identify markets, design & implement recruitment activities & maintain integrated operation of the School's recruitment, admissions & financial aid functions. **QUALIFICATIONS:** Master's in higher education, educational administration, business administration or related field; 5-7 years experience in marketing, recruitment and/or admissions at the post-secondary level, with progres-

sive management responsibilities; knowledge of national practices & trends in graduate admissions & financial aid; experience with computer-based student information systems; demonstrated leadership in implementing recruitment & admissions strategies; excellent written & oral communication skills & demonstrated ability to work cooperatively with faculty, students & staff to achieve goals; experience in the design of publications is preferred. **GRADE:** P7; **RANGE:** \$36,050-46,814 5-19-97 Admissions

LAW SCHOOL

LIBRARIAN III (05640CP) Provide reference assistance to library users; participate in Reference Desk rotation; participate in collection development; serve as liaison librarian for faculty members, supporting their teaching & research needs; perform searches in legal & non-legal data bases; instruct faculty & students in the use of printed & online resources; maintain library's bulletin board; administer library www site; conduct library tours; compile bibliographies; participate on committee, teams & in other library activities; participate in national & regional library association activities. **QUALIFICATIONS:** BA/BS, JD from an ABA-accredited law school, MLS or equivalent from an ALA-accredited library school, min. 1 additional degree at Master's level or higher in social science; working knowledge of WordPerfect, Netscape, Internet resources & online data bases such as Lexis-Nexis, Westlaw, Dialog, FirstSearch & UnCover; excellent organizational, interpersonal, written & oral communication skills; ability to work cooperatively & collegially in a team-based environment; min. 2 years experience as a reference librarian in an academic law library or equivalent. (*position includes evenings & weekends*) **GRADE:** P6; **RANGE:** \$32,857-42,591 5-19-97 Biddle Law Library

MEDICAL SCHOOL

BUSINESS ADMINISTRATOR III (05661RS) Monitor expenses on grants & dept. accounts & assure federal compliance; prepare monthly reports & meet with PI's to review; assist in development of salary & budget planning; coordinate all aspects of grant submission including budgets, protocols, transmittal forms & approvals; prepare closeouts on grants & contracts & ensure their accuracy; act as liaison to SOMBO, ORA & other agencies; review expenditures; participate in projects & research pertaining to the departmental budget; maintain all documentation; direct the daily work of the OAA I; supervise business office staff & functions in absence of Senior Business Administrator. **QUALIFICATIONS:** BA/BS in business pref.; 2-4 yrs. exp. in grant administration, accounting or business admin.; knowledge of school, univ. & fed. grant policies & FinMIS pref.; must be highly proficient in Excel, Lotus, MS Word & FileMaker; excellent interpersonal skills; attention to detail required; able to meet deadlines & work w/minimal supervision. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-20-97 Genetics

CLINICAL SPECIALIST (03396RS) Coordinate patient study visits; dispense medication; complete case report; communicate findings; maintain patient records; perform venipuncture & blood samples for analysis; perform EKG's; collect urine samples; obtain vital signs; recruit, screen & enroll subjects; educate patients about protocol; triage side effect reports from study subjects; keep current JCAHO documentation requirements for clinical activities; supervise & train clinic personnel; monitor clinical research studies. **QUALIFICATIONS:** Active RN licensure in PA required, BSN acceptable; exp. with clinical trial pref.; able to do venipuncture & EKG's; must be detail-oriented; must be willing to work 1-2 evenings per week; must be willing to travel at least 1 day/week to run satellite clinic in Phila. suburbs; excellent communication & organizational skills req. **GRADE:** P6; **RANGE:** \$32,857-42,591 5-22-97 Psychiatry

COORDINATOR III (05630RS) Manage the central office of the IHGT to ensure efficient & effective daily operations; manage the membership program of the Institute; oversee secretarial & clerical staff in the entry of data into the central database & ensure the accuracy of data; coordinate & prepare grant applications & other large applications to the NIH & other institutions; work closely with supervisor & appropriate IHGT Finance staff to prepare budgets & budget justifications for program project applications & other large grant applications; provide direct supervision to the Receptionist & intermediate supervision to the Secretary & Staff Assistant. **QUALIFICATIONS:** BA/BS required; 6 years previous experience in office administration with increasing responsibilities required; excellent oral, written & organizational skills required; previous supervisory experience required; ability to deal effectively with diverse constituencies necessary; ability to work well under constantly changing deadlines & priorities; experience on word processor & excellent typing skills required; familiarity with an academic medical environment desirable; previous experience and/or exposure to the grant application process highly desirable; previous exp. coordinating large projects and/or teams of people pref. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-19-97 IHGT

FISCAL COORDINATOR I (05662RS) Responsible for all aspects of service center/core facility account maintenance, reconciliation & monthly report preparation; prepare billing & perform A/R follow-up for core facilities. Prepare & monitor billing for clinical lab (using IDX); review monthly report with service center directors; assist in service center budget development & data collection; enter & approve PO's, purchasing follow-up; prepare & process expenditure paperwork; maintain files coordinate other shared services; maintain contracts; prepare payroll in back up capacity. **QUALIFICATIONS:** BA/BS, pref. in business or equiv.; knowledge of school & university financial policies, FinMIS & IDX pref.; must be proficient in Excel, Lotus, MS Word & FileMaker; excellent interpersonal skills & attention to detail req.; able to meet deadlines & work w/minimal supervision. **GRADE:** P1; **RANGE:** \$20,291-26,368 5-20-97 Genetics

FISCAL COORDINATOR I (05678RS) Serve as AP/AR officer; monitor income & expenses; process invoices for payment; process & post journal entries; transfer funds; reconcile monthly statements; analyze & interpret statements; research & resolve errors in billings, postings & collections; maintain & design spreadsheets & data bases for financial reports; assist in annual budget preparation & income projections. **QUALIFICATIONS:** BA/BS in accounting, business or equivalent; experience in fiscal operations; knowledge of FinMIS, HUP & university protocols; ability to work independently; detail-oriented with excellent Mac Excel & PC skills; good interpersonal, oral & written skills. **GRADE:** P1; **RANGE:** \$20,291-26,368 5-21-97 Continuing Medical Education

INFO MANAGEMENT SPECIALIST I (04551RS) Administer LAN's; connect new machines & network hardware; maintain interconnections to departmental bridges, Gatorboxes & to PENN Net; schedule & perform LAN backup, maintain e-mail servers & accounts, file servers, computer servers & client/server data bases; coordinate, troubleshoot & provide end-user support for UNIX, Mac, IBM-PC platforms, including installation & updating of new hardware & software; serve as department contact for Silicon Graphics Varsity Maintenance Program; maintain department home page. **QUALIFICATIONS:** BA/BS in computer science; 2 years experience involving UNIX OS at network administration level; ability to establish excellent rapport with all levels of personnel; work independently; interact effectively with users of varying levels of computer skills. **GRADE:** P4; **RANGE:** \$26,986-35,123 5-19-97 Pharmacology

RESEARCH SPECIALIST, JR. (01129RS) Perform experiments in effect of genes on lipid metabolism & atherosclerosis using a variety of techniques including molecular & cell biology, nucleic acid purification, construction of recombinant vectors, tissue culture of mammalian cells, breeding, handling & dissection of rodents for harvesting & preparation of tissue; quantitative histologic analysis & photography of tissue specimens, various blotting techniques & hybridization; perform experiments & research

using specific experimental design & establish new protocols; analyze lab data, write reports & work with principle investigator to design experiments; order supplies & assist in training other lab personnel. **QUALIFICATIONS:** BA/BS in scientific field, MS preferred; lab exposure required; ability to work semi-independently; excellent organization skills & some knowledge of computers required. **GRADE:** P1; **RANGE:** \$20,291-26,368 5-20-97 IHGT

RESEARCH SPECIALIST, JR. (11479RS) Perform specialized visual electrophysical & psychophysical testing on patients with hereditary visual impairment; interpret & analyze patient data using ERG, VER, EOG, perimetry & color testing; coordinate related patient activity; maintain records, prepare & assist with reports & letters; may supervise clinical personnel & fellows; perform inventory control. **QUALIFICATIONS:** BA/BS in science-related field or engineering, Master's preferred; 3-5 years experience in visual electrophysical or psychophysics or related topics preferred; demonstrated interpersonal & organizational skills. **GRADE:** P1; **RANGE:** \$20,291-26,368 5-19-97 Ophthalmology

RESEARCH SPECIALIST, JR. (05633RS) Provide technical support in animal modeling to lab personnel; manage breeding colonies of mice; design strategies for cross-breeding; develop a computerized system for documenting pedigrees; perform molecular studies to detect transgenic lines; perform surgical procedures on small animals, including rats, mice & rabbits; work on the management of IACUC submissions & accounts for animals & animal-related charges. **QUALIFICATIONS:** BA/BS in scientific field, prefer some exposure to animal science; previous experience in a research lab highly desirable; some experience in animal models necessary; previous breeding experience preferred; ability to work independently with minimal supervision necessary; good oral & written communication skills required; computer experience necessary, including working knowledge of word processing, spreadsheets & calendar programs; hard-working & enthusiastic attitude required, as well as flexibility to work beyond requisite scheduled hours; ability to thrive in a challenging & fast-paced environment, as well as dedication to maintaining high standards of animal welfare & health are required. *(position contingent upon grant funding)* **GRADE:** P1; **RANGE:** \$20,291-26,368 5-19-97 IHGT

RESEARCH SPECIALIST, JR. (05649RS) Perform research involving the development of hematopoietic stem cell based gene therapies & characterization of novel genes expressed in hematolymphoid cells; perform a wide variety of experiments involving both cellular & molecular biology; write lab reports, interpret data & perform experiments; maintain supplies & assist students & post-doctoral fellows. **QUALIFICATIONS:** BA/BS in scientific field required; knowledge of molecular & cell biology required; experience with cDNA cloning or retroviral vectors a plus; lab experience with recombinant DNA techniques & tissue culture is critical; ability to work independently, excellent organizational skills & knowledge of computers required. *(position contingent upon grant funding)* **GRADE:** P1; **RANGE:** \$20,291-26,368 5-19-97 IHGT

RESEARCH SPECIALIST, JR. (05650RS) Perform molecular studies of animal development using frogs; in-situ hybridization studies; nucleic acid isolation, cloning, synthesis & electrophoresis; PCR amplification; maintain DNA studies & database; prepare histological samples; maintain lab animals. **QUALIFICATIONS:** BA/BS in biological sciences with experience in molecular biology required. **GRADE:** P1; **RANGE:** \$20,291-26,368 5-19-97 Cell and Dev. Biology

RESEARCH SPECIALIST, JR. (05655RS) Perform experiments to assess contraction-induced injury in skeletal muscle of transgenic animals, both in situ & in vitro using computers & other related lab equipment; conduct mechanical & histochemical studies on both whole muscles & single fibers; prepare & evaluate frozen, plastic & EM sections. **QUALIFICATIONS:** BA/BS in biology or related field; previous lab experience & knowledge of muscle electrochemistry required; basic Biology techniques, gel electrophoresis & Western blotting; exp. with basic animal handling & animal surgery required; able to work independently required. **GRADE:** P1; **RANGE:** \$20,291-26,368 5-19-97 Physiology

RESEARCH SPECIALIST I (03372RS) Perform transfections to create vectors; expand vectors; use a combination of virological, immunological, histological & molecular biology techniques to characterize vectors; maintain vector core inventory; perform quality control analysis; assist in maintenance of equipment & re-agents in the Vector Core. **QUALIFICATIONS:** BA/BS; experience in virology preferred; lab work in cell culture desired. **GRADE:** P2; **RANGE:** \$22,351-29,098 5-20-97 IHGT

RESEARCH SPECIALIST II (05651RS) Supervise & maintain cell culture lab; prepare primary cultures of lung cells from rats; maintain transformed cell line; train lab personnel regarding cell culture procedure; monitor for contamination & order supplies; work independently with minimal supervision; prepare slides of cells for staining or electron microscopy; determine ideal culture conditions to maintain differentiated cell phenotype of lung cells; participate in selected

research projects; attend research meetings. **QUALIFICATIONS:** BA/BS in biological science or equivalent of 3 years experience required; tissue culture experience essential; must be willing to work with lab rats. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-19-97 Institute for Environmental Medicine

RESEARCH SPECIALIST III (05632RS) Conduct advanced research projects related to somatic gene transfer; perform advanced techniques in virology, recombinant DNA & cell culture; keep detailed logs of work; refine protocols; conduct research on the development of new gene transfer technologies; perform experiments & produce reports on findings; conduct research in various small animal models; interact with scientific collaborators; teach & train research assistants in the techniques of construction & testing of gene transfer vectors; assist in the planning & writing of documents, including manuscripts. **QUALIFICATIONS:** BA/BS in biological sciences req., MS pref.; 3-5 years exp. or equivalent required; ability to work independently & coordinate many projects & activities concurrently; strong writing, verbal & interpersonal skills are essential; highly organized & motivated to implement progressive changes; must have the ability to keep pace with expanding technologies associated with gene therapy. *(position contingent upon grant funding)* **GRADE:** P4; **RANGE:** \$26,986-35,123 5-19-97 IHGT

ADMINISTRATIVE ASSISTANT II (05677RS) Provide administrative support to division Head/Director of large animal research lab; type letters, papers & grants; handle manuscripts; answer telephones, arrange meetings, conferences, appointments, response to inquiries, organize & maintain office files; manage expense reimbursements. **QUALIFICATIONS:** BA/BS; minimum 2 yrs experience at the AAI level or comparable background; Mac experience required; familiarity with university procedures desirable; attention to detail & Excellent interpersonal skills. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-20-97 Pathology & Laboratory Medicine

ADMINISTRATIVE ASSISTANT III (40 HRS) (05631RS)

How to Apply

The University of Pennsylvania is an Affirmative Action and equal opportunity employer and does not discriminate on the basis of race, color, sex, sexual orientation, age, religion, national or ethnic origin, disability or veteran status.

• **Current Employees** can call 898-7285 to obtain the name of the hiring officer for the available position (please provide your social security number for verification and the position reference number). Internal applicants should forward a cover letter and resume directly to the hiring officer. *A transfer application is no longer needed!*

• **External Applicants** should come to the Application Center to complete an application. Applicants interested in secretarial, administrative assistant, or other office support positions, will have an appointment scheduled for a technology assessment as part of the application process.

Schools and Centers

Penn is a large community made up of many schools and centers which have their own character and environment. The openings listed here are arranged by School or Center.

Staff Recruiters have been assigned to Schools and Centers as follows:

Alicia Brill: Wharton School
Susan Hess: Development, School of Arts & Sciences, Executive Vice President, and Nursing School

Clyde Peterson: Annenberg School, Dental School, Graduate School of Fine Arts, Graduate School of Education, Law School, Provost, School of Engineering & Applied Science, School of Social Work, and Vice Provost for University Life

Ronald Story: Medical School, and Veterinary School

The initials of the Staff Recruiter are indicated at the end of the position reference number.

Provide administrative support to the Director of the IHGT & supervisor; type & proofread materials; transcribe dictated material; draft routine correspondence & forms; schedule appointments, meetings & other activities for supervisor & IHGT Director; schedule programmatic meetings & various committee meetings; handle itineraries of visiting post-doctoral fellow & non-tenure track faculty recruits; prepare graphic materials for presentations; act as liaison with internal & external graphic artists to prepare slides & other graphic materials; help create textual slides & other presentation materials. **QUALIFICATIONS:** HS diploma, BA/BS preferred; minimum 4 years administrative experience required and/or equivalent combination of education & experience; must have experience with word processing & database systems; excellent typing skills; experience transcribing dictations necessary; courteous phone manner required; strong verbal, written & organizational skills needed; ability to handle multiple tasks simultaneously & ability to work under tight deadlines. *(position contingent on grant funding)* **GRADE:** G11; **RANGE:** \$23,425-29,723 5-19-97 IHGT

BILLING ASSISTANT (05684RS) Research insurance pre-certification numbers; check Pain Clinic charges for complete & accurate information; notify management of any problems; deposit checks & maintain accurate log sheets; research SurgiServer for correct information for billing; maintain variance report for review with Central Fee Abstraction; scan charges, payments & anesthesia records; requires additional information required for insurance. **QUALIFICATIONS:** HS diploma; related billing skills helpful; must be detail-oriented; speed & accuracy of data input & knowledge of medical terminology, along with excellent communication skills required; previous experience in medical setting pref. **GRADE:** G8; **RANGE:** \$18,481-23,132 5-22-97 Anesthesia

OFFICE ADMIN. ASST I (40 HRS) (05663RS) Prepare & process payroll; prepare all personnel-related paperwork; enter PO's & do follow-up; prepare & process C-forms, travel forms, manual journals, tuition payments & payroll reallocations; maintain personnel database & files; arrange facility services; act as property administrator, assist with special projects & budget preparation; answer telephones & respond to inquiries; supervise student workers. **QUALIFICATIONS:** HS diploma; post-HS training; some college pref.; 2 years experience in office administration; experience with the university's online payroll system; personnel/payroll policies required; excellent word processing, spreadsheet, MS Word, FileMaker & Lotus required; experience with FinMIS & familiarity with data bases preferred; must have good organizational & communication & customer service skills. **GRADE:** G9; **RANGE:** \$20,130-25,133 5-20-97 Genetics

OFFICE SYSTEMS COORDINATOR (40 HRS) (05664RS) Provide high level support to the Chair's office & faculty in CRB; create grant templates & mail merges; type, edit, proofread manuscripts & correspondence; create data bases for faculty needs; respond to inquiries & represent department to outside contacts; coordinate department seminars, meetings & journal club; assist work study in dissemination of information; coordinate travel arrangements & oversee room reservations; maintain inventory & office supplies; retrieve & distribute mail; maintain department directory; indirect supervision of work study students. **QUALIFICATIONS:** BA/BS; 2 years experience in an academic setting preferred; must possess excellent oral, written & communication skills; attention to detail & advanced understanding of Mac OS & software, Word, Photoshop, PowerPoint, PageMaker & FileMaker Pro essential; familiarity with school & university policies helpful. **GRADE:** G11; **RANGE:** \$23,425-29,723 5-20-97 Genetics

LAB ANIMAL TECH (40 HRS) (05634RS) Assist Animal Services Unit Manager with operation & management of the ASU's facilities; provide intermediate supervision to the husbandry staff; make work assignments & schedules; assist with employee & investigator training; monitor & document employee performance; provide input & develop Standard Operating Procedures; assist with vet tech & husbandry duties; provide care to lab animals including husbandry & enrichment of various species; provide tech assistance to investigator; maintain knowledge of and compliance with USDA, AAALAC & GLP regulations; assist facility health monitoring programs; develop, implement & enforce ASU policies; function as Facility Manager in his or her absence. **QUALIFICATIONS:** HS diploma, AAALAC certification at Lab Animal Technologist level highly desirable; 3-4 years experience working with lab animals, including non-human primates necessary; knowledge of and experience with BSL2+ agents also required; experience with technical procedures; ability to lift 50+ pounds above the shoulders & catch & restrain lab animals; exceptional commitment to research programs & sensitivity to the needs of the animals is essential; energy & willingness to meet tight & aggressive deadlines; demonstrated interpersonal & communication skills required. *(position contingent on grant funding)* **GRADE:** G11; **RANGE:** \$23,425-29,723 5-19-97 IHGT

PSYCHOLOGY TECH I (05621RS) Assist with recruitment, screening & on-going assessment of patients partici-

pating in studies of psychotherapeutic treatments of different disorders; conduct phone screens, administer & collect self-report questionnaires, schedule patient appointments, generate reports of assessment unit activities, compile assessment packets; coordinate recruitment efforts, coordinate data entry & organization, maintain audiotape & videotape archive, create & maintain intake charts. **QUALIFICATIONS:** BA/BS, background in psychology and/or research; some experience working with clinical populations; computer literate; oral & written communication skills; excellent interpersonal & organizational skills; familiarity with DSM-IV a plus. *(end date 3-31-99; position contingent upon grant funding)* **GRADE:** G10; **RANGE:** \$19,261-23,999 5-19-97 Psychiatry

RECEPTIONIST III (40 HRS) (05686RS) Answer multi-line phone set; screen incoming calls & determine routing; greet guests & visitors; assist with escorting visitor & recruits around campus; do data entry for routine record keeping in database programs & spreadsheets; type form letters; assist with filing of paperwork; create files for easy retrieval of information. **QUALIFICATIONS:** HS diploma, BA/BS pref.; solid phone experience & a professional & courteous phone manner required; min. 2 yrs. general clerical exp. necessary; exp. with word processing & database systems, especially knowledge of Mac software & hardware highly desirable; ability to handle multiple tasks simultaneously; good typing skills essential; organizational & flexibility required. **GRADE:** G8; **RANGE:** \$18,481-23,132 5-22-97 IHGT

RESEARCH LAB TECH III (40 HRS) (05653RS) Perform lab support function; clean equipment; clean & prepare tissue culture rooms; clean lab & glass washing room; maintain lab equipment; prepare simple stock solutions; maintain supplies & inventories; collect, file & record information on incoming supplies, including material safety data sheets & certificate of analysis; wash, autoclave & distribute glassware, reusable plastics & other hard goods. **QUALIFICATIONS:** RLT I: HS diploma & some science courses in related discipline required; knowledge of basic lab procedures required; lab experience strongly desired; computer knowledge strongly preferred. RLT II: Some college-level science courses in related discipline or equivalent experience; experience as a Lab Assistant or Research Lab Tech I; some lab work exposure required. *(position contingent upon grant funding)* **GRADE:** RLT I: G7/RLT II: G8; **RANGE:** RLT I: \$17,068-21,247/RLT II: \$18,481-23,132 5-19-97 IHGT

RESEARCH LAB TECH III (05623RS) Do routine & complex lab procedures related to genetic studies of patients with family eye diseases; process data; operate standard & complex lab equipment; maintain inventory of lab supplies. **QUALIFICATIONS:** BA/BS in scientific or related field or equivalent combination of college-level course work & lab work exposure. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-19-97 Ophthalmology

RESEARCH LAB TECH III (05637RS) Perform molecular & embryological analysis of developing chick; isolate & manipulate DNA; routine cell culture techniques; organize, maintain & order lab supplies; maintain logs & lab notebooks; general lab duties. **QUALIFICATIONS:** BA/BS in biology; some lab experience pref.; attention to detail required. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-19-97 Cell and Dev. Biology

RESEARCH LAB TECH III (05638RS) Do research studying molecular control of genomic imprinting; molecular bio. techniques; Southern blotting, PCR & designing constructs; tissue culture; maintain mouse colony; order & maintain supplies; general lab duties. **QUALIFICATIONS:** BA/BS in biology, chemistry or related field, course work must incl. basic biology & genetics; previous lab experience pref. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-19-97 Cell & Dev. Biology

RESEARCH LAB TECH III (05654RS) Perform routine lab techniques & tasks in an immunology group of approximately 12 co-workers; routine preparation of media, cultures & solutions; operate simple lab instruments; maintain & inventory supplies & stocks; alert staff to purchasing needs; input computer data; assist in preparation & monitoring of radioactivity reports; perform library & computer bibliographic searches as required; assist post-doctoral fellows & graduate students in performing experiments; participate in weekly lab meetings & journal club. **QUALIFICATIONS:** BA/BS preferred; experience in a scientific research lab. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-19-97 Microbiology

RESEARCH LAB TECH III (05675RS) Do routine cell culture, molecular biology protocol & sequencing of DNA; order supplies & equipment. **QUALIFICATIONS:** BA/BS; lab experience pref.; must be organized & have a high interest in science or medicine. *(position contingent on grant funding)* **GRADE:** G10; **RANGE:** \$19,261-23,999 5-20-97 Neuroscience

RESEARCH LAB TECH III (05676RS) Train new users in the use of a table-top cytometer; assist investigators with data acquisition & analysis; acquire data for investigators with routine assays; perform basic trouble-shooting of investments & computers; prepare patient's samples from clinical trials; perform general lab duties including scheduling, billing & ordering supplies. **QUALIFICATIONS:** BA/BS in Life Science; Mac skills & MS Excel required. **GRADE:** G10; **RANGE:** \$19,261-23,999 5-20-97 Pathology/Lab Medicine

PRESIDENT

ASSISTANT DIRECTOR III (05670SH) Responsible for development research effort; assist in planning & execution of fundraising & outreach activities; identify & research potential funding sources with emphasis on building prospect pool at \$1 million level; assist in developing solicitation strategies; research & prepare prospect briefings, strategy papers & detailed proposals; develop & maintain prospect pipeline; develop strategies aimed at expanding prospect pool; coordinate annual giving programs & mailings; coordinate & staff volunteer committee meetings; analyze results of research efforts & make recommendations accordingly; coordinate efforts with central development offices. **QUALIFICATIONS:** BA/BS; 5 yrs. exp. in development research, pref. in higher education; strong computer skills including in-depth knowledge of Lexis-Nexis, Dialog & Disclosure; excellent written & oral communication skills; willingness to work evening & weekends as required. **GRADE:** P4; **RANGE:** \$26,986-35,123 5-22-97 Dev. & Alumni Relations

ASSISTANT DIRECTOR II (05673SH) Implement programs & services for alumni families related to undergraduate admissions process; interact with alumni, arrange interviews, tours & meetings with faculty; interview & provide counseling for applicants; read applications & make recommendations; serve as member of Admission Selection Committee; follow-up on educational counseling of alumni applicants & their parents after decision is communicated; assist in arranging & coordinating special events; assist in preparation of annual reports; correspond with Volunteer Advisory Committee; supervise staff & work-study students; make recommendations for & oversee computer software needs. **QUALIFICATIONS:** BA/BS (U of P grad preferred); 2-3 years experience in Alumni Relations or Admissions; familiarity with the University & its facilities, especially student life & undergraduate academic programs; ability to work with all university constituents; excellent communication skills, both oral & written; public speaking experience desirable; WordPerfect for Windows, FileMaker Pro & Meeting Maker; willingness & ability to work some evenings & weekends with occasional travel; valid Driver's License. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-20-97 Development & Alumni Relations

ASSISTANT DIRECTOR III (05671SH) Plan & execute programs, activities & communications for Undergraduate Alumni; serve as staff liaison to General Alumni Society subcommittees; work closely with class officers & volunteers to plan reunion programs & stage events; facilitate writing & production of newsletters, invitations & other printed materials; provide staff leadership to specific constituent organizations; work closely with staff on Alumni Leadership Conference, Homecoming Weekend & Alumni Weekend; in collaboration with Associate Director, develop & organize programmatic content for Alumni/Faculty exchanges. **QUALIFICATIONS:** BA/BS; 3 years experience in alumni relations, public relations, marketing and/or similar activity, knowledge of university & its alumni programs; experience in servicing volunteer organizations preferred; exceptional writing, administrative & interpersonal skills required; public speaking & demonstrated knowledge of WordPerfect for Windows, E-mail; desktop publishing or publications design/layout experience preferred; must be willing to work evenings & weekends & travel periodically. *(application deadline: Monday, May 26, 1997)* **GRADE:** P4; **RANGE:** \$26,986-35,123 5-20-97 Development & Alumni Relations

STAFF WRITER II (05666SH) Provide writing services in support of development function for Wharton External Affairs; draft acknowledgment letters for Dean, Assoc. Dean & fundraising staff; prepare annual stewardship reports; assist with special billing projects; create & update internal reports & calendars; update lists of scholarships, fellowships, prizes & awards; assist with planning & staff donor recognition events; suggest alternative stewardship projects to maintain & improve donor relations; assist with special projects as assigned. **QUALIFICATIONS:** BA/BS; 1-2 years professional experience in communications field; strong written & verbal communications skills; ability to meet deadlines & handle multiple tasks in a goal-oriented environment. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-20-97 Dev. & Alumni Relations

Classifieds

VACATION

- Pocono Chalet-3 BDR/1B, Deck, Swimming, fishing, tennis. \$375/week. (610) 356-3488.
- Cape May-Adorable house three blocks from beach. Sleeps four to five. \$550/week. Please call 898-1366 or (215) 362-7909.

ADMINISTRATIVE ASSISTANT I (40 HRS) (05672SH) Perform, administrative & clerical duties for Medical Center Annual Giving program; arrange travel accommodations & itineraries; maintain extensive database systems; assemble mailings; compile & summarize data for donor reports; organize & maintain filing systems; serve as contact with alumni/ae & other constituents; schedule meetings; word processing correspondence; process gifts & payment of invoices; workflow, screen & sort mail. **QUALIFICATIONS:** HS diploma, related post-HS secretarial training; minimum 2 years of secretarial experience required with 1 year in development or marketing setting preferred; knowledge of Mac environment including MS Word, Excel, PowerPoint & FileMaker Pro; sensitivity to confidential materials; ability to prioritize workflow; exercise judgement & communicate effectively with others; personable phone skills essential; excellent organizational skills. **GRADE:** G9; **RANGE:** \$20,130-25,133 5-20-97 Development & Alumni Relations

ADMIN. ASSISTANT II (40 HRS) (05668SH) Provide support to Director of Medical Center Alumni Relations & Institutional Events; schedule & coordinate meetings; prepare standard, complex & confidential materials; maintain office calendar; assist with preparation for special events including travel arrangements & accommodations; develop & maintain office filing system; update alumni information for mailing lists; staff special events when necessary; represent office through telephone & personal contact, communicate well both in oral & written form. **QUALIFICATIONS:** HS Diploma; 4 years of secretarial experience; Alumni/Public Relations experience a plus; ability to work on several projects simultaneously; experience using Mac PC & MS Word, Excel. Excellent organizational & interpersonal skills; Sensitivity in handling confidential materials, flexibility in working OT & weekends. **GRADE:** G10; **RANGE:** \$22,013-27,427 5-20-97 Dev. & Alumni Relations

ADMINISTRATIVE ASSISTANT III (05667SH) Provide administrative & secretarial support to the New York Regional staff; provide information on alumni clubs & events including reservations & coordination of mailings; interact with suppliers, repairmen & messengers; answer telephones; compose correspondence; prepare reports, lists & gift transmittals; maintain financial records & office files; serve as liaison between New York & campus departments; conduct research; retrieve & input information into alumni database, serve as point person for office computing & training systems; maintain office supplies. **QUALIFICATIONS:** HS Diploma & related post-high school training or equiv.; 3-5 years experience of highly responsible administrative clerical experience; proficiency in WordPerfect Windows, Quattro Pro; Internet usage desirable; excellent interpersonal & communication skills, pleasant phone manner; occasional evening & weekend work required. (*position in New York*) **GRADE:** G11; **RANGE:** \$20,497-26,008 5-20-97 Campaign

RECORDS ASSISTANT II (05669SH) Research, download & print info. from data bases; execute computer updates from various digital media; perform area code splits & zip code changes, using internet & CD-Rom products to update accounts; perform research on Internet; distribute lists electronically; maintain desktop data bases; act as resource to staff members; assist manager in determining appropriate technology for individual projects. **QUALIFICATIONS:** HS diploma, some college computer science background, 2-3 yrs experience in a university setting helpful; excellent reading, editing & data entry skills; excellent knowledge of large database files & their maintenance; experience with Internet & www; superb communication & interpersonal skills. **GRADE:** G9; **RANGE:** \$17,614-21,991 5-20-97 Dev. Records

RECORDS ASSISTANT II (05699SH) Research international address formats on an ongoing basis & keep abreast of changes; responsible for all data entry & maintenance of records for International Alumni; act as resource to Development on International alumni addressing issues; serve as liaison to alumni club members to solicit up to date address information; assist manager in determining standards & procedures for checking international address formats; assist other staff members in International address data entry. **QUALIFICATIONS:** HS diploma, some college, International Relations background helpful; excellent reading, editing & data entry skills; excellent knowledge of large database files & their maintenance, 2-3 years; data entry experience, preferably in a university environment; superb communication & interpersonal skills. **GRADE:** G9; **RANGE:** \$17,614-21,991 5-20-97 Development Records

PROVOST

ADVISOR (05603CP) Counsel undergraduates interested in studying abroad; administer various Penn-approved study abroad programs, including campus recruitment, publicity, participant selection & coordination with relevant academic & administrative offices, pre-departure orientation, re-entry support, evaluation & data collection; counsel students about a wide range of overseas opportunities & remain familiar with current developments in foreign educational systems &

new programs available to Penn students; work with faculty committees on the development of new study abroad programs. **QUALIFICATIONS:** BA/BS or equivalent, Master's preferred; minimum 2-3 years related experience; high level of counseling, written & oral communication & organizational skills; ability to work effectively with faculty, students, university & government officials from different cultural backgrounds; extensive experience working, studying or traveling abroad desirable; foreign language capability & familiarity with higher education in other countries required; excellent judgement & ability to deal with difficult situations; ability to work as a member of a team & under pressure; familiarity with MS Office, www searching & e-mail; some supervisory experience. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-19-97 International Programs

RESEARCH SPECIALIST I (05639CP) Provide advanced support for imaging in the JEOL 6400/JEOL 6300F SEM & Phillips 400T TEM/STEM; assist faculty, staff & students; maintain electron microscopes, sample preparation equipment & photographic dark room facilities; assist supervisor in the preparation of monthly faculty use summaries & in the purchasing of consumable materials required to support the use microscopes & related equipment. **QUALIFICATIONS:** BA/BS in Science or Engineering; 1-3 years experience in operation of scanning & transmission electron microscopes; working knowledge of x-ray emission spectroscopy & electron diffraction; substantial experience in the preparation transmission electron microscopy specimens by ion milling, dimple grinding, mechanical thinning, electro-polishing & cryo-ultramicrotomy; experience in maintenance of lab equipment incl. vacuum systems & dark room equipment. **GRADE:** P2; **RANGE:** \$22,351-29,098 5-20-97 LRSM

STAFF ASSISTANT II (05674CP) Perform administrative support for Associate Vice President & office; manage complex calendar; edit & format documents & presentations; coordinate travel for AVP & direct reports; develop & implement office procedures; provide project management assistance; compose replies, background reports, provide follow up correspondence & handle issues & concerns for AVP; monitor budgets for both organization & specific client-funded projects; identify vendors for specific technological products required for development environment & prepare appropriate purchasing documents; coordinate & track all activities for the identification, selection & payment of subcontracting resources; exercise discretion when handling confidential & sensitive material. **QUALIFICATIONS:** BA/BS or equivalent; minimum 3-5 years experience in a complex administrative position; must have excellent organizational & interpersonal skills as well as strong interest in & the ability to fell comfortable with technology; must be able to multi-task effectively; experience with workstation & broad range of personal productivity/office software. **GRADE:** P2; **RANGE:** \$22,351-29,098 5-20-97 ISC/AIT

ADMIN. ASST III (37.5 HRS) (05579CP) In a front-line capacity, provide information about study, work, travel, volunteer service & graduate fellowships abroad; serve as receptionist at the study abroad transaction desk; provide general info. about application & admission procedures & deadlines; handle triage of clients to be seen by specialist advisors; schedule appts. & mtgs.; organize resource library, update holdings; ensure adequate supply of catalogs & other materials for distribution; provide admin. support to regional program managers & marketing/outreach coordinators. **QUALIFICATIONS:** HS diploma, BA/BS pref.; min. 2 years exp. at AA II level or comparable background; experience studying, working or traveling abroad required; foreign language capability & familiarity with higher education in other countries desirable; excellent customer service & strong interpersonal & organizational skills; high level of written & oral communication skills in English; commitment to student services; excellent judgment & able to deal with difficult situations; able to work as a member of a team & under pressure; familiarity with MS Word & Access, www info. searching & Internet communication are assets. **GRADE:** G11; **RANGE:** \$21,961-27,866 5-19-97 International Programs

VETERINARY SCHOOL

VET TECH I/II (40 HRS) (05679RS) VT I: Administer treatments, injections & medications; assist with diagnostic & therapeutic procedures; monitor vital parameters; observe & record symptoms & reactions of patients; VT II: Same as above, plus, perform diagnostic & therapeutic procedures; assist in the instruction of nursing & vet students; may have direct teaching responsibility. **QUALIFICATIONS:** VT I: Completion of accredited Animal Health Tech program or degree in Animal Science or 3 year Vet Tech experience; state certification & licensure may be necessary; VT II: same as above, plus, min. 2 years exp. as VT I or equivalent req. (*position requires rotating nights & weekends*) **GRADE:** VT I: G8/VT II: G10; **RANGE:** VT I: \$18,481-23,132/VT II: \$22,013-27,427 5-21-97 VHUP-Wards

SECRETARY TECH/MED (40 HRS) (05587RS) Type letters, manuscripts, student handouts, charts, memos, grant

proposals from dictaphone & handwritten material; arrange appointments, conferences, schedule & travel; open & screen mail & compose routine correspondence; heavy phone responsibilities; maintain records & files. **QUALIFICATIONS:** HS diploma, advanced course work in business/secretarial sciences desired; 1-2 yrs. exp. with MS Office & Mac pref.; knowledge of medical terminology, excellent spelling & typing ability req.; able to work under pressure with minimal supervision; good organizational & communication skills; ability to work with confidential materials required; (*position in Kennett Square; no public transportation*). **GRADE:** G9; **RANGE:** \$20,130-25,133 5-19-97 Clinical Studies

WHARTON

COORDINATOR III (05642AB) Supervise & coordinate logistical arrangements for custom executive education programs; work with Academic Director & Program Director to ensure the consistent operation of a program; maintain & develop relationships with clients; train & supervise staff. **QUALIFICATIONS:** BA/BS required, Master's preferred; 3-5 years experience coordinating conference or management training programs preferred; highly developed organizational skills & strict attention to detail; strong customer service background/attitude; proficient in WordPerfect, Lotus & Graphics programs. **GRADE:** P3; **RANGE:** \$24,617-31,982 5-19-97 Arestry Institute

ADMINISTRATIVE ASSISTANT III (05643AB) Manage & update internal data bases; generate reports for team, faculty & clients; provide administrative support for program team; responsible for program mailings, correspondence, copying & faxing; update & maintain filing system. **QUALIFICATIONS:** BA/BS preferred; 2-3 years experience in executive administrative area; high proficiency in WordPerfect, Word, Excel, Lotus, Access & graphics programs; excellent communication skills. (*position contingent on grant funding*) **GRADE:** G11; **RANGE:** \$20,497-26,008 5-19-97 Arestry Institute

P-T ADMINISTRATIVE ASSISTANT III (20 HRS) (05680AB) Assist in coordination of large ongoing multinational program involving 150 investigators; maintain data base & electronic files; assist with entry & coding of data; arrange meetings; respond to inquiries or requests for information; compose response letters; conduct computer-based information & data searches; prepare bibliographies; communicate with scholars worldwide using electronic communication systems; coordinate production of teaching & publication materials; act as liaison among faculty, student & administrators; proofread manuscripts for typographical & grammatical errors; type, file & copy; place phones calls & coordinate travel plans; manage activities of work-study students; act as courier. **QUALIFICATIONS:** HS diploma; 3-4 years admin. assistant experience req.; excellent knowledge of English grammar, spelling & punctuation; excellent word processing, database & related computer skills; knowledge of visual basic, data processing & file management programs required; strong organizational & information management skills; ability to manage multiple high-priority projects simultaneously; dictaphone & transcription experience pref.; excellent communication & interpersonal skills required; conference planning & travel exp. pref. **Grade:** G11; **Range:** \$11,712-14,862 5-21-97 Management

Volunteers: Women's Health Study

Healthy women between 16 and 40 with six or fewer menstrual periods per year or a history of elevated testosterone, hirsutism or Polycystic Ovarian Syndrome (PCOS) are needed for an ongoing study at HUP sponsored by the National Cooperative Program for Infertility Research and the National Institute of Child Health and Human Development.

Polysystic Ovarian Syndrome, one of the most common causes of irregular menstrual periods, is associated with elevated levels of testosterone. "This can result in infertility and excessive hair growth. Individuals with this disorder are at an increased risk for developing diabetes. Despite the fact that 10% of the U.S. population has Polycystic Ovarian Syndrome, there is much that is still not understood about the mechanisms and genetic basis for this disorder," said Dr. Deborah Driscoll, principal investigator of the study.

Patients receive diagnostic testing and medical evaluation at no charge. To register for inclusion in the study, or for more information, call Sharon Strong at 662-4805.

Staff Degree Opportunities: CGS, Wharton Evening, and the 'Stretch Program', Information Sessions May 28

The College of General Studies and the Wharton Evening Program will give a presentation this week on undergraduate continuing education opportunities for all University employees. Participants will hear about programs of study, admission requirements, degree requirements and information on the new "Stretch Program" which will provide an alternative means for Penn employees to qualify for undergraduate admission.

There are two sessions Wednesday, May 28—12 noon to 1 p.m. and again 1 to 2 p.m.—in the Smith-Penniman Room in Houston Hall.

Fulbright Scholar Program: International Opportunities for U.S. Faculty and Professionals

August 1 Deadline for the 1998-99 Competition

Description: Over 700 awards for college and university faculty and nonacademic professionals to lecture or pursue advanced research and/or related professional activity abroad. For U.S. candidates, grants are available in over 120 countries.

Application Deadline: August 1 for U.S. candidates to apply for lecturing or research awards. Non-U.S. candidates apply in their home country for awards to come to the United States.

Areas of Interest: Opportunities exist in every area of the social sciences, arts and humanities, sciences, and many professional fields, for undergraduate and graduate teaching, individual advanced research, joint research collaboration, and more.

Basic Eligibility Requirements: Ph.D. or equivalent professional/terminal degree at the time of application and U.S. citizenship (permanent residency is not sufficient). For professionals and artists outside academe, recognized professional standing comparable to that associated with the doctorate in higher education is required, unless otherwise noted in the individual award description. College or university teaching experience is expected at the level and in the field of the advertised assignment or proposed lecturing activity for lecturing and combined lecturing/research awards.

Grant Duration: Awards range in duration from two months to twelve months. Most lecturing assignments are for an academic term/semester or a full academic year.

Language: Although the majority of teaching assignments are in English, foreign language proficiency is expected for lecturing awards in some countries and for some research projects.

Action: U.S. candidates may view detailed descriptions of award opportunities and request application materials via the Fulbright Scholar Program Web site: www.cies.org. Requests for hard copy of the awards booklet and application forms can be made by e-mail: cies1@ciesnet.cies.org. (Requests for mailing of materials only!) Telephone: (202) 686-7877

U.S. mail: USIA Fulbright Senior Scholar Program
Council for International Exchange of Scholars Box INET
3007 Tilden St., NW, Suite 5M
Washington, DC 20008-3009

Non-U.S. candidates must contact the Fulbright commission or U.S. embassy in their home country to apply for grants in the U.S.

German-American Lectureship: Deadline June 15

The German-American Academic Council Foundation (GAAC) for the first time will make available—in the context of its mission to provide a common forum for transatlantic scientific and scholarly dialogue—funds for distinguished German scientists and scholars to give guest lectures in the U.S., and for American scientists and scholars to give guest lectures in Germany. In each of two selection rounds in 1997, up to ten applications from U.S. or German universities or other research institutions will be selected for funding of \$10,000 as a rule. Lectureship visits can take place in the 1997-98 academic year.

By enabling presentations, lectures and visits of acclaimed scientists and scholars, the GAAC distinguished lectureship program is a means of strengthening and expanding scientific and scholarly contacts and cooperation between the scientific and scholarly communities of both countries. Special emphasis is placed on including contact with young scientists and scholars in the program. A "Lectureship" is defined as a visit by a distinguished scholar on invitation of a university, university department, or public research institution that can last up to one week. Individual contacts and talks should be part of the "lectureship." All fields of science and the humanities are eligible.

Applications for "Distinguished Lectureship Grants" during the 1997-98 academic year must be received by the GAAC no later than **June 15, 1997**. Complete information may be obtained from the GAAC's World Wide Web Site www.access.digex.net/~gaac/gaachome.html.

—Joyce M. Randolph, Director, Office of International Programs

Ed. Note: Dr. Randolph also advises that authors are being sought for a project of the American Association for the Advancement of Science and the German-American Academic Council, in connection with a workshop in the spring of 1998 in Washington entitled *International Exchange of Scientists and Scientific Information: Driving Forces, Trends, and Attitudes*. The workshop will focus on examining U.S. and German attitudes and approaches to international scientific cooperation from various perspectives: government, industry, and university. It will also look at how telecommunications and other information technologies are changing the way we do international collaboration. A thinkpiece (with data) is wanted, with an eye to such questions as: What are the trends and attitudes of German and U.S. universities towards international scientific cooperation and exchanges? What are the trends and attitudes of students, faculties, and university leadership in this area? What are individual college departments doing in this area (e. g. distance learning)?

A draft outline would be due very shortly, and the paper itself in October. Betty Kirk of the AAAS has more information at ekirk@aaas.org.



Baby & Toddler Items Needed

Donations are being sought for the St. Mary's Family Respite Center. This center is a holistic resource for low-income children and families affected by HIV/AIDS. All families served have at least one member who is HIV positive.

Donations are also being sought for the Maternity Care Coalition. MCC is committed to reducing infant mortality and improving the health and lives of families with young children. Last year they served over 3,000 pregnant women and families.

New and used items in good condition are requested such as toys, books, clothing, and children's furniture. Drive runs now through **May 30**, and is sponsored by Penn VIPS. Call 898-2020 for the location of the nearest drop-off location.

West Philadelphia Scholarship Awards Program May 28

A reception to benefit college-bound West Philadelphia seniors is being held May 28 from 4-6 p.m. at the Children's Hospital of Philadelphia. Penn VIPS and the West Philadelphia Partnership are offering a chance to help community children realize their potential.

Tickets are \$10 and may be purchased at the door. Refreshments will be served. This is an opportunity to congratulate ten graduating seniors with \$500 scholarships to help offset the cost for books and supplies in their freshman year of college.

The keynote speaker will be Ukee Washington, morning news anchor for KYW-TV3. The Guest Speaker, Ms. Ollie Nasier, founder and president of Wise Dome Network Institute, will present a motivational speech.

White-Williams Scholars: June 11

Lucy Durr Hackney, chairman of the board and founder of the Pennsylvania Partnerships for Children, will speak on campus at a June 11 benefit for the White-Williams Scholars, a 200-year-old organization that annually helps nearly 1000 Philadelphia high school students "who, despite the effects of poverty, maintain excellent grades and show good citizenship." Through weekly \$12-\$18 stipends and other support, the program enables some 96% of its grantees to graduate and go on to college.

Mrs. Hackney's address, *Our Children: Our Future—Who Cares?*, will be given in the University Museum's Rainey Auditorium at 5:30 p.m. A reception follows in the Mosaic Gardens.

Tickets are \$25 for donors; \$50 for patrons; \$100 for benefactors and \$500 for corporate sponsors. For information: 563-0780.

Almanac's Summer Schedule

During the summer months, *Almanac* and *Compass* will publish the final issue of Volume 43 on June 17 and the first issue of Volume 44 on July 15. The deadline for the June issue is June 9. The deadline for the July issue is July 7. Weekly publication of *Almanac* resumes with the September 2 issue, for which the deadline is August 15.

Job Opportunities at Penn, listing new jobs only, will be published weekly throughout the summer, available at the Job Application Center in the Funderburg Information Center, 3401 Walnut Street. A list of all existing job opportunities for University staff positions is available on the web at www.upenn.edu/hr/.

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for **May 5 through May 18, 1997**. Also reported were **Crimes Against Property**, including 84 total thefts (including 3 burglaries & attempts, 10 thefts of bicycles & parts, 1 theft & attempt of auto, 22 thefts from autos, 20 criminal mischief & vandalism, 1 forgery & fraud and 2 trespassing & loitering.) Full crime reports are in this issue of *Almanac* on the Web (www.upenn.edu/almanac/v43/n35/crimes.html).—Ed.

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 **May 5 through May 18, 1997**. The University Police actively patrols 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 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Sexual Assaults—1; Threats & Harassment—3
05/06/97 2:16 PM Grad B Tower Complainant reported person made threat
05/12/97 11:01 AM Williams Hall Intimidating mail received
05/14/97 3:01 PM 36th & Chestnut Complainant threatened by male with ice pick
05/14/97 7:59 PM Hamilton Walk 2 juveniles grabbed female

38th to 41st/Market to Baltimore: Robberies (& Attempts)—5; Threats & Harassment—2
05/07/97 9:12 AM 39th & Market 3 males attempted to rob complainant w/simulated weapon
05/09/97 5:54 AM 3800 Blk Sansom Complainant struck on head during attempt robbery/to hup
05/10/97 2:42 AM 300 Blk 41st Complainant robbed by 3 males/3 arrested
05/10/97 9:42 PM Hamilton Court Harassing phone calls received
05/11/97 11:35 AM Harrison House Complainant reports being harassed
05/11/97 8:40 PM 40th & Market Male assaulted during robbery/property taken
05/18/97 3:49 AM 40th & Pine 2 complainants reported being robbed by unknown males

41st to 43rd/Market to Baltimore: Robberies (& Attempts)—2; Threats & Harassment—1
05/05/97 2:54 PM 200 Blk 42nd Complainant robbed of backpack by unknown person
05/08/97 10:49 PM 42nd & Pine Complainant robbed by unknown suspect with gun
05/16/97 9:40 PM 4301 Spruce Complainant reports receiving harassing notes

30th to 34th/Market to University: Threats & Harassment—2
05/05/97 5:09 PM Hutchinson Gym Dispute between students
05/15/97 4:35 PM Univ. Museum Complainant reports being harassed over course of year

Outside 30th to 43rd/Market to Baltimore: Robberies (& attempts)—2; Aggravated Assaults—1; Threats & harassment—1
05/09/97 10:51 AM 1530 Spruce Complainant robbed of wallet
05/13/97 1:02 PM 36th & Baring Complainant robbed of wallet
05/14/97 8:43 AM Delaware County Complainant receiving harassing messages via e-mail
05/17/97 11:57 PM 45th & Sansom Complainant assaulted by unknown males/injury to hand

Crimes Against Society

34th to 38th/Market to Civic Center: Disorderly Conduct—1; Alcohol & Drug Offenses—1
05/09/97 6:35 PM 36th & Spruce Person arrested for driving while intoxicated
05/16/97 7:45 PM 3604 Chestnut Male acting in disorderly manner/refused to leave/arrest

38th to 41st/Market to Baltimore: Disorderly Conduct—2; Weapons Offenses—1
05/08/97 1:36 AM 208 S. 40th Male cited for disorderly conduct
05/09/97 3:03 PM Tau Epsilon Phi Male with pellet gun/cited
05/11/97 2:05 AM Unit Blk 39th Disturbance between students

Outside 30th to 43rd/Market to Baltimore: Weapons Offenses—1
05/15/97 10:50 PM 45th & Ludlow Suspect arrested for weapons offense and drugs

18th District Crimes Against Persons

15 Incidents and 4 Arrests were reported between **May 5, 1997**, and **May 18, 1997**, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

05/06/97	6:30 AM	4800 Warrington	Robbery
05/06/97	7:10 AM	4800 Springfield	Robbery
05/07/97	3:25 AM	4438 Chestnut	Aggravated Assault
05/09/97	5:45 AM	3800 Sansom	Robbery
05/09/97	5:30 PM	4800 Chestnut	Aggravated Assault
05/09/97	10:48 PM	4800 Blk Pine	Rape
05/10/97	3:42 AM	300 Blk 41st	Robbery/Arrest
05/12/97	9:25 AM	4000 Blk Market	Robbery
05/14/97	2:15 AM	4408 Walnut	Robbery
05/14/97	11:43 AM	4500 Blk Pine	Robbery/Arrest
05/17/97	2:45 AM	4431 Chestnut	Robbery
05/17/97	4:00 AM	4800 Blk Market	Aggravated Assault
05/18/97	3:31 AM	4000 Blk Pine	Robbery
05/18/97	11:00 AM	4301 Walnut	Robbery/Arrest
05/18/97	7:55 PM	4301 Baltimore	Robbery/Arrest



The dancers of Volume 2, in a music/dance concert inspired by the music of American composer Charles Ives. It is a collaborative tribute to Mr. Ives where Dutch choreographer Beppie Blankert is joined by ten dancers and Philadelphia's Relâche Ensemble. The concert, part of Music at Annenberg, will be in the Zellerbach Theatre, at 8 p.m. on May 30 and 31. Call 898-6791 for tickets, \$20, \$12 students.



Almanac

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Summer

AT PENN

ACADEMIC CALENDAR

6/27 *First Summer Session classes end.*
6/30 *Second Summer Session classes begin.*
8/8 *Second Summer Session and 12-Week Summer classes end.*

CHILDREN'S ACTIVITIES

Summer Magic '97; during July, kids learn of other cultures through storytelling, puppet shows, and other activities. See below for schedule.

6/21 *Family Workshops*; children, ages 6-12, and their adult escorts tour the *John Kindness exhibit* and make studio projects with artist Cybele Berret; 11 a.m.; Institute for Contemporary Art; \$3/child for members, \$4/child for non-members; scholarships available; info/registration: 898-7108. *Repeated 6/22.*

CONFERENCE

6/6 *Healing Plants: Herbal Traditions and Medicine Today*; June 6: speakers: Mark Blumenthal, American Botanical Council; Bonnie O'Connor, MCP Hahnemann College of Medicine; E. Barrie Kavasch, Institute of American Indians in Washington, CT; Rick Lewandowski, Morris Arboretum; \$145, \$135/members; 6/7: *Native Herbal Medicine—Healing Plants Walk*, 10:30 a.m.-noon; \$26, \$21/members; *Native American Medicine Chest*, 12:30-2:30 p.m.; \$30, \$25/members; in conjunction with *Healing Plants* exhibit; Morris Arboretum; info/registration: 247-5777.

EXHIBITS

Admission donations & hours

Arthur Ross Gallery, Fisher Fine Arts Library: free, Tues.-Fri., 10 a.m.-5 p.m.; Sat. & Sun., 12-5 p.m.
Burrison Gallery, Faculty Club: free, Mon.-Fri., 9 a.m.-6 p.m.
Esther Klein Gallery, 3600 Market: free, Mon.-Fri., 9 a.m.-5 p.m.
Institute of Contemporary Art: \$3, \$1/students, artists, seniors, free/members, children under 12, with PENNCard, and on Sundays 10 a.m.-noon; Thurs., 10 a.m.-7 p.m.; Wed.-Sun., 10 a.m.-5 p.m.; closed: Mon. & Tues.
Meyerson Hall Galleries: free, Mon.-Sat., 9 a.m.-5 p.m.
Morris Arboretum: \$4, \$3/seniors, \$2/students, free/with PENNCard, children under 6; Mon.-Fri., 10 a.m.-4 p.m.; Sat. & Sun., 10 a.m.-5 p.m.
University Museum: \$5, \$2.50/ seniors and students w/ID, free/members, with PENNCard, children under 6; Tues.-Sat., 10 a.m.-4:30 p.m., Sunday, 1-5 p.m.; closed Mon. & holidays.

Upcoming

6/9 *Martha Huggins: Watercolors*; works by the Faculty Club staff member who graduated from Depauw University with a degree in art and continues her art studies at the Community Arts Center in



Mr. American Express, 1990, 5' x 4' soda cracker mosaic by John Kindness; exhibit at the ICA through June 27.

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Unless otherwise noted all events are open to the general public as well as to members of the University. For building locations, call 898-5000 between 9 a.m. and 5 p.m. Listing of a phone number normally means tickets, reservations or registration required.

This summer calendar is a pull-out for posting. *Almanac* carries an *Update* with additions, changes and cancellations if received by Monday noon prior to the week of publication. Members of the University may send notices for the *Update* or *September* at Penn calendar.

Wallingford; reception, June 19, 4:30-6:30 p.m.; Burrison Gallery, Faculty Club. *Through August 29.*

Now

Folio '97: Works from the Print-making Studio; Burrison Gallery, Faculty Club. *Through May 30.*

East/West: Visions in Between;

Arthur Ross Gallery. *Through June 25.*
John Kindness; see also *Children's Activities and Fitness/Learning*; Institute of Contemporary Art. *Through June 29.*

Watercolors: Medicinal Plants of Shakespeare; Arboretum. *Through June.*

The Afghan Folio; Sharpe Gallery, University Museum. *Through August 23.*

Time and Rulers at Tikal: Architectural Sculpture of the Maya; Museum. *Through Fall 1997.*

Creating the Quid: Betel Chewing Paraphernalia from Asia and the Pacific; Main Entrance, Museum. *Through December.*

Ongoing

Ancient Greek World; *Living in Balance: Universe of the Hopi, Zuni, Navajo and Apache*; *Ancient Mesopotamia: Royal Tombs of Ur*; *The Egyptian Mummy: Secrets and Science*; *Raven's Journey: World of Alaska's Native People*; *Buddhism: History and Diversity of a Great Tradition*; University Museum.

Healing Plants: Medicine Across Time and Cultures; *Works by Harry Gordon*; massive sculpture in wood, small pieces in granite, Butcher Sculpture Garden, Morris Arboretum.

FILMS

Film/Video Project

Films, film series and events at International House, 3701 Chestnut St.; full descriptions online: www.libertynet.org/~ihouse; tickets: \$6.50, \$5.50/members, students, seniors, \$3.50/kids 12 and under; foreign language films with subtitles (unless noted); information/tickets: 895-6542. Repeat dates and times in italics.

6/13 *Irma Vep* (Assayas, France, 1996); 7:15 & 9:30 p.m. *June 14, 6 & 8:15 p.m.; June 15, 4 & 8:30 p.m.; June 17, 7:15 p.m.; June 18, 9:15 p.m.; June 19, 9:15 p.m.; June 20-21, 7:15 & 9:30 p.m.; June 22, 8:30 p.m.*

6/14 *High Risk* (Jing, Hong Kong, 1996); 10:30 p.m. *June 15, 6:15 p.m.; June 17, 9:30 p.m.*

7/2 *Ernesto Che Guevara: The Bolivian Diary* (Dindo, France/Switzerland, 1994); 8:45 p.m. *July 3, 7 & 9:15 p.m.; July 5, 9:30 p.m.; July 6, 6:30 & 8:30 p.m.; July 8, 9:30 p.m., July 10, 7 & 9:15 p.m.; July 11, 1 & 5 p.m.; July 12-13, 5 p.m.*

7/5 *Mandela* (Menell & Gibson, South Africa/USA, 1996); 7 p.m. *July 6, 3:30 p.m.; July 8, 7 p.m.*

7/16 *Message to Love* (Lerner, USA/UK, 1995); 7 & 9:45 p.m. *July 17, 7 & 9:45 p.m.; July 18, 6:30 p.m.; July 19, 10:30 p.m.; July 20, 2:45 p.m.*

7/23 *Blacks and Jews* (Snitow & Kaufman, USA, 1996); 7:30 p.m.

7/24 *For Ever Mozart* (Godard, Switzerland/France, 1996); 7 & 9:30 p.m. *July 26, 6 p.m.; July 27, 4 & 6 p.m.*

7/25 *Mondo Plymton* (animated); with Bill Plymton on 7/25; 6, 8 & 10 p.m. *July 26, 8 & 10 p.m.; July 27, 8 p.m.; July 29-31, 7:30 & 9:30 p.m.*

Arab Cinema

6/25 *Cheb* (Bouchareb, France/Algeria, 1991); 7:30 p.m. *June 29, 6 p.m.*

6/26 *The Night* (Malas, Syria/Lebanon/France, 1992); 7:30 p.m. *June 28, 6 p.m.*

6/27 *The Greedy Ones* (Boutros, Syria, 1991); 7 p.m. *July 2, 7 p.m.*
Haifa (Masharawi, Palestine/The Netherlands, 1996); 9 p.m. *June 28, 8:30 p.m.*

6/29 *Stars in Broad Daylight* (Muhammad, Syria, 1988); 8 p.m.

7/1 *City Dreams* (Mala, Syria, 1983); 7:30 p.m.

Philadelphia Connections

7/9 *Laid to Waste: A Chester Neighborhood Fights for its Future* (Robert Bahar & George McCollough, USA, 1996); 7:30 p.m.

Independent Film/Video

Philadelphia Independent Film/Video Association workshops; information/registration: 895-6594.

Working with AVID; introductory and intermediate workshops; call to arrange sessions; \$150, \$125/PIFVA members.

5/31 *Independent Feature Filmmaking*; seminar with Dov Simens on producing, budgeting, marketing and selling; 9 a.m.-5 p.m.; \$289/nonmembers and at the door, \$249/members in advance. *Continues 6/1.*

6/24 *PIFVA Open Screens*; works completed and in progress; 7 p.m. *Also meets 7/22.*

FITNESS/LEARNING

Aerobics; see reverse for information about Recreation Department classes.

Class of 1928 Ice Rink; open for roller hockey Tuesdays and Thursdays, 10:15 a.m.-12:15 p.m., \$5 admission, goalies are free; info: 898-1923.

English Language Programs Evening Course Registration; classes meet 6-8:30 p.m.; *Academic Writing*, Mon., 6/2-8/11, \$290; *Pronunciation Improvement*, Tues., 6/3-8/12, \$290; *TOEFL Prep*, Mon. and Wed., 7/21-8/20, \$290; *Speaking and Listening*, Tues. and Thurs., 7/22-8/21, \$290; *Business Writing*, Thurs., 7/24-8/21, \$145; late registration fee: \$10; info: 898-8681 or elp@sas.upenn.edu.

Jazzercise; 5:30-6:30 p.m.; Mon., Tues. and Thurs.; Philadelphia Child Guidance Ctr.; first class free; \$3.50/class. \$2.50/students; Carolyn Hamilton, 662-3293 (days), 446-1983 (eves.).

5/28 *West Philadelphia Scholarship Awards Program*; benefit for college bound West Philadelphia seniors; 10 will receive \$500 scholarships to help cover books and supplies for their freshman year; keynote speaker: Ukee Washington, KYW TV3; guest speaker: Ollie Nasier, Wise Dome Network Inst.; 4-6 p.m.; Children's Hospital of Philadelphia; \$10; info/tickets: 898-2020 (Penn VIPS; West Philadelphia Partnership).

5/29 *Biomedical Database Searching Using OVID Software: Web Access*; 9-11 a.m.; Biomedical Library (Library).

6/5 *New Horizons on Contemporary Art: Continuing Education*; tour of *John Kindness exhibit*, brown-bag lunch and discussion; 10:30 a.m.; ICA; free with gallery admission fee (see *Exhibits*).

6/12 *Coping with Workplace Change and Transition*; noon; Bishop White Rm., Houston Hall; info/reg.: 898-7910 (Faculty/Staff Assistance Prog.).

6/18 *Orientation to Animal Research*; for all researchers and animal handlers at Penn; 1-3 p.m.; Clinical Research Bldg. Aud.; bring PENNCard (Institutional Animal Care and Use Committee; University Laboratory Animal Resources).

MEETING

6/19 *Trustees Full Board Meeting; Faculty Club*; information: 898-7005. *Through 6/20.*

ON STAGE

5/30 *Volume 2*; Dutch choreographer Beppie Blankert and dancers from the Rel che Ensemble perform a music and dance concert inspired by Charles Ives's music; 8 p.m.; Zellerbach Theatre, Annenberg Center; \$20, \$12/students; info/tickets: 898-679. *Repeated May 31, 8 p.m.*

SPECIAL EVENTS

6/1 *Philadelphia Rose Show*; annual indoor show displays prize-winning cut roses; also visit the Morris Arboretum's Rose Garden and talk to rose exhibitors and experts; 1-5 p.m.; Morris Arboretum.

6/13 *Moonlight and Roses*; annual gala fundraising event with cocktails in the Rose Garden, followed by dinner and dancing; Morris Arboretum; information/tickets/prices: 247-5777.

TALKS

5/28 *Symmetry in Physical Law, Art and Thought*; Frank Wilczek, Institute for Advanced Study; 5:30 p.m.; Rainey Auditorium, University Museum (Physics and Astronomy).

6/2 *The Molecular Biology of Smell*; Richard Axel, Columbia; 10th annual Bernard Cohen Memorial Lecture in Genetics; noon; Austrian Auditorium, Clinical Research Building (Genetics).



The Morris Arboretum's Rose Garden has over fifty varieties of the fragrant flower.

Molecular Mechanisms of Cyclic Nucleotide-Gated Channel Activation; Steve Siegelbaum, Columbia; noon; Pharmacology Conference Room, John Morgan Building (Pharmacology).

6/4 *The Role of the Human Papillomavirus E7 Oncoprotein in Cervical Carcinogenesis*; Karl Munger, Harvard; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

6/5 *eFGF, Xcad3, and Hox Genes: Members of a Molecular Pathway that Pattern the Anteroposterior Axis in Xenopus*; Betsy Pownall, University of Bath, UK; 12:15-1:30 p.m.; Reunion Hall, John Morgan Building (Cell & Developmental Biology).

Future Directions in the Treatment of Obesity; John Foreyt, Baylor College of Medicine; 1-2 p.m.; Dunlop Auditorium, Stemmler Hall (Medical School of Nutrition Educ. & Prevention Program).

6/9 *Ras Proteins in Mitogenesis and Oncogenesis*; Dafna Barsagi, SUNY-Stony Brook; noon; Pharmacology Conf. Rm., John Morgan Bldg. (Pharmacology).

Giant Muscle Proteins: Ready for Prime Time?; Kuan Wang, U. of Texas at Austin; 2 p.m.; Physiology Conf. Rm., Richards Bldg. (Penna. Muscle Inst.).

6/11 *Protein Trafficking and MHC Class II Antigen Processing Compartments*; Michael Marks, pathology/lab medicine; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

Our Children: Our Family—Who Cares?; Lucy Durr Hackney, Pennsylvania Partnership for Children; benefit for White-Williams Scholars; 5:30 p.m., reception follows; Museum; \$25/donors, \$50/patrons, \$100/benefactors, \$500/corporate sponsors; info: 563-0780.

6/18 *p53 Based Tumor Vaccines*; Magdalena Thurin, Wistar; 4 p.m.; Grossman Aud., Wistar Inst. (Wistar).

6/24 *Medicare Managed Care: Opportunities and Risks for Older Persons*; Richard Besdine, Travelers Center on Aging; 8-9 a.m.; Medical Alumni Hall, Maloney Bldg. (Inst. on Aging).

Opportunities for Research and Training Funding from the National Institute on Aging; Terrie Wetle, National Institute on Aging; 4:30-6 p.m.; Auditorium, Leonard Davis Institute of Health Economics (Institute on Aging; LDI).

The Function of the c-src Proto-Oncogene; Harold Varmus, NIH; George Khoury Memorial Lecture; 4 p.m.; Medical Alumni Hall, Maloney Bldg. (Wistar).

6/26 *Myosins and Motility in the Vertebrate Retina*; Beth Burnside, UC-Berkeley; 2 p.m.; Physiology Conference Room, Richards Building (Pennsylvania Muscle Institute).

7/2 *Viruses and Autoimmunity*; Ellen Heber-Katz, Wistar; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).



Summer Magic at the Museum: Cultures from Around the World

For curious kids summer fun is coming to the University of Pennsylvania Museum of Archaeology and Anthropology. This exciting series of programs will introduce children to the wonders of cultures from around the world. Summer Magic programs, designed for children ages 6-12, run Wednesdays and Thursdays, 10 to 11 a.m., in July. All programs, held in the Museum's galleries, the inner gardens or the Rainey Auditorium, are free with Museum admission donation (\$5 adults; \$2.50 students and senior citizens; free for PENNCard holders and children under 6). Pre-registration for groups (only) is required, call 898-4015.

In addition to the activities listed at right, children and their families may follow one of a new series of multi-gallery treasure hunts with diverse themes: cats, faces, houses, and clothes. The Wiz Kid Quiz involves a search for artifacts through time and across world cultures.



7/9 *Native American Storytelling*; North American Indian stories teach about the environment.

7/10 *Me and My Baby*; Museum artifacts highlight the similarities and differences among humans and animal species and their offspring.

7/16 *Explore the American Southwest*; exploration of the world of the Pueblo Indians of the Southwest.

7/17 *The Opposable Thumb*; snap your fingers and discover the evolutionary importance of your thumb.

7/23 *Africa, The Continent of the Drum*; learn how to play the "sekere" drum from the Yoruba People of Niger.

7/24 *Myths and Tales of Ancient Greece*; visit the gods at their home on Mt. Olympus and hear stories about their adventures.

7/30 *Myths and Tales of Ancient Egypt*; learn about the characters in ancient Egyptian stories.

7/31 *Egyptian Dance Demonstration*; learn about and see the traditional dances of Egypt.

At left, Betsy Neaves Straw, coordinator of outreach programs in the Museum's education department, leads a tour of the African Gallery at the University Museum.

Summer Programs at Penn—People of all Ages Playing, Practicing and Preparing



High school students in the Penn Summer Science Academy study and research under the supervision of faculty and graduate students in the geology, materials science, mathematics, biology and biochemistry departments.

KIDS

Center for Community Partnerships' Turner Summer Institute: 200 post-5th graders from Turner Middle School; education in conflict resolution, health promotion and writing for publication. Cory Bowman; *June 26-August 4.*

Junior Fencing Camp: 35 14-17 year-olds; David Micahnik; *July 27-August 9.*

Junior Tennis Program*: 10 weekly sessions for 250 students ages 7-17; Hal Mackin, 898-4741; *June 9-August 15.*

National Youth Sports Program: 250 Philadelphia-area students, ages 10-16, learn sports skills, take physicals and attend counseling sessions; Mike Diorka; *July 7-August 8.*

Penn-Lea Athletic Program: 25-30 Lea students ages 8-10; cultural, educational and sports activities; Will Cooper; *dates to be determined.*

Pennsylvania Women's Basketball Position Camp*: 35-50 children grades 4-9; players refine and enhance their skill in their specific position; Renate Costner, 898-6089; *August 1-3.*

Philadelphia International Theatre Festival for Children: theatre performances and activities for 25,000 kids of all ages; Brian Joyce; *May 21-25.*

Quaker Basketball Camp*: 100 8-18 year olds; Fran Dunphy, 898-6141; *June 24-28.*

Summer Gymnastics Camp*: weekly sessions for 20 children ages 5-12; Tom Kovic, 898-5316; *June 9-27, July 7-11.*

* These programs geared for children may still accept applications. Call phone numbers listed for information.

HIGH SCHOOL

AFNA National Education and Research Fund: 200 11th and 12th graders attend classes to help them meet their schools' academic requirements; Samuel Evans; *July 14-Aug. 20.*

High School Research Program for Minority Students: 20 students ages 16-18; Glen Gaulton and Judy Jackson; *July 1-August 22.*

LEAD Program in Business: 35 students ages 16-17; introduction to business principles for minority students; Harold Haskins; *June 29-July 28.*

Penn Summer Academy in Communication Studies: 60 10th-12th graders; short-term noncredit education for high school students; David Fox; *June 29-August 8.*

Penn Summer Science Academy: 200 10th-12th graders; an intensive program taught by Penn scientists consisting of both guided and independent lab and field projects, math workshops, computer labs, seminars and site visits; David Reibstein; *July 7-August 1.*

Precollege Program: 200 11th and 12th graders take beginning-level courses and live in the dorms; David Fox; *June 29-August 9.*

Upward Bound Program: 55 9th-12th graders; program to increase students' academic proficiency, promote self-esteem, and motivate students to plan their educational and career goals; Fred Whiten; *June 30-August 8.*

UNDERGRADS

Afro-American Studies Program Summer Institute for Pre-Freshmen: 40 pre-freshmen; introduction to major intellectual and cultural themes

and currents in 19th and 20th Century African-American experience; Sheila Armstrong and Gale Ellison; *July 20-25.*

Freshman Orientation Program for the NROTC: 45 freshmen; Col. P.F. Pugh; *August 25-30.*

Kanda University Program in English & US Culture: 15 undergrads from Japan; English language study and sociocultural experiences for university undergrads majoring in English and applied linguistics; Thomas Adams; *August 23-September 13.*

Leadership Alliance Interns: 10 undergrads; research experience; Karen Lawrence; *dates vary.*

Penn Summer Abroad: 250-300 students study in programs in the Czech Republic, England, France, Germany, India, Italy, Korea, Poland, and Spain; Elizabeth Sachs; *Dates vary.*

Philadelphia Alliance for Minority Participation in MSE Scholars Program: 10 undergraduates; Cora Ingram; *May 27-August 1.*

Pre-Freshman Program: 110 Penn freshmen; preview of life at the University; Delores Hill; *July 26-Aug. 24.*

Public Service Summer Internship Program: 25-30 undergraduates examine urban revitalization; Ira Harkavy and Amy Cohen; *May 20-August 9.*

Research Careers for Minority Scholars: 6-8 undergrads; Larry Gladney and Janice Curington; *June 2- August 22.*

Summer Institute for Demographic Research (SIDR): 15 undergraduates; program to improve the human resource base in demography and to reinforce the ethnic diversity of that resource base; Antonio McDaniel; *July 5-August 8.*

Summer Internships in Biological Sciences: 40 undergraduates; hands-on experience in a biomedical laboratory; Glen Gaulton and Judy Jackson; *June 2-August 8.*

Summer Pre-Med Enrichment Program for Minority Undergraduates: 11 undergraduates from historically Black Colleges and Universities; Jerry Johnson; *May 19-July 25.*

SUNFEST (Summer Undergraduate Fellowship in Sensor Technologies): 9 undergrads; research with faculty and grad students; Jan Van der Spiegel; *May 27-August 8.*

Wistar Institute Summer Intern Program: 2 undergrads; F. Arthur McMorris; *June 1-August 9.*

GRAD STUDENTS

Fulbright Pre-Academic Program in English for Graduate Students: 20-40 Fulbright scholars; Gay Washburn; *July 25-August 14.*

International Teaching Assistant Fluency Training Program: 50 graduate students; Mary Ann Julian; *July 3-August 27.*

Lauder Institute Program in English and U.S. Cultural Perspectives: 7 graduate students; Tom Adams; *May 8-August 1.*

Summer Institute for International Business Students (SIIBS): 30-40 graduate students; Nora Lewis; *June 30-August 8.*

Summer Medical Institute: 60 med students; Scott Moreau; *June 16-July 30.*

ADULTS/PROFESSIONALS

Arabic Novel in Translation: 15 adults; Roger Allen and Lesley Easley; *July 7-August 1.*

Conversation and Culture: 45 adults; language study and sociocultural experiences for nonnative speakers of English; Felicia Porter; *July 28-Aug. 22.*

Eighth International Congress of Auxology: 50 adults; Francis Johnston; *June 28-July 4.*

Five-Day Home-Based Practicum: 10 professionals; Child Guidance Center; Marion Lindblad-Goldberg; *June 16-21.*

Fuji Xerox Executive Communication Seminar: 15 professionals; Nora Lewis; *August 3-9.*

July Practicum: 10 professionals; Child Guidance Center; Marion Lindblad-Goldberg; *July 6-25.*

June Practicum: 10 professionals; Child Guidance Center; Marion Lindblad-Goldberg; *June 8-27.*

Program in Second Language Pedagogy and U.S. Culture Program for Japanese Teachers of English: 20 professionals; Ross Bender; *July 26-August 30.*

Sixteenth East Coast Indoeuropean Conference: 20 professionals; George Cardona; *June 11-14.*

Summer Literacy Training Institute: 22 professionals; Eric Brandt; *June 28-August 4.*

Summer Nursing Research Institute: 16-20 professionals; Susan Gennaro; *May 12-23.*

Summer Seminar—Institute for the Arts in Education: 200 professionals; symposium for Philadelphia public school teachers to meet with teaching and performing artists in order to collaborate on planning for the year long arts curriculum; Shelly Dorfman; *July 7-July 18.*

Supervision Course: 10 professionals; Marion Lindblad Goldberg; *July 27-August 1.*

SUSY '97 Conference: 50 adults; Mirjam Cvetic and Paul Langacker; *May 26-31.*

Teaching Patient-Centered Communication: 20 professionals; Marjorie Bowman; *June 11-15.*

USIA Summer Institute for EFL Educators from Sub-Saharan Africa: 16 professionals; workshops and lectures in second language teaching methodology; Kristine Billmyer; *June 23-August 1.*

Veteran's Upward Bound: 45 adults; Department of Education-sponsored program to earn a GED or prepare for college; Fred Whiten; *May 5-August 22.*



The Summer Science Academy, a month-long program, also teaches students how to prepare oral and written scientific reports, and includes site visits, seminars on scientific research and ethical issues, and guided and independent lab projects.

Aerobics Classes—A Range of Motion

The Department of Recreation is offering a revamped summer aerobics program with new class offerings and more available times. Classes begin June 2 and continue through the end of July. Open enrollment begins immediately. Since space is limited, especially in the step classes, please sign up early. Fees are \$45 for students, \$75 for faculty, staff and others. Those who have already signed up for a class, may attend any class at any time. For more information, please call 898-6101.

Classes which are available are as follows:

- **Step**—step aerobics for all fitness levels;
- **Step n' High**—a high energy class which combines high impact aerobics and step;
- **Step n' Low**—step aerobics with low impact moves to create a cardiovascular workout;
- **Step n' Sculpt**—a cardiovascular step aerobics class combined with body conditioning;
- **Cross Training**—combination of high/low aerobics, step and toning exercises;
- **Ultimate Conditioning**—creates the total body workout by combining a series of cardiovascular and sculpting exercises;
- **Cardio Jam**—a high/low workout with a funky flare; and
- **Aerobox**—combination of aerobics and boxing to create an extreme upper body workout.



Hutch 7-8 a.m. 12:30-1:30 p.m. 5-6 p.m. 6-7 p.m.	Monday Step Step n' High Step Cardio Jam	Wednesday Step n' Sculpt Step n' Low Step n' High Ultimate Conditioning	Friday Cross Training Step n' Sculpt	Gimbel 7:30-8:30 a.m. noon-1 p.m. 4:30-5:30 p.m. 5:30-6:30 p.m.	Monday Step Step n' Low Step n' Sculpt Cardio Jam	Wednesday Cross Trng. Step n' High Aerobox Step	Friday Step n' Sculpt Cardio Jam
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Summer Hours for University Services and Facilities

♦ **Annenberg Center Box Office** *Open:* through July 25, Monday-Friday, noon-6 p.m.; *Closed:* Memorial Day and Independence Day, July 28-September 1.

♦ **Arthur Ross Galleries** *Open:* June 1-25, Tuesday-Saturday, 1-5 p.m. *Closed:* June 26-August 15. *Regular schedule returns on August 15.*

♦ **Bookstore** *Open:* May 27-June 27, Monday-Friday, 8:30 a.m.-5 p.m. and Saturdays, 10 a.m.-5 p.m.; June 30, 8:30 a.m.-6 p.m.; July 1-August 30, Monday-Friday, 8:30 a.m.-4:30 p.m.; *Closed:* May 24-26, July 4, Saturdays and Sundays July 5-August 9.

♦ **Cashier's Office** *Open:* Monday-Friday, 9 a.m.-4:30 p.m.

♦ **Christian Association** *Open:* Monday-Friday, June 2-August 29, 8:30 a.m.-6 p.m. *Closed:* Saturdays, Sundays and July 4.

♦ **Class of 1923 Ice Rink** *Open for roller hockey:* Tuesday and Thursday, 10:15 a.m.-12:15 p.m. *See Fitness/Learning for more details.*

♦ **Faculty Club** *Open:* Monday-Friday, 8 a.m.-6 p.m.; Cafeteria and Hourglass, 11:30 a.m.-2 p.m.; evenings and weekends for special events.

♦ **Gimbel and Hutchinson Gyms** *Open:* Monday-Friday, 7 a.m.-7:30 p.m. (pools open 7-8:30 a.m. and 11 a.m.-7 p.m.); weekends, noon-6 p.m. (pools open noon-5:30 p.m.) *Closed:* May 26, July 4.

♦ **Hillel** *Open:* Monday-Friday, 9 a.m.- 5 p.m.

♦ **Housing and Residence Life** *Open:* Harnwell House (HRE), Graduate Tower B and Mayer Hall; *Closed:* all other residences.

♦ **Houston Hall** *Open:* Monday-Friday, 7:30 a.m.-7 p.m.; Saturdays, TBA (call 898-5552). *Closed:* Sundays, May 26 and July 4.

♦ **Institute of Contemporary Art** *Open:* through June 29,

Wednesday, 10 a.m.-7 p.m. and Thursday-Sunday, 10 a.m.-5 p.m. *Closed:* July-August.

♦ **Levy Tennis Pavilion** *Open:* Monday and Friday, 9 a.m.-8 p.m.; Tuesday-Thursday, 9 a.m.-9 p.m.; Saturday, 9 a.m.-2 p.m. *Closed:* Sundays.

♦ **Morris Arboretum** *Open:* Monday-Friday, 10 a.m.-4 p.m.; weekends, 10 a.m.-5 p.m.

♦ **Newman Center** *Open:* Monday-Thursday, 9 a.m.-4:30 p.m.; Friday, 9 a.m.-1 p.m. *Closed:* May 26 and July 4-August 15.

♦ **Penn Women's Center** *Open:* June-August, Monday-Friday, 9 a.m.-5 p.m.

♦ **Registrar's Office (Transcripts/Verifications/Certifications)** *Open:* Monday, 10 a.m.-5 p.m., Tuesday-Friday, 9 a.m.-5 p.m.

♦ **Student Financial Services** *Open:* Monday-Wednesday and Friday, 9 a.m.-4:45 p.m.; Thursdays 9 a.m.-3:45 p.m.

♦ **Student Health Service** *Open:* June, Monday-Friday, 8 a.m.-5 p.m.; July-August, Monday-Friday, 9 a.m.-5 p.m.

♦ **Transportation** *Open:* Escort Van, Monday-Sunday, 6 p.m.-3 a.m.; PennBus West, Monday-Friday, 4:50 p.m.-12:30 a.m. (express runs 4:50-6 p.m., then runs every half-hour); PennBus East, Monday-Friday, 6 p.m.-12:30 a.m. (every half-hour) *Closed:* shopping shuttle, May-August.

♦ **University Museum** *Open:* Tuesday-Saturday, 10 a.m.-4:30 p.m.; Sundays, 1-5 p.m. *Closed:* Sundays and Mondays, May 26 through September 1

♦ **Van Pelt-Dietrich Library Center** *Open:* Monday-Thursday, 8:30 a.m.-9 p.m.; Fridays, 8:30 a.m.-5 p.m. Saturday, 10 a.m.-6 p.m.; Memorial Day, 10 a.m.-5 p.m. *Closed:* June 28-29, July 4, Labor Day and Sundays. **Rosengarten Reserve** *Open:* Monday-Thursday, 8:30 a.m.-10 p.m.; Friday, 8:30 a.m.-5 p.m.; Saturday, 10 a.m.-6 p.m.; Sunday, 1-9 p.m.; Memorial Day, 8:30 a.m.-9 p.m.; *Closed:* June 28-29, July 4 and Labor Day.



Students studying in the Fisher Fine Arts Library.

Summer AT PENN