

# Almanac

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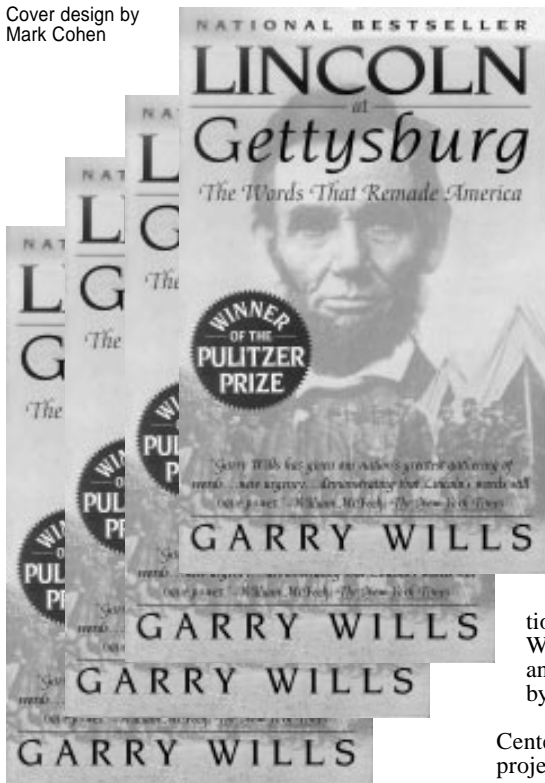
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Cover design by  
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## A New Chapter in the Penn Reading Project

It happens every fall: At some point during the Labor Day weekend's cheerful chaos of move-in, Penn freshmen sit down in small groups and talk about a book they've all read.

The book is one chosen by a faculty committee in the spring and sent to all of the freshmen's homes over the summer. In preparation for the students' arrival, over a hundred faculty from all parts of the University read the same book and meet to talk about it among themselves, often gaining new insights as their separate disciplines suggest new questions and correlations about even the most familiar work.

It's the Penn Reading Project, now in its eighth year as a rite of passage that starts Penn students off with a common intellectual experience and introduces each newcomer to at least one faculty member before classes start. Throughout the year, there are related experiences—sometimes movies or plays stemming from book, sometimes lectures by living authors or scholars of the work at hand. The whole campus is encouraged to read along and attend, says Dr. Christopher Dennis, the director of Academic Programs in Residence where the Project is coordinated.

The book for 1997 is *Lincoln at Gettysburg*, the Pulitzer Prize-winner by Garry Wills: some 300 pages written about those deceptively simple 172 words that in his subtitle Wills calls *The Words That Remade America*. Two major follow-ups are already planned for March:

On the afternoon of March 17, author Garry Wills, the former Henry R. Luce Professor of American Culture at Northwestern University, gives a lecture in the SAS Dean's Forum.

The next afternoon, March 18, the Music Department presents Aaron Copland's *A Lincoln Portrait*, with President Judith Rodin narrating as Ricardo Averbach conducts the University Wind Ensemble. Details of these, and of Lincoln items on the Penn Video Network, are to be announced. For those who want catch up with the reading, the book is available in soft cover (Touchtone/Simon & Schuster, \$12).

## Something Different

No two Projects are ever alike, as each year's program takes its cues from the work at hand. But this year's Penn Reading Project program had one innovation that its participants say they want to repeat: Of the 141 sessions held on Sunday before Labor Day, nine were in the University City homes of faculty or of staff who hosted faculty-led discussions.

Six faculty members who met students in their own homes were Lynn Lees (History), Jeffrey Fear (History), Walter Licht (History), Michele Richman (Romance Languages), Peter Dodson (Vet School), and John Hunt (Landscape Architecture). Van Pelt Library's Roberta Dougherty was host to a session by Peter Conn (English); Hannah Poole, business administrator in History, invited Joe Farrell (Classical Studies); and Janet Givens Ackerman of SEAS alumni relations and development provided the setting for Alice Kelley (English).

In their Victorian neighborhood, near some Civil War historical sites, faculty and staff hosts gave the students cookies and sodas or iced tea in their parlors or shady back yards, and found that topics beside the book tended to come up. "We also talked about the diversity of my neighbors," said Dr. Dodson. "We talked about the history of Clark Park, next to which I live, as Satterlee field hospital—and also Woodland Cemetery. My group was more than half international, so the discussion could not presume many things that one might take for granted. In some respects that made it more difficult, but in other respects it was an invitation to spell out some fundamentals that are worth reminding ourselves of."

Dr. Conn's session ended in a neighborhood walk with the hostess. "I did a very informal tour of nearby blocks," recalls Ms. Dougherty, "taking them up Springfield Avenue to 48th Street, past the Warrington Community Garden, up 48th again to Baltimore, past the "restaurant row" in the 4700 block (where I was delighted to hear one student exclaim, 'I came here the other night!'), down 47th past the Carrot Cake Man and then down Cedar... 43rd and Spruce, pointing out restaurants and shops along the way. I said goodbye to them at 43rd and Locust after pointing out Koch's and the Campus Epicurean. My original thought had been to try to show them places tied to the history they had just read about, like the Gettysburg stone in Clark Park, and telling them about the Satterlee field hospital that used to be in that location, the Woodlands Cemetery and all that; but I decided perhaps they could learn about those things another day, and that a student's first consideration might just be where to get something delicious and inexpensive to eat."

Dr. Lees, who is one of the leaders of PFSNI (Penn Faculty and Staff for Neighborhood Issues) says it is a success worth expanding upon, since increased student-faculty interaction was one of the reasons many faculty moved to University City: "Bringing more freshmen into West Philly next year should be a PFSNI project." Added Dr. Licht, associate dean of SAS and another PFSNI leader, "I had a terrific time with my group and I believe the discussion was enhanced by the personal atmosphere of my living room. The students were definitely appreciative."

Another first for this year's project was to hold a session in the Greenfield Intercultural Center, where Farah Griffin (English) led the discussion. "I believe that the faculty partnership in the project was greater than in any of our previous years," said VPUL Valarie Swain-Cade McCoullum.

## NEWS IN BRIEF

### Lawsuit/Response re Termination

On Thursday, attorneys for Dr. Mark Selikson, former director of the Radiation Safety Office of the University, issued a press release indicating they had filed suit in the Philadelphia County Court of Common Pleas against the University for "its unlawful conduct in retaliating against him for carrying out his statutorily imposed obligation to alert the Food and Drug Administration (FDA) and the Nuclear Regulatory Commission that a former colleague at PENN, Dr. Hank Kung, had repeatedly made shipments of radioactive compounds that had not been approved for use on humans." (The two-page press release from Willig, Williams & Davidson, headed "Human Guinea Pigs for PENN Profit? Fired Nuclear Medicine 'Whistleblower' Sues," is available for examination at the Office of University Relations, 898-8721; see also the *Philadelphia Inquirer* and *Daily Pennsylvanian* of September 12.

The Office of University Relations issued the following statement in response:

"This lawsuit is completely without merit; the University of Pennsylvania will vigorously defend the allegations in court," said Director of University Communications Ken Wildes. "Dr. Selikson's employment was terminated consistent with the policies and procedures at the University of Pennsylvania. The University follows all Federal regulations in its research; it never condones any practice that circumvents Federal, state or local law.

"When the facts associated with Dr. Selikson's termination are presented in the proper forum, they will demonstrate, and clearly so, that his termination had nothing whatsoever to do with Dr. Kung or any other present or former member of the faculty.

"If Dr. Selikson persists with this action, it will be our [the University of Pennsylvania's] intention to file an appropriate counterclaim to recover monetary damages from Dr. Selikson."

### Deaths: Dr. S. Brody, Ms. Watanabe

At presstime *Almanac* was advised of the deaths of two former members of the University, *Dr. Stanley (Steve) Brody* of health sciences, of a stroke in La Jolla, CA, at 79; and *Mary Ishimoto Watanabe*, a former lecturer in what is now AMES, of cancer at her home in Center City, at 76. Details will be published in a future issue.

### Trustees: September 23

The Trustees' Executive Committee will meet from 2 to 3 p.m. on Tuesday, September 23, 1997 in the Club Room of the Faculty Club. Among the agenda items is an adjustments to the operating budget of the Health System, reflecting a July 1 merger with Phoenixville Hospital.

The meeting is open to observers under the Commonwealth's 'Sunshine Law,' and members of the University may register their interest by calling Jason Horger in the Office of the Secretary, 8-0412.

### Council: September 24

The University Council's first fall meeting is from 4 to 6 p.m. Wednesday, September 24, in McClelland Lounge, the Quad, where Penn ID is required for entry. Observers should register their intention to attend with the Office of the Secretary, Ext. 7005.

**Correction:** In the [September 9 issue](#), p. 3, SEC Action 3, **Disability Policy**, said that the policy was "below." It should have said *will be published next week*; see the text at right. — Ed.

## Stepping Down: Dean Rescorla

Dr. Robert Rescorla, who has headed the College of Arts and Sciences since July 1994, will leave office December 31, but will continue on the faculty, where he is professor of psychology. Dr. Rescorla's decision was announced to SAS faculty in a September 10 memo from Interim Dean Walter Wales, which read:

"It is with great regret that I announce that Robert Rescorla will step down as Associate Dean for Undergraduate Education and Director of the College on December 31, 1997. Although I am sorry to see Bob leave the College, I also understand his desire to return to research and teaching in the Department of Psychology.

"Throughout his three-year tenure in the College, Bob has been a remarkably energetic champion of undergraduate education at the University with a deep commitment to ensuring the quality of undergraduate teaching. As the head of Penn's largest undergraduate school, Bob has played a major role in the University's 21st Century Project for the Undergraduate Experience. He has greatly expanded and improved the College's student advising system, increased the number of undergraduate research opportunities, and established several interschool minors. Bob has insisted on nothing less than the best for our students, and his high standards will leave a lasting mark on the College academic experience.

"Very shortly I will appoint a search committee of faculty and students to advise me in the selection of Bob's successor. My goal is to name a new Associate Dean by late fall in order to ensure a smooth transition in the College leadership.

"Bob has been an inspiration to all who care deeply about the intellectual experience of our students here. I know that you join me in wishing him well as he prepares to turn his full attention to his own scholarly activities."



Dr. Rescorla

## SENATE From the Senate Office

### Proposed Short-term Disability Policy for Faculty

*Proposed by the 1996-97 Faculty Senate Committee on the Faculty*

*Adopted by the Faculty Senate Executive Committee September 3, 1997*

The proposed policy concerning faculty members who experience short-term disabilities is a bit of left-over business connected to the revised maternity policy proposed by SEC and eventually adopted by the administration last Spring. The maternity policy provides that a faculty member who bears a child will not be required to teach courses during a semester in which incapacity related to the birth would interrupt her teaching for three or more weeks; she will, however, be required to perform other duties, such as advising and committee work, outside the time of actual incapacity. When this policy was first suggested, the General Counsel's office raised the concern that it might be considered discriminatory towards men, since it does potentially grant women partial relief from their duties at times when they are not actually incapacitated (i.e. during those parts of the semester when they could meet their classes if they had to). Yale, on whose maternity policy ours is closely based, has circumvented this problem by adopting a parallel policy—applicable to men and women alike—covering short-term disabilities of all kinds, and it was agreed that we would do the same. The proposed disability policy was formulated by the Senate Committee on the Faculty last Spring and approved by Debra Fickler of the General Counsel's office with minor changes.

— Sheila H. Murnaghan, Chair 1996-97

### Text of the Proposed Policy

A member of the standing faculty who is incapacitated, i.e. unable to meet his or her teaching responsibilities as a result of a planned or emergency short-term disability, will be relieved of those duties, without loss of salary or benefits, during the period of incapacity, or for up to one term if the incapacity would interrupt the teaching of courses by three or more weeks of the academic term in which the interruption occurs. In such cases, the chair of the department or the dean of the school, in consultation with the Provost's Office, will make such arrangements as are necessary and appropriate with regard to covering the teaching responsibilities, including the canceling of an affected course or the employment of substitute instructors. Outside the period of incapacity, the faculty member will be expected to meet departmental and University responsibilities other than teaching, including research, committee membership, and student advising, to the extent compatible with the medical situation. Relief from teaching duties as the result of medical incapacity is not considered a leave of absence.

Faculty members whose medical condition necessitates a leave may be eligible, according to University Human Resources Policy, for Sick or Short Term Disability Leave, Medical Leave under the University's Family and Medical Leave Policy, or Long Term Disability.



*In response to speculation on upenn.talk that the University might move students from the Graduate Towers in May—although their leases run until July—Dr. Larry Moneta issued the statement below.*

## Graduate Towers: No Plans to Move in May

In concert with the Sansom Common development as well as with the development of a comprehensive residential rehabilitation program, the University is reviewing options for renovating the Graduate Towers. These renovations will include repairs to mechanical systems as well as an overall upgrade to furniture, furnishings and common areas. Our intention is to provide high quality facilities to our residents.

We are in the early planning stages of this project and have not yet determined whether or not closing either tower is necessary to accomplish our rehabilitation objectives. Clearly, we are not in a position to begin this work just yet and *there are no plans to close either Tower this May*. It is our expectation that all leases will be honored through their end date and that residents of Graduate Towers will be notified well in advance of renovation plans and timelines.

**Briefing Tonight:** A monthly briefing on both the Sansom Common project and the Graduate Towers renovations has been scheduled, and the first of these will take place tonight (September 16) at 7 p.m. in the Red Room of Nichols House. Subsequent briefings are scheduled for the first Tuesday of each month at 7 p.m.

— Larry Moneta, Associate Vice President for Campus Services

## A-3 Assembly Elections and Proposed Next Steps

Seven members of the A-3 staff have been elected to the executive board of the A-3 Assembly. They are:

Donna Arthur, Career Planning, Law  
John Hogan, Biddle Law Library  
Stephanie Knox, Restorative Dentistry  
Keith Martin, College of General Studies  
Denise Miller, College of General Studies  
Loretta Miller, Student Information  
Debra Smiley-Koita, Career Planning & Placement

In a letter notifying the members of their election, Professor Howard Lesnick gave the following information on the conduct of the election and the next steps expected in the process:

*(Salutation to the seven named)*

I am happy to advise you that you have been duly elected to membership on the A-3 Assembly Executive Board. Despite the the intermittent downpours during the hours of balloting, and the fact that there were more vacancies than candidates, 30 A-3's cast ballots.

It is up to you to arrange a time and place to meet one another and set up shop. I suggest that one of you take the initiative to contact the others with a couple of possible times to meet.

You have two matters to which you probably will need to give prompt attention. First, you may elect a representative to the University Council, who can, but need not, be one of you. If you do this in time for the September meeting of

Council, the Steering Committee would probably be pleased, but I do not think that this is essential. I suggest that you consider discussing the question of timing with Vivian Seltzer, who is Chair of the Steering Committee.

Second, one of your number, John Hogan, was elected but may not be eligible for membership, since he is a member of a union-represented bargaining unit. In my opinion, this question is for you—and no one else—to decide. You may in your discretion invite Mr. Hogan to sit with you while the question of his eligibility to be a full voting member is determined.

A longer-range question is the suitability of the Constitution that you have inherited. Under the Constitution—I can send you copies if you wish—the Executive Board can amend it by a vote of two-thirds of the voting membership. Recent experience has exposed a number of rules in it, drafted long ago, that may not be workable for an organization like yours. This too is for you alone to decide. If you invite it, I would be happy to explain why I am raising the question with you.

In that connection, please understand that I—along with Jeanne Arnold, Larry Gross, and Alex Welte—have been involved with your organization solely at the invitation of the Steering Committee Chair, because the expiration of the terms of most, or all, of the incumbent Board members left the Assembly unable to choose a representative to the Council. We have no authority to make rulings on any question. We were commissioned to go ahead and schedule this election out of necessity. In our view—and it is only that, our view—the legitimacy of what we have done depends on the legitimacy of the procedure we adopted and followed. We did not choose any of you to run, and did not of course participate in the vote itself. If the community believes that the procedure was fair and democratic, your legitimacy will be widely (even if not unanimously) accepted. If you choose to ask my advice about anything, I will gladly give it if I have any, but you need not do this at all.

Now that you are in office, I hope that the entire community—including those writing for or in the campus press—will move on from recriminations over past events to enthusiastic support for you and the Assembly. The true “story,” and a great benefit to the University it is, is your willingness to serve. Best of luck.

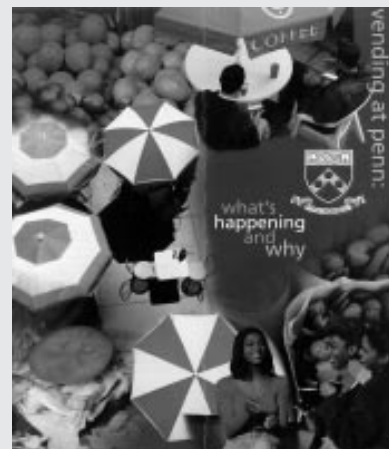
— Howard Lesnick, Professor of Law

### To: Women of Color Committee Subject: Selecting a Chair

An urgent meeting has been called to pick the chair for 1997-98 Women of Color Committee. It will be held on Tuesday, September 16, noon-2 p.m., Room 514, Mellon Building. Please bring nominations with you. If you know you are going to be nominated, please be prepared to speak about yourself for approximately two minutes.

If you are unable to attend this meeting or have any questions, please call Melvis Williams at 898-6993.

— Winnie Smart-Mapp,  
for the Women of Color Committee



## Dialog on Vending

Over the summer, City Council's consideration of a proposed ordinance on food carts and trucks in campus-area streets (*Almanac May 6*) was postponed by its sponsor, Councilwoman Jannie Blackwell, to allow for a campus dialog.

A brochure has been created (*above*) and a website established ([www.upenn.edu/foodplaza](http://www.upenn.edu/foodplaza)), the latter giving the proposed ordinance in full, with a map of proposed locations for clusters of vendors and a list of organizations known to have a stake in the process. All are expected to be involved in dialog with Synterra Ltd., the consultant to the project, said Vice President Carol Scheman.

## 'Prof to Lunch': Year Round

For years the Student Committee on Undergraduate Education (SCUE) sponsored a program in which, for a week in spring, students were encouraged to invite their favorite professors to lunch.

Now, in a new arrangement with the Faculty Club, SCUE makes taking a prof to lunch a year-round program.

Either the student or the faculty member must reserve in advance a table in the “SCUE Lounge” area of the room known as the Hourglass Grill Room (beyond the more formal Hourglass Dining Room that wraps around the first-floor Burrison Gallery). They order from a menu that has been specially adapted so that a flat price of \$7 is within students' meal-plan rates. They can also pay cash. And, faculty can take *students* to lunch in the SCUE Lounge, using the special menu.

Before lunch the area remains open to Club members for coffee and rolls, and after lunch it reverts to table space for the Hourglass Bar. Early evening, the Organizational Dynamics buffet for its students continues. But there is also a new “Light Fare” menu for the Hourglass Bar, featuring sandwiches and finger foods ranging from \$4.50 to \$5.95.

These changes were developed over the past year in line with Faculty Club Board decisions to explore ways to increase interaction with students, Manager Dan Sullivan said. Consistent student involvement began two years ago when the Club's second-floor cafeteria became the site of kosher evening meals for students, in cooperation with Hillel.

## The Life of the Mind *by Judith Rodin, President*

Members of the Class of 2001, it is my great honor to formally welcome you to the scholarly community of the University of Pennsylvania.

You are Penn's millennial class. You will graduate in a year that some believe will be a turning point of great proportions. Here at Penn, we expect equally momentous things from you.

According to some predictions, the 21st Century will give us space colonies and time travel. You Engineering students have a lot of work to do.

The cure for the common cold? Still out of our reach as we near the millennium. Nursing students and basic science majors, I think some interdisciplinary research is in order.

Wharton students, you are not exempt. Have you considered how you will play the stock market in a cashless society?

And, students of the humanities and social sciences, there is still the unsolved problem of finding world peace. Clearly this is an especially tough issue but you have the next four years to work on it.

Seriously, I know that all of you have the wherewithal to accomplish these feats and much more. Joining me enthusiastically in that perspective are trustees, University deans, members of the faculty, student leaders, and staff and officers of the University.

We are wearing the traditional costumes of the academic community in honor of this important occasion. It may seem a bit peculiar to welcome a millennial class wearing medieval robes. But I can tell you they have not changed since I was a student at Penn in the 1960s, nor have they changed from the decades and centuries before. When you walk in the Commencement ceremony four years from now, you, too, will wear these scholarly robes. Your journey toward that day has begun. On Sunday, you took part in the first academic exercise of your college career—the Penn Reading Project—as a class.

### The Class of 2001

Let me tell you a little bit about your classmates. You are the most academically accomplished group ever to attend Penn: 306 of you were either valedictorian or salutatorian of your high school class; more than 130 of you were president of your student council or of your class; 475 of you were active in the performing arts; 210 of you edited your high school newspapers, magazines, and yearbooks; nearly 600 of you captained your high school athletic teams; and there are at least 14 potential Olympians among you.

Where did we find such a talented group? Selected from one of the largest applicant pools in Penn's history, you represent 48 states and 55 nations, including—for the first time in a long time—students from Iceland, Romania, and Saudi Arabia. We welcome our first-ever Penn student from the Pine Ridge Indian Reservation in South Dakota. If you are from California, Colorado, Mississippi, Utah, or the Dakotas, you are among an all-time high number of students coming to Penn from those states. To the nearly 400 students from the Keystone State—home-grown right here in Pennsylvania—and the 104 natives of the City of Brotherly Love: I am delighted that you did not wander far from *our* hometown. I, too, am a native Philadelphian who chose Penn as an undergraduate.

Among your classmates are an award-winning artistic roller skater; the founder of a golf program for inner-city kids; and a trainee for the Olympic table-tennis team. Several of your classmates have conducted scientific research. Their work includes: a comparison of learning vocabulary in blind versus sighted children; research that led to the improved quality of mammography; and research on the hydrodynamics of submarines. Also in your midst: a member of a band with a recording contract; the subject of a recent *Newsweek* cover story; and a Poet of the Year. Every one of you is exceptional, special and remarkable in your own way. If that were not true, you would not be here.

And tonight you come together as a class, each from your individual walk of life. As you learned from *Lincoln at Gettysburg*, the quandary of difference was being fiercely deliberated by the citizens of the United States when Lincoln delivered the Gettysburg Address. It was a time when human beings could still be considered property, when the upper and lower states of our nascent country were divided over that very issue, and when

the hopeful notion of unity seemed impossible. Lincoln gave his landmark speech at a time when our nation was grappling with the fundamental concepts of freedom, democracy, and citizenship.

In the Gettysburg Address, Lincoln masterfully redefined America through a complex but clear prism. You too must strive to rise above the veil of differences among you. The best part of your education here will come from making such leaps, from taking risks, from breaking down boundaries.

Lincoln made us see that was possible with just 272 words. Enormous power was in these few words—their choice, their order, their direction.

### Students in Word and Deed

Over the next four years, words in all their forms will be the cornerstone of your education. I encourage each of you to be, as Lincoln was, a student of the word. At a university, that term applies to each and every one of us, for it is in our daily discourse that we learn and teach, that we grow more knowledgeable and further develop our sense of self.

Surmounting differences, using words wisely and well, taking leaps: They are all part of the life of the mind, the very life celebrated in *Lincoln at Gettysburg*. It is a life you are ready to begin as adults. And Penn is a wonderful place for it.

When I was a student at Penn, I felt free to express my ideas, to explore new territory, and to expand my store of knowledge. I even went where no one had gone before. When I was an undergraduate here, Penn had separate undergraduate colleges for women and men. The women and men also had separate student governments. As president of the women's student government, I worked to merge the two. A year later, they were unified.

### And for Graduate/Professional Students....

This year instead of an academic convocation, graduate and professional students were welcomed by a reception in the Annenberg Center lobby, which they planned themselves, dovetailing it with a happy hour on the Annenberg Plaza afterward.

"Beyond the good turnout," said GAPSA Chair Victoria Tredinnick, "and the sense of community created by the resource fair and large number of administrators and faculty who were in the room, what struck me was the warmth and energy of the whole event. It was the perfect welcome for new students, a very positive and upbeat reception into the Penn graduate and professional student community. We're still getting comments from veterans that it was the best GAPSA event they'd ever experienced."

Vice Provost Janice Madden, who along with President Rodin and Provost Chodorow spoke briefly at the September 4 reception, praised the enthusiasm of the students. In her short welcome speech, Dr. Madden told the students that "Penn is a great university," but went on:

There are other great universities. But Penn is unique in that group. Why? *Location, location, location.*

We are in the center of one of the world's major metropolitan areas. That location has at least two significant implications for you. One, buildings, bodies and ideas are in close proximity. The health schools, the social service schools, all of the disciplines are within a couple of blocks of each other. As a result, you will find a vibrant interdisciplinary intellectual atmosphere here. Your colleagues—students and faculty—will regularly exchange ideas with colleagues in other schools and programs, that are relevant to your own field. Get involved in those exchanges—it is a unique opportunity that will enrich your training here.

Two, the opportunities of a large city are at your doorstep. Experience Philadelphia! The nation's largest urban park system...world class museums...the city's rich ethnic tapestry...the Philadelphia Orchestra...the Opera Company.... And, the riches of New York City and Washington are a couple of hours away....

Use all the marvelous resources that will be put before you; use this region and this city.

Today, as your University president, I am committed to having a campus that is open to new ways of thinking and doing, reaching to a new millennium, with you as the pivotal class. The opportunities are everywhere: in the classroom, on College Green, on Locust Walk, in your residences, in our museums and libraries. The intellectual and the social meet at intersections all over Penn's campus. They will meet even more frequently during your years here at new spaces like the Perelman Quadrangle, our new student center, and Sansom Common, with its new bookstore.

Penn is, above all, a place deeply committed to the open and free expression of ideas of all kinds. As the nation's first university, Penn is historically an institution that is not afraid to take leaps. Rather, it is a University that embraces new ideas, and a University that leads change. As citizens of this great University community, you can help Penn lead the way. Some of you have said you would like to do just that.

In his admissions essay, a student named Michael wrote: "I want people to meet and try to eliminate the assumptions and stereotypes they have of each other. I just want to help open people's eyes and let them see

how different we all are, but at the same time [see] our numerous similarities."

Michael understands the importance of surmounting difference, and he is willing to help others do the same.

We live in a world that all too often rests on the status quo, a world that does not seem to have the time or the inclination to make a difference. But I encourage you, as your classmate has done, to challenge your professors, challenge your peers, and, above all, challenge yourselves. Explore those differences and communicate—as Lincoln did—across those boundaries. That is, as Lincoln said so eloquently, "the great task remaining before us."

I know we are all up to the challenge.

At the same time, we must be safe and be smart. Last week a freshman at LSU died from excessive drinking and three other students were rendered unconscious. Be smart. Lead each other in good ways, not destructive ones. Think about your well-being, even though at 18 you feel invulnerable. You have so much to live for and so much to give.

I want you to have it all. Good luck to each of you.

## Working with the Faculty *by Stanley Chodorow, Provost*

You are a terrific class. As President Rodin has just said, you come to Penn with a multitude of talents. Penn's faculty is eager to meet the class of 2001.

But talent alone did not get you into Penn. You got here by putting your talent to work, by acquiring intellectual skills and knowledge and then learning to use them—mostly in taking exams and writing papers. Those are the sorts of things you do in courses, so you'll do them often here. And because we read your applications, we know you will do them well.

Courses will form the framework of your education, especially in the first two years, but the substance of your education will be the work you do with your faculty. We want you to participate with your faculty in the core enterprise of the university, the making and using of knowledge. This is not a study but an *activity*. Making and using knowledge is our business, and we want you to join us in it.

We know how much labor and competition lay along the road you travelled to this convocation. I am going to tell you something about the path travelled by the faculty you met for the first time in the reading project and that you will get to know during the next four years.

All of us on the faculty started out in those hard seats you're in today. We were good students when we were eighteen. We had worked hard to get into our dream college or university, and, having done so, we had the experience of looking around and seeing that the bar had been raised. Everyone in our class was as good or better than we. If we were to be leaders, we would have to become the leaders of leaders.

The faculty at Penn excelled in school and have become leaders. What distinguished the future faculty members from other students was the object of their love not the level of their ability. All who will teach you here became enthralled by some intellectual discipline and pursued that discipline into graduate school.

There was competition all along the way—competition to get into the best graduate schools, competition for the best fellowships, competition for the best post-doctoral positions, and competition for the best faculty positions. Your Penn faculty have been consistent winners in those competitions. And they have been tested over many years. When you meet a tenured member of the faculty—an associate or full professor—know that the person spent fifteen or more years going through graduate school, post-doctoral studies, and probationary status as an assistant professor before being granted tenure. Through all those years, Penn's faculty have proven themselves by doing pathbreaking research in their fields and by demonstrating their ability to teach others how to do such research.

Penn grants tenure to about 35% of those faculty appointed as assistant professors, and this careful selection process has produced spectacular results. Our faculty invented the first digital computer; they were among the founders of cognitive science; they discovered the way to culture embryos, opening up the possibility of *in vitro* fertilization and a central area of genetic research; they are renowned for the discovery of ancient civilizations; they are creating a revolution in medicine through gene

therapy; they are puzzling out the causes and designing programs to prevent childhood depression; they are discovering the way women experienced the American Civil War, enlarging our understanding of how that massive upheaval in our history changed the fabric of our culture. Nineteen current members of your faculty are members of the National Academy of Sciences; twenty-nine are members of the American Academy of Arts and Sciences; nine are members of the American Philosophical Society, which Benjamin Franklin founded at about the same time he founded Penn; hundreds of the faculty are editors of important professional journals.

You are not at Penn just to take courses from these faculty; you are here to join them in the knowledge-making business. University faculty teach what they *do*. It matters to you as students that Penn's faculty are engaged in research and contributing through publications to the body of knowledge in their fields, because it is in such a research community—by participating in it with the faculty, graduate students, and post-doctoral fellows—that you will learn the skills and acquire the knowledge on which your own creative contribution to our society will rest. These are the intellectual skills and experiences that will make you leaders in whatever field you choose.

Begin today to prepare yourselves for leadership in society. You must accustom yourselves to the high standards you will need to meet. *Lincoln at Gettysburg* shows you how grand purposes molded by brilliant rhetorical technique can transform a nation; there are similar examples of the transformative effect of bold brilliance in every field of endeavor.

Begin today also to get to know members of the faculty and to learn how they, personally, have met the challenge of intellectual leadership. Our faculty provide living examples of the rewards of dedication and hard work.

Students often complain that faculty are inaccessible. Well, Penn faculty are busy at their work. But I have never known a faculty member who was not jazzed when a student showed an interest in his or her subject. Faculty talk about the students who share their enthusiasm for a subject. It is having students like you that makes teaching at Penn so rewarding.

You have something to give to faculty. You can give us your desire to know and can bring a fresh intelligence to our research. And you have technological skills faculty admire and, in fact, rely on. Last year, Penn undergraduates formed a volunteer squad to help faculty create web pages for themselves and their courses. They were a popular crew. If you bring faculty the gift of your interest and skills, they will repay you with attention, help, and friendship founded on common enthusiasm.

In your exploration of Penn's intellectual landscape, you will certainly find territories that stir your enthusiasm. In our twelve schools, the variety of work and the opportunities for applying your talents to topics and activities that interest you number in the thousands. Take the opportunity that Penn offers to practice intellectual work with people who are masters at it. It is the rarest of offers. It is the rarest of opportunities.



# Speaking Out

## Parking Around Curie Boulevard

Where are Penn's priorities?

In recent months R&K towing has adopted a ferocious campaign against cars parked (even for two minutes) around Curie and Osler Boulevards. Tow trucks constantly encircle this area, especially at times when brief parking is likely to happen. Cars are towed even if they are completely out of the way, and not obstructing *anything*, no matter how brief the period. Yet, large trucks containing building supplies, and cableless containers, are allowed to be parked in the tow-away zones on Curie Boulevard for hours, even days, when some of them are actually obstructing fire hydrants. These trucks do not even get parking tickets.

Many of the briefly parked cars belong to dedicated scientists who must stop by, at all hours of the night, to quickly stop an experiment. Due to Penn's parking policies, many of these scientists do not have access to evening parking cards necessary to park in the only close-by parking lot, #44. Even if they could park in Lot 44, the walk to CRB or Abramson is not safe late at night. Passages are narrow and bushy, and there are no guards. The other option is to park in the deserted/dangerous Seashore parking lot, which is outrageously expensive.

If the University is not condoning R&K towing's ruthless activities, why does it not stop them? Why is illegal parking only allowed to build buildings, and not perform science? One solution would be for the University to install parking meters in this area that, like all other meters in the Penn area, are free at night. This way, scientists working at night could safely do their experiments, and everyone could have brief and tow-free access to this area for five minutes without paying an arm and a leg.

— Name Withheld

**Ed. Note:** *Almanac* does not accept anonymous letters but does have a process for withholding the name of the writer. It requires that the writer's identity be known to two persons, normally the editor and the chair of the *Almanac* Advisory Board, both of whom are pledged to confidentiality. This letter met the criteria for such publication.

## Response to 'Name Withheld'

As Director of Penn's Parking Services and as Penn's representative on the PGHDC Operating Committee, I am in a position to speak to your concerns and offer some advice.

Curie Boulevard, Osler Circle and East Service Drive are roadways located in and around private property (also bordering on the north side of Civic Center Boulevard) that used to be the site of the old Philadelphia General Hospital, but is now managed by the PGH Development Corporation (PGHDC), a healthcare consortium comprised of the University of Pennsylvania, Children's Hospital of Philadelphia and Children's Seashore House. Although the major buildings on this

site are owned and operated by the individual institutions, the roadways, sidewalks, public spaces, two parking garages (underground garage and the highrise parking deck) and the maintenance and care of these spaces are the responsibility of PGHDC.

PGHDC has adopted a "no parking" policy for all of the public spaces and thoroughfares (except the parking garages). PGHDC has posted these spaces including the roadways with appropriate signage and PGHDC has contracted with a private towing company to enforce the no-parking policies. The construction vehicles and trash containers that you speak of are a temporary problem that will go away when Penn completes its construction of the Biomedical Research Building II (the final major construction project on the PGH site). However, tolerating illegally parked cars, even for a short period of time, seems to be interpreted by those who ignore signs and warnings as condoning the practice, which just perpetuates the parking problem.

PGHDC is not responsible for providing parking for employees; each institution takes care of its own staff parking. Penn leases space in the highrise parking garage (#44) for faculty/staff parking and permit holders have 24/7 access to that garage. Penn Parking also provides permits for evening/weekend parking in that facility and special parking arrangements have been made for off-hour research. Please call the Parking Office (898-8667) for more information.

One final note: The PGHDC member institutions, both jointly and individually, are very safety conscious, and personal security and the security of our campuses is important and taken very seriously. Rest assured that lighting, security efforts, etc. are monitored regularly by the institutions and the PGHDC Operating Committee and improvements are made as required or when necessary.

— Robert Furniss, Director,  
Transportation and Mail Services

## Is Sansom Common Backwards?

I am writing to support Mr. Swegman's views regarding the design of Sansom Common (*Speaking Out* July 15).

Mr. Swegman's first criticism was about the orientation of the site plan. Instead of having its main entrance facing Walnut street, the "first-rate design" and "operating professionals" had it the other way. Just by common sense, I think these folks made a mistake in this one. According to the current design, the main entrance faces north—which means it will never see any sunshine at all. The folks who visit this vibrant community will have to settle for taking pictures with Sansom Common in the shadow.

The worst thing is that Mr. Lussenhop, the Executive Assistant for Project Develop-

ment, didn't offer any specific answers throughout his response, pretty much like you can't get any straight answer to any issues out of any politicians in Washington, D.C. these days. I think that's an insult to readers' intelligence.

Can't one just say "we have considered that problem and here's why we decided to..." or "Oops, didn't think of that one, we'll get back to you later..."?

As to academic building vs. commercial development, I vote for the former as well. I came to Penn because of its academic reputation, not otherwise. Besides, enough of those too-expensive-to-shop stores. They are purely decorative to me. Just ask anybody on campus about whether they have bought anything from the shops along Walnut street in last five years and you will get the idea.

— Ping Zhou, Graduate Student  
in Computer & Information Science

**Ed Note:** Mr. Lussenhop has been invited to reply in a future issue.

## Penn Authors: What'll You Have?

I'm grateful to Deborah Alexander for her letter (*Almanac* September 2) concerning the paucity of Penn authors in the Penn Library. As it happens, her specific suggestions suggest more about the difficulties some people may be having with the new online catalog than they suggest about the ways in which we collect literary writers. Thus, for example, Cristina Bacchilega's *Postmodern Fairy Tales*, a University of Pennsylvania Press imprint, is indeed at Van Pelt Library, but if one searches for the book by adding the unnecessary "h" to her first name, as Ms. Alexander's letter does ("Christina"), then the system is, alas, unforgiving enough so that you will not find this out. I am less certain of why she failed to find two of Susan Stewart's books of poems, *The Hive*, 1987; *The Forest*, 1994, or both of Deborah Burnham's books, *Anna and the Steel Mill*, 1995, and *The Correspondent Voice*, 1989; but all of these books are also located at Van Pelt.

Much more important, perhaps, is to point out that the bibliographers in the Library positively *welcome* suggestions of authors, local or exotic, for acquisition. We like books. We like readers. We like to put them in touch with one another. Treat the Library like Alice's Restaurant. You can get anything you want . . .

I would also second Ms. Alexander's warm words about the Penn Book Center. A surprising number of the poetry books added to our collections in recent years have come off the shelves of that store, possibly including some of Susan Stewart's books. It is a resource that deserves more support than it seems, of late, to be getting.

— Daniel Traister,  
English-language Literature Bibliographer  
Van Pelt-Dietrich Library

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

# Robotics Prof Looks Into Future

By Libby Rosof

A robot is not just a machine that can manipulate and do, but a machine that can perceive, reason and learn, says Penn's director of robot research.

Robots are "intelligent agents," says Professor Ruzena Bajcsy of the computer and information science department and director of the GRASP (General Robotics Active Sensory Perception) Lab.

"The applications are enormous." She delivers a rapid-fire list of applications:

- military applications: going to the front lines instead of people, finding mines, going to dangerous areas, contaminated areas

- fire fighting

- medical uses: delivering food and medicine to infectious wards, and to home-bound elderly so they can live home as long as possible.

"I call it 'distributive nursing homes,'" she says. She uses the same term, distributive, for shopping by computer. She imagines looking through different supermarkets on TV and telling the computer the choices.

That idea inspires Bajcsy to begin another list — one defining what robotics is:

"Right now keyboards talk to computers, but voices talking to computers — that's also robotics," she says.

Telepresence of all kinds — including teleconferencing — where people are remote from one another, but can communicate and act via machines, is a form of robotics.

"Many people think of robotics as mechanical things, but robotics is also perception — and communication between machines."

Bajcsy was elected to the National Academy of Engineering this year, one of about 10 women in computer science to join the elite academy.

As low as the numbers may be for women in computing, the numbers are lower for women in robotics. Bajcsy estimates about 20 in the United States. She will serve as general chair for the 1997 Grace Hopper Celebration of Women in Computing Sept. 19 to 21, a conference to promote computing as a career for women.

The National Academy, in electing Bajcsy, cited her leadership and her cre-

ation of a paradigm in robotics called "active perception." She was inspired by the thinking of psychologist J.J. Gibson to create a new way to think about how robots look at things. "You don't only see, but you look, actively seek information," she says. "The robots have to move



***Ruzena Bajcsy (gesturing) sharing her enthusiasm for robots with area children in the GRASP lab***

their eyes and heads and bodies to actively look."

Although the four GRASP Lab robots may not look all that intelligent, and certainly not all that handsome — plywood platforms on wheels, stacked with mysterious equipment and tangles of wires — they can march together, evade obstacles and walk through narrow doors. The robots, in other words, make decisions.

Only two of the robots have vision. The other two have arms.

The two sighted GRASP Lab robots are fitted with lenses that move side to side, feeding information into computers that interpret the images and then make decisions about what the robot must do. The blind robots can respond to information from the armless, sighted robots — a

case of the lame leading the blind.

"We focus on visual perception, but we have done some work on ultrasound, or sonar, and touch," Bajcsy says. Other kinds of perception that robots can use include the electromagnetic waves spectrum — radar, microwaves, X-rays and magnetic waves — and chemical sensing similar to what shrimp use underwater in the dark.

Penn's robot lab, which officially began in 1983, is run by three mechanical engineering professors and two professors besides Bajcsy from computer sciences.

"This kind of work can not be done by one person," she says. "You need a group." Creating robots requires a knowledge of mechanics, electronics and computers, and also of psychology. "The best model for intelligent behavior is from humans," she says.

But for the robots to make decisions they must be programmed. "You have to formulate the problem in math. You have to respect the physics of the sensor and the physics of the world because that's what you live in. The computers are stupid so you have to program them, and programming is mathematics. The computers do not understand everything else."

She says working with robots differs from traditional science. "In physics or chemistry or biology, nature is out there and what scientists have to do is discover the laws of nature. In robotics, the nature is synthetic, so first you have to create your domain of inquiry — you have to formulate the problem in math. You have to respect the physics of the sensor and the physics of the world because that's what you live in. The computers are stupid so you have to program them, and programming is mathematics. The computers do not understand everything else."

She says working with robots differs from traditional science. "In physics or chemistry or biology, nature is out there and what scientists have to do is discover the laws of nature. In robotics, the nature is synthetic, so first you have to create your domain of inquiry — you have to build it — and then you have to study its nature. You have to experiment to verify

*Robots... (Continued on page 8)*



# A Rational Look at Air Bags and Car Child-Safety Devices

By Robert Strauss

Dr. Flaura Koplin Winston saw three tragic cases come through Children's Hospital, where she practices pediatrics, within the last two years, and knew there was something there that had to be investigated.

In two of the three cases, children died during automobile accidents, and in the third, a child suffered a severe brain injury and was in a coma for weeks. In each case, an air bag injured the child, who was sitting in the front seat when it opened.

While the cases helped fuel the recent air-bag hysteria — the are-they-worse-than-not-having-them-at-all? debate in the media — Winston saw them primarily as a reason to study the whole issue of child safety in automobiles.

Out of this has come Partners For Child Safety, a five-year, \$8.7 million grant from State Farm Insurance, with Winston as the lead of the research team, for what is said to be the first comprehensive investigation into how and why children are injured or die in car accidents.

*Robots... (Continued from page 7)*

your idea. Therefore you have to have a lab."

Her interest in robotics goes back to her life in Czechoslovakia and a dream about her future in robotics.

"The word 'robot' was invented in Czechoslovakia. It means workers." Czech author Karel Capek made it up, she says. Capek is the author of "R.U.R."

"I had this dream [of creating robots] when I was 13. I was always interested in mathematics and the application of mathematics." Bajcsy's early studies in mathematics and physics were her way of "gearing myself to do robots."

Bajcsy brings to robotics a doctoral degree from her native Czechoslovakia in electrical engineering and one from Stanford in computer science. She had planned to return to Czechoslovakia, but fate intervened. "The Russians invaded in '68. I decided to stay," she says. "You don't plan those things," she says.



Photograph by Candace di Carlo

***Flaura Winston, holding 3-month-old CHOP patient Christopher Michael Madison, has begun the first comprehensive investigation into how and why children are injured or die in car accidents.***

"The air bag issue, while it is important, is only a small part of the issue," said Winston. "More than 1,800 children die in car crashes each year and air bags may have killed 30 in three years."

The study comes out of Winston's work with TraumaLink, which she formed with people from Children's Hospital, other University medical facilities and the School of Engineering. TraumaLink was designed to bring a multidisciplinary approach to the research on children's accident injuries.

"The doctor is usually interested in treating the injury as it happens," said Winston. "The engineer is concerned about how the injury occurs. The epidemiologist then takes his view. We hoped that TraumaLink could blend the thought pro-

cesses of all these disciplines together, not just with a serial approach, but so we could learn more from each other's disciplines."

Winston is a bit interdisciplinary herself — and all Penn. All four of her degrees are from the University: B.S.E. '83, M.S.E. '84, Ph.D. (in bioengineering) '89, and M.D. '90. In addition, she was a resident at Children's Hospital from 1991-94 and did a fellowship at Johns Hopkins University in epidemiology. Her official position is assistant professor of pediatrics at the School of Medicine and she is on the staff of Children's Hospital. She calls her speciality injury biomechanics.

"It was clear early on that there needed to be people to link epidemiology, medicine and engineering together. There were a lot of people working with children's injuries, but they were not working with each other well," she said. "But actually, when

people ask me about my job, I say I'm a pediatrician, an engineer and a mother (of 8-year-old Zachary and 3-year-old Andrew)."

Winston calls the new grant (it was confirmed by State Farm in March) "serendipitous." She said State Farm found out that she was looking into the child car-safety issue and came to her to offer their data bank.

"The reason this hasn't been done before is that a big insurance company has never shared data with a hospital before," she said. "They have been secretive in the past, or else the technology wasn't there to look at it properly."

The Partners For Child Safety study involving children in 15 states and the District of Columbia over three-and-a-





half years. Of those accidents, more than 600 will be selected — with the participants' consent — for in-depth study, which will be subcontracted out to Dynamic Science, Inc., of Annapolis, Md.

"These will be very detailed studies: the circumstances of the accident; whether a car seat was used; how the children were restrained; what types of injuries occurred; what was the type of car, and, very importantly, what was the behavior and the attitude of the families who were driving in the cars," said Winston. "It's exciting that this will be so comprehensive."

"Most accident studies have two characteristics: that they are about adult males and that they look only at injured parties," she said. "This one is about children and, secondly, it is going to be comprehensive in that it will be looking at both injured

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*We don't know about whether air bags have saved children — only about the cases that have ended up in emergency rooms. We also want to preserve the good things about the technology.*

— *Flaura Winston*

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and non-injured children. Most of the research, since it is based around who is injured, finds the defects in things like air bags. We don't know about whether air bags have saved children — only about the cases that have ended up in emergency rooms. We also want to preserve the good things about the technology."

That said, Winston does have ideas about how lax many people are about caring for their children when they are driving.

"We know that as many as 80 percent of parents don't use car seats correctly," she said. "The best place for a car seat is

in the middle of the back seat, the farther away from any possible impact the better.

"Basically, children under, say, the age of 8 should never be just in seat belts and,

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*The reason this hasn't been done before is that a big insurance company has never shared data with a hospital before.*

— *Flaura Winston*

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certainly, never in the front seat," she said. "You should have a high-backed booster seat until the child is 60 or 70 pounds. A child's height is just too small for a seat belt. Because the belt is made for an adult, the kid will immediately slip forward and the seatbelt isn't in the right place and the shoulder portion goes up around his neck.

"And forget about air bags. The front seat has never been a safe place for a child," she said. "But maybe from this study we'll find out how to use technology better for all sorts of safety features for children. Maybe there are new designs that will make it safer for everyone."

"What is wonderful about doing this work at Penn is that it encourages people here to be entrepreneurs and that it also encourages the 'one university' approach," said Winston. "Here at Penn, there is no major difficulty having a meeting with hospital personnel and engineers and clinical medicine professionals and epidemiologists, all people interested in caring for children. These are outstanding people in their own fields and the university encourages them to get together."

"There is no better place in the world to do the work that I want to do," she said.

Winston herself gets together with her own University family every night. Her husband, Ira, is the director of computing for the schools of engineering and arts and sciences at Penn and has bachelor's and master's degrees from the University. Winston gave birth to her son a few weeks before getting her engineering degree and the department had a calligrapher make him a "diploma" for graduation.

"With all our Penn parchment, we have quite a Red-and-Blue room now," she

said. Winston hopes the new grant will solve the hysteria around the air-bag issue. She said most of the cases in which a child has died with air bags have been

because of one of two reasons. Either it was an infant in a rear-facing car seat that was crushed by the impact of the 140-mile-per-hour force of the bag opening up on them; or an improperly belted child whose head smashed against the dashboard just as the air-bag compartment was blasting open.

"The kids just shouldn't be in the front seat anyway," she said. "Often the child was unbelted or, because the shoulder [strap] was too high, the parent put the harness behind him. Even in a 15-mile-per-hour crash, the air bag could open up. An unbelted child is like a bag of groceries, moving forward and back on pre-crash breaking and then the crash. Most of these deaths would have been completely and totally preventable if the child were in the back seat."

"Since most of these accidents occur within 10 miles of home, you must figure there is a lot of the 'Oh, just sit up front next to me' kind of thing with the parents," she said. "So far as I know, there has never been a death with air bags and children where there wasn't a back seat available to be used."

Still, said Winston, there will be much more to be learned about auto accidents and children's injuries in them.

"We have an advisory panel with engineers, consumer advocates, people who know how to get legislation passed, insurance people — experts on all sides," she said. "The point is to find out about all kinds of accidents: severe accidents that hurt no one and minor accidents in which there are major injuries. It will be hard to prevent car accidents, but if we can find out what safety features work and how they can be made better, then everyone will be a winner."



Photograph by Dwight Luckey

# Students Help City Neighborhoods and Folks



*More than 1,000 freshmen volunteered at 48 community-service projects across the city Sept. 6, including these students laying brick at a Habitat for Humanity rehab project in South Philadelphia. Projects elsewhere included cleaning up playgrounds, helping prepare meals for people with AIDS, removing graffiti from storefronts, and working with the elderly. "Into the Streets," part of a nationwide program to encourage students to perform community service, took the freshmen to West Philadelphia, Germantown, and North Philadelphia as well as South Philadelphia and University City.*

## W E L L S A I D

*The following quotes from Penn professors and others appeared in publications across the country and around the world.*

*"It is not OK to be a teen mother and draw welfare. You need to take charge of your life."*

— **Rebecca Maynard**, professor of education, arguing that the only successful programs to help teen mothers are those that clearly stress values (Washington Post, Wednesday, July 2).

*"I think the news is almost inconsequential."*

— **Phyllis Kaniss**, an instructor of communication, arguing that most local TV news stations report events for shock value rather than to inform or educate the audience, as the stations claim (Chicago Tribune, Sunday, July 6).

*"College graduates tend to think of political power as a question of how to influence foreign policy. Neighborhood people think of power as how to get a stop sign, another crossing guard, summer jobs for kids."*

— **William Labov**, professor of linguistics, explaining that the people most effective politically on a local level here are people with strong Philadelphia accents, in an article about Labov's theory that Philadelphia accents are bellwethers for the future of spoken English (Philadelphia City Paper, Aug. 15-21).

*"We were asleep to consumers' needs, and we have been brutally awoken."*

— **David Shulkin**, chief medical officer at HUP, on the new trend of doctors'

offices to provide not only medical care but better service, such as reduced wait-times (The Houston Chronicle, Aug. 3).

*"If Dolly was the Wright Brothers of the airplane, Gene is the Wiley Post."*

— **Arthur Caplan**, director of the Center for Bioethics, comparing Gene, a recently cloned bull, to the first pilot to fly solo around the world, for its development and refinement of cloning techniques (Newsday, Friday, Aug. 8).

*"I'm not sure what direct-to-consumer ads do other than pressure physicians to prescribe — prescribing that won't always be appropriate."*

— **Dr. Brian L. Strom**, chairman of biostatistics and epidemiology, on prescription drug advertisements that target consumers (Philadelphia Inquirer, Monday, Aug. 18).

*"Companies are tripping over themselves to get on our [recruitment] schedule."*

— **Andrew Adams**, director of career placement at the Wharton School, in an article about strength of the job market now for people getting an MBA ([Springfield, Ill.] State Journal Register, Sunday, Aug. 10).

*"Who could imagine that a building designed in 1938 could so capture the imagination that it got built today?"*

— **David De Long**, professor of architecture, in an article about a new conven-

tion center in Madison, Wis., based on a design by the late Frank Lloyd Wright (Philadelphia Inquirer, Tuesday, Aug. 19).

*"I would not like a situation in which companies would be induced to go to states where the surplus that has been built up over hundreds of years reverts to management."*

— **David Babbel**, professor of finance and insurance, on a bill in Congress that might result in mutual insurance policyholders losing their ownership stake as company executives get rich (Philadelphia Inquirer, Thursday, Aug. 14).

*"Eating hot peppers is a form of 'benign masochism. ... Your body is responding as if in trouble, but you know you're really safe, getting a pleasure that comes from knowing better than your body."*

— **Paul Rozin**, professor of psychology, in an article on why people like hot peppers (U.S. News & World Report, Aug. 18-25).

*"Patients do not arrive in my office demanding that I immediately prescribe the latest remedy for hypertension, diabetes, congestive heart failure or obesity."*

— **Dr. Robert M. Kaiser**, professor of medicine, in a letter to the editor on prescription drug advertisements that target consumers (Philadelphia Inquirer, Monday, Aug. 25).

—assembled by Sunil Kumar

# 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/](http://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 September 8-12, 1997

### ARTS AND SCIENCES

Contact: Anna Marcotte

**ADMINISTRATIVE ASSISTANT II** (081395SH) Perform word processing, filing & scheduling; answer multiple phone lines; assist in Admissions, Fellowship & Graduation cycles; process information on student records systems. **QUALIFICATIONS:** HS diploma; 2 years AAI experience or equivalent; familiarity with University desirable; knowledge of Filemaker Pro, Windows, Word, E-mail, Excel, SRS/SFS; excellent judgment, accuracy & ability to deal with difficult situations. **GRADE:** G10; **RANGE:** \$19,261-23,999; 8-29-97 Dean's Office

**ASSOCIATE DIRECTOR INDIVIDUAL GIFTS** (06932SH) Manage major individual gifts fund raising effort in select geographic areas as key member of the School of Arts & Sciences (SAS) development team; cultivate & solicit alumni & friends of the University for major gifts to help meet priority SAS needs; recruit, train & staff volunteers as needed; report to SAS Director of Development. **QUALIFICATIONS:** BA/BS required; Master's preferred; 3 years or more fund raising experience with a track record of major individual gifts solicitation; experience in planned giving a plus; strong verbal & written communication skills; must be able to work independently, but collaboratively, as part of goal-oriented team; excellent organizational & interpersonal skills; familiarity with University & its constituencies helpful; *travel, some weekends & valid driver's license required.* **GRADE:** P7; **RANGE:** \$36,050-46,814; 9-10-97 SAS External Affairs

### DENTAL SCHOOL

Contact: Ronald Story

**ADMINISTRATIVE ASSISTANT II** (091449RS) Perform administrative clerical duties; receive, distribute & process information; compile & summarize data; participate in analysis of reports; respond to inquiries requiring interpretation of office/departamental policies & procedures; organize & maintain office records & files; create new systems, arrange events &

meetings; develop, modify & implement office/clerical procedures. **QUALIFICATIONS:** HS diploma; completion of HS business curriculum & related post-HS training or equivalent; at least 4 years administrative/clerical experience; thorough knowledge of office procedures, Windows 95 & Microsoft Office (Word, Excel, Powerpoint); ability to type minimum of 45 WPM. **GRADE:** G10; **RANGE:** \$19,261-23,999; 9-11-97 Pediatric Dentistry

**SCIENTIFIC EQUIPMENT STERILIZATION ATTENDANT I** (40 HRS) (091448RS) Under direct supervision, decontaminate, clean & assemble full range of scientific surgical supplies & equipment used in clinic; select appropriate methods of sterilizing instruments; store & issue sterile supplies & laboratory equipment; take inventory & replenish clinical areas. **QUALIFICATIONS:** HS diploma or equivalent; must be able to push or pull up to 50 lbs. & able to lift up to 25 lbs.; demonstrated ability to follow detailed oral & written instructions. **GRADE:** G5; **RANGE:** \$14,714-18,069; 9-11-97 Clinic Management

### EXECUTIVE VICE PRESIDENT

Contact: Sue Hess

**ADMINISTRATIVE ASSISTANT III** (37.5 HRS) (091439AB) Coordinate activities related to customer service & applicant tracking for Office of Employment; screen, enter, & route resumes to recruiters; manage database, ensure integrity, issue reports, suggest enhancements; answer & coordinate main phone line for applicants, involving student workers as needed; provide daily interface with temporary employment agency vendor; maintain skilled office support pool; use database to sort for desired skill sets; maintain applicant records & ensure compliance; assist Manager with high level clerical support & special projects; maintain & coordinate other services & files. **QUALIFICATIONS:** BA/BS or equivalent experience; 2 years responsible office experience; excellent customer service, customer-focused skills; proven problem solver; demonstrated initiative; ability to prioritize & work with high volume; keen sense of confidentiality important; excellent PC skills, Word Perfect, Lotus, ACCESS experience a plus. **GRADE:** G11;

**RANGE:** \$21,961-27,866; 9-10-97 Human Resources

**ADMINISTRATIVE ASSISTANT III** (37.5 HRS) (091452SH) Coordinate special projects as assigned; assist with Customer Service initiatives; arrange meetings & events; assist with calendars; assist with publication of the University Faculty & Staff telephone directory including data entry & proofreading; process purchase orders, journals, C forms & related financial forms; download & create monthly budget reports for departments; answer telephones, research, & respond to inquiries; organize & maintain office records & files; create new systems as requires; compose correspondence, reports & forms; process union reports & payroll; assist with routine human resource functions. **QUALIFICATIONS:** Completion of HS Business curriculum & related post-HS training or equivalent; BA/BS preferred; at least 2 years experience at the Administrative Assistant II level or comparable background; thorough & comprehensive knowledge of office procedures; ability to operate Macintosh & other office equipment; knowledge & skills in word processing, database, desktop publishing, spreadsheet & Internet applications; knowledge of University financial systems desirable; strong customer service skills, interpersonal & written communications skills required; ability to independently handle projects. **GRADE:** G11; **RANGE:** \$21,961-27,866; 9-15-97 Business Services

**SUPERVISOR III** (37.5 HRS) (091434SH) Coordinate the departmental order process for campus computer store; responsible for purchasing, customer service, departmental order input, pre-sales, support & billing; supervise support staff. **QUALIFICATIONS:** Minimum BA/BS preferred; minimum 2 years experience in retail environment; ability to work independently & function in a supervisory capacity in retail operation; working knowledge of computers & computer product lines; excellent customer service skills; *extended hours may be required due to emergency or unexpected operational situations; Saturday work is required; open store at least 15 minutes before scheduled, 20 minutes before scheduled on Saturdays.* **GRADE:** G12; **RANGE:** \$24,500-31,617; 9-15-97 University Bookstore



## MEDICAL SCHOOL

Contact: Anna Marcotte/Lynn Nash-Wexler

**ADMINISTRATIVE ASSISTANT II** (091463AM) Provide administrative support to division head; process & disseminate information; schedule meetings; assist with preparing grants & applications; handle purchasing; monitor budgets & accounts; compile & summarize data; organize & maintain files; compose correspondence; type & proofread. **QUALIFICATIONS:** HS diploma; BA/BS highly desired; 2 years equivalent experience; type 45 wpm; knowledge of office procedures; experience with MS Word; Macintosh proficiency; familiarity with university procedures preferred; *position contingent upon grant funding*. **GRADE:** G10; **RANGE:** \$19,261-23,999; 9-12-97 Pathology

**ADMINISTRATIVE ASSISTANT III** (40 HRS) (091465AM) Provide support on projects & assignments; handle Executive Director's office activities; coordinate & facilitate clinical trials; arrange meetings; prepare reports; support Internet-based efforts; organize conferences, seminars; assist in grant preparation; develop & maintain databases. **QUALIFICATIONS:** AS degree in Business or equivalent; 2 to 3 years experience, knowledge of office procedures in academic or health care setting preferred; type 65 wpm; medical terminology preferred; proficiency with Macintosh computers in word processing & database management; familiarity with grant preparation & report writing preferred; strong written & oral communication skills, detail-oriented; ability to handle projects concurrently. **GRADE:** G11; **RANGE:** \$23,425-29,723; 9-12-97 Cancer Ctr.

**CLERK III** (40 HRS) (081336AM) Generate, prepare & mail reports; transcribe & type; perform data entry; answer telephones; file; *hours 8-4:30*. **QUALIFICATIONS:** HS diploma, 2 years clerical experience; knowledge of office procedures, practices & equipment. **GRADE:** G6; **RANGE:** \$16,010-19,658; 9-10-97 Dermatology

**CLINICAL TEST TECH** (091444LW) Perform basic tests on patients in preoperative evaluation clinic, including acoustic laryngoscopy, EKG, blood pressure, pulse, heart rate; greet patients; input computer data. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; certification as Medical Lab Tech or 2 years training in clinical lab procedures dealing with EKG, pulse & heart rate machinery or equivalent; computer skills; ability to speak, read & write English. **GRADE:** G11; **RANGE:** \$23,425-29,723; 9-11-97 Anesthesia

**COORDINATOR CLINICAL RESEARCH** (40 HRS) (071205RS) Enroll subjects in research studies, maintain records, assurances, manage database, coordinate centers, plan meetings; prepare & maintain regulatory documents for research projects; serve as primary contact for project participants, schedule meetings, manage & analyze data; responsible for security & integrity of data collected; recruit & enroll patients. **QUALIFICATIONS:** RN with PA license, BSN preferred; 3 to 5 years research experience. **GRADE:** P5; **RANGE:** \$29,664-38,677; 9-8-97 Radiology

**EDITORIAL ASSISTANT II** (40 HRS) (0914-47AM) Assist in writing research protocols & consent forms; proofread & edit articles; prepare materials for grant applications, renewals, progress reports; coordinate clinical research trials; assist with project development & protocol development; review & outline journal articles; recruit & provide technical support for studies. **QUALIFICATIONS:** BA/BS or equivalent; 2

years experience in research methods & data analysis; experience as writer/editorial assistant & with clinical research preferred. **GRADE:** G11; **RANGE:** \$23,425-29,723; 9-8-97 Psychiatry

**FISCAL COORDINATOR II** (091453AM) Coordinate business office operations; handle finances, payroll, reimbursements & purchasing; manage budgets & records; monitor transactions & budgets; prepare financial data for grant proposals; prepare, analyze, distribute reports; maintain records; supervise students & some staff. **QUALIFICATIONS:** BA/BS in Accounting, Business or related field; 2 years experience in administration/management in academic/research environment; experience with grants administration, accounting or equivalent; experience with Penn Financial policies & procedures preferred; proficient in LOTUS; WordPerfect; FinMIS & Pillar training required; detail oriented; strong communications, organizational & interpersonal skills. **GRADE:** P2; **RANGE:** \$22,351-29,098; 9-12-97 Psychiatry

**LAB ANIMAL AIDE** (40 HRS) (07997RS) Perform laboratory animal care duties; clean & sanitize cages & equipment; perform general cleaning of animal facilities; operate & maintain mechanical cage washers & sanitation equipment; operate autoclave; receive & handle animal feed, bedding & other animal care supplies; record the receipt of all supplies; assist in the feeding & watering of animals; may assist in changing cages. **QUALIFICATIONS:** HS diploma or equivalent required; must be able to lift & carry heavy objects (50 lbs. Or more); *must be willing to accept overtime assignments and/or shift assignments other than Monday through Friday; may work with animals exposed to potentially hazardous agents, such as radioisotopes, chemical or biological agents; position contingent upon grant funding*. **GRADE:** G5; **RANGE:** \$14,714-18,069; 9-12-97 Institute for Human Gene Therapy

### 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.

**RESEARCH COORDINATOR** (40 HRS) (071212RS) Supervise research technicians & work-study students; monitor quality assurance; administer research protocols; interview/train new research techs; perform data management; administer petty cash & patient payment; manage multiple research protocols & clinical trials. **QUALIFICATIONS:** BA/BS in Social Science or other relevant major; 1 year computer & research project experience; interviewing skills. **GRADE:** P5; **RANGE:** \$24,617-31,982; 9-8-97 Psychiatry

**RESEARCH COORDINATOR** (40 HRS) (091466LW) Responsible for recruitment of subjects for research studies; assist in conducting research; prepare documents for regulatory agencies within & outside University & maintain files. **QUALIFICATIONS:** BA/BS with knowledge of biological sciences & skills in interacting with computers & data base (Macintosh preferred). **GRADE:** P3; **RANGE:** \$24,617-31,982; 9-12-97 Radiology

**RESEARCH LAB TECH III** (40 HRS) (071023RS) Perform small animal surgery, behavioral testing, immunochemical staining, tissue slice processing, microscopic analysis. **QUALIFICATIONS:** BA/BS in Biomedical Sciences; experience with small animal surgery, behavioral testing of animals & histology. **GRADE:** G10; **RANGE:** \$22,013-27,427; 9-11-97 Neurosurgery

**RESEARCH SPECIALIST JR** (40 HRS) (091445LW) Perform project design; data acquisition, data management, data analysis; write reports & abstracts; assist with grant acquisition; order supplies; present data at lab meetings. **QUALIFICATIONS:** BA/BS in scientific field; previous lab experience preferred. **GRADE:** P1; **RANGE:** \$20,291-26,368; 9-11-97 Surgery

**RESEARCH SPECIALIST JR** (40 HRS) (091467LW) Prepare & microinject frog oocytes; perform electrophysiological recordings; maintain frog colony; perform data analysis & graphing; input computer data; keep logs & write lab reports; maintain equipment & inventories; autoclave glassware & pipettes; order supplies. **QUALIFICATIONS:** BA/BS in scientific field (Chemistry, Biochemistry, Physiology, Neuroscience or similar); knowledge of biochemistry lab techniques; experience in oocyte injection & electrophysiological recordings. **GRADE:** P1; **RANGE:** \$20,291-26,368; 9-12-97 Pharmacology

**RESEARCH SPECIALIST I** (40 HRS) (091446LW) Pre & post-operative care of animals; schedule animals for procedures according to protocol; assist in surgical procedures; perform cardiopulmonary bypass & data analysis; order supplies; maintain lab & transport animals. **QUALIFICATIONS:** BA/BS in scientific field; 1 to 3 years related experience. **GRADE:** P2; **RANGE:** \$22,351-29,098; 9-11-97 Surgery

## PRESIDENT

Contact: Sue Hess

**ASSOCIATE DIRECTOR V** (04543SH) Cultivate & solicit assigned major gift prospects in the New York region; design & oversee special events; recruit, manage & motivate volunteers; serve as liaison between New York & central campus development services staff on office computing needs, records & list management, research & special event activities; monitor prospect pool activity & coordinate efforts with central campus. **QUALIFICATIONS:** BA/BS; minimum of 5 years progressively responsible devel-

opment experience with at least 3 years experience in major gift solicitation, preferably in higher education, especially major research universities; excellent organizational, interpersonal & strong verbal & written communication skills; *valid driver's license & frequent travel required; POSITION LOCATED IN NEW YORK. GRADE: P7; RANGE: \$36,050-46,814; 9-11-97 Development & Alumni Relations*

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## PROVOST

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Contact: Ronald Story

**ACADEMIC COUNSELOR** (091441AB) Responsible for coordination of academic support & counseling services to University students referred by schools and/or Admissions Office to PENNCAP; additional responsibilities include developing & implementing PENNCAP career component, producing PENNCAP newsletter & preparing reports on workshop evaluations. **QUALIFICATIONS:** Master's degree in Counseling or related field; at least 3 years experience; excellent counseling, strong verbal & written communication, organizational & technology skills, program planning & supervisory skills preferred; experience working with low income students; knowledge & experience working in university setting, preferably in developmental education programs. **GRADE: P4; RANGE: \$26,986-35,123; 9-8-97 Academic Support Programs**

**ADMINISTRATIVE ASSISTANT III** (37.5 HRS) (081424SH) Perform critical front-line client walk-in & telephone inquiries at OIP international student & scholar transaction desk; provide general information about US immigration, employment & taxation regulations; administer OIP procedures involved with admission of international students to University & US; issue appropriate US immigration documents; maintain & support database of international student & English Language Programs student records; supervise part-time employees; prepare statistical reports; organize resource library. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; 2 years of related experience in comparable setting; experience with MS Word & Access software, Internet communications, WWW are highly desirable, as is knowledge of immigration regulations; demonstrated ability to work independently, use good judgment, perform several tasks simultaneously, work well under pressure & supervise the work of others; commitment to student service; excellent communication, organizational & interpersonal skills; ability to work effectively with people of diverse national backgrounds. **GRADE: G11; RANGE: \$21,961-27,866; 9-8-97 International Programs**

**ADMINISTRATIVE COORDINATOR** (081410-SH) Act as primary client contact for TTG, perform client intake for all custom services, maintain departmental WWW site, initiate & monitor client needs assessments, schedule all TTG training and facilities, teach training seminars, serve as an assistant for TTG director, develop & maintain customer information database, order appropriate materials for client training. **QUALIFICATIONS:** AS or equivalent (BA preferred); excellent customer service & strong verbal & written communication skills; proficient with Macintosh & Windows; experience with HTML & developing Web pages; strong interpersonal & organizational skills; good keyboarding skills. **GRADE: G12; RANGE: \$22,866-29,509; 9-15-97 Tech Training Group**

**HEALTH PHYSICS TECHNICIAN** (091437SH)

Provide radiation measurements with portable & laboratory instruments; proposing methods for removing contamination; perform instrument calibrations, effluent monitoring on roof tops; maintain sampling equipment; prepare reports of survey & monitoring results; collect & process radioactive waste; preform compliance testing of energized equipment; respond to spills/incidents (24 hour on call) & questions by radiation workers; provide support to University's biosafety & chemical safety programs. **QUALIFICATIONS:** BS in Science or equivalent; experience handling radioactive material & operating energized equipment desirable; HP Technology Certification or Board eligible; good math, computer & electronics skill; must be able to work with diverse cross-section of laboratory personnel, tolerate heights, move about freely & carry heavy materials/equipment (40 to 60 lbs); must have valid driver's license. **GRADE: G13; RANGE: \$25,132-33,270; 9-8-97 Radiation Safety**

**INTERN MUSEUM** (091435SH) (091436SH) Document condition of objects in writing & with photographs; carry out conservation treatments under supervision of conservation staff; assist in general lab duties including monitoring of environmental conditions in storage & galleries; enter data in computer system. **QUALIFICATIONS:** BA/BS or equivalent in Archaeology, Anthropology, or related field; degree from a recognized conservation training program or equivalent; basic computer skills; knowledge of Word Perfect & Argus preferred. **GRADE/RANGE: Ungraded; 9-8-97 Museum**

**LAB ANIMAL TECH** (40 HRS) (091443SH) Provide experienced care to variety of lab animals, adhering to all federal & state regulations; feed, water & change cages; report any abnormal health or environmental conditions; clean & sanitize cages, animal rooms & support areas; handle & restrain lab animals; perform tech assignments such as administer special diets, primate enrichment, routing medications & weighing animals; receive animals; supplies & maintain records; may assist supervisor in training new staff; *may include shifts other than Monday through Friday; includes weekends & holiday work.* **QUALIFICATIONS:** HS diploma or equivalent; 5 years experience in lab animal facility or AALAS certification as LAT & 2 years experience in lab animal care; knowledge & experience in euthanasia techniques, able to read, write & understand English; able to lift up to 50 lbs; computer literacy desirable. **GRADE: G9; RANGE: \$20,130-25,133; 9-9-97 University Veterinary**

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## VETERINARY SCHOOL

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Contact: Ronald Story

**VET TECH I/II** (40 HRS) (091450RS) VT I: Administer treatments, injections & medications; assist with diagnostic & therapeutic procedures; monitor vital parameters; observe & record symptoms, reactions of patients. VT II: Same as I, plus perform diagnostic & therapeutic procedures; assist in the instruction of nursing & veterinary students (may have direct teaching responsibility). **QUALIFICATIONS:** VT I: Completion of accredited Animal Health Tech program or degree in Animal Science or 3 years Vet Tech experience required; state certification/licensure may be necessary. VT II: Same as I, plus 2 years experience as VT I or equivalent required; *rotating nights & weekend hours.* **GRADE: G8/G10; RANGE: \$18,481-23,132 / \$22,013-27,427; 9-9-97 Small Animal Hospital**

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## VICE PROVOST/ UNIVERSITY LIFE

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Contact: Andrew Belser

**OFFICE ADMINISTRATIVE ASSISTANT III** (37.5 HRS) (091440AB) Maintain office financial records & 14 program budgets for student organizations; payroll processing; processing of student records on SRS & SFSEASI; organize & maintain records & files; responsible for distribution of incoming & outgoing correspondence; arrange appointments, conferences, meetings & travel; supervise part-time Data Entry Clerk & work-study students; office liaison to other administrative offices. **QUALIFICATIONS:** HS diploma required, BA/BS preferred; at least 4 years of accounting/bookkeeping experience & knowledge of computer systems is required; ability to work effectively with students, faculty, staff, alumni & parents; excellent organizational & clerical skills required; self-motivated; ability to prioritize & team mentality necessary. **GRADE: G11; RANGE: \$21,916-27,866 Fraternity/Sorority Affairs**

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## WHARTON SCHOOL

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Contact: Anna Marcotte

**STAFF WRITER II** (40 HRS) (091468AM) Write & process donor-related letters & documents; implement a dollar billing/reminder program; conduct research relevant to letter development & production; quantify & report on status of projects; create, maintain & update acknowledgment letter database; assist with research of endowed & term funds. **QUALIFICATIONS:** BA/BS degree, 1 to 3 years communications & writing experience required; excellent interpersonal & organizational skills; ability to meet tight deadlines & work in a goal-oriented environment; PC proficiency required. **GRADE: P3; RANGE: \$24,617-31,982; 9-12-97 External Affairs**

## Classifieds

### FOR SALE

Upper Darby/Philadelphia Suburbs move-in condition twin house; 4 miles from University. Award-winning school system. \$69,900. Call Tomi: (610) 853-8405.

### FOR SALE OR LEASE SALE

University Mews house, living room, dining room, 3 bedrooms, extra room, 1 1/2 baths, garage. Very convenient to University at 45th & Spruce Streets. Available early September. Realistic price. Please call (617) 332-2996.

### OFFICE RENTAL

Unique opportunity at The Christian Association, 3601 Locust Walk: Three offices available -155 sq. ft., 210 sq. ft., 280 sq. ft. Prime location on campus. Wired for PennNet. Ideal for any community, student, or business venture. Come by and look at our attractive office space. For more information, call 386-1530.

Note: To place classifieds call:  
(215) 898-5274.



## Academic Career Conference, Part 1\*

The ninth annual Program for Pre-Dissertation Students, co-sponsored by Career Planning and Placement, and the Vice Provost for Graduate Education, will be held on September 23, in Houston Hall from 4 until 6 p.m.

4-4:30 p.m. *Issues Facing Graduate Education*, Ben Franklin Room; Janice Madden, vice provost for graduate education.

4:30-5:30 p.m. *The Insiders' Guide to Graduate Education at Penn: A Program for First-Year Students*, Smith Penniman Room; Janice Madden, vice provost for graduate education; Averil Clarke, sociology, Elizabeth Hopper, biochemistry, Charles Moses, electrical engineering, Lawrence Warner, English, advanced doctoral students/recent Ph.D.'s moderated by Dr. Madden, will give first-hand advice.

4:30-6 p.m. *The Doctoral Student's Tool Kit: A Program for Second-Year-Plus Students*, Ben Franklin Room

4:30-5 p.m. Stephen Winick, Graduate Student Teaching Resource Network; *Developing a Teaching Portfolio*

5-5:30 p.m. Jacqui Sadashige, assistant professor of Classical studies; *Assembling a Dissertation Committee and Finishing in a Timely Manner*

5:30-6 p.m. Toni Bowers, assistant professor of English, *Writing a Strong Funding Application*

To sign up, call 898-7530 or send an e-mail message to [vick@pobox.upenn.edu](mailto:vick@pobox.upenn.edu).

\* Part 2, *Going on the Job Market*, is scheduled for September 25 in the Ben Franklin Room, Houston Hall, 4-6 p.m.

## Diabetes Research Grants

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

Young investigators who are starting their laboratories, or established investigators who wish to take a new direction to their studies, are encouraged to submit applications to the Diabetes Research Center, 501 Stemmler Hall, by Friday, December 19, 1997.

An original and 12 copies of the standard NIH forms for ROI grant applications must be used. The recommended format of A) Specific Aims, B) Background & Significance, C) Preliminary Studies, and D) Experimental Design Methods should be used for the Research Plan.

However, since the proposal is intended to obtain additional preliminary data on a topic for a later, more complete grant submission or to test the feasibility of a hypothesis, and is for a one or two year duration only, the overall length of the application must not be more than 10 pages of single-spaced typescript.

If human subjects will be participating in the proposed research, it will be necessary to submit NIH Human Subject forms with the application; if animal research is being proposed, we will need an original and 3 copies of the Institutional Animal Care and Use Committee (IACUC) protocol forms.

Grants will be reviewed by the Diabetes Research Center's Pilot and Feasibility Review Committee and by extramural consultants. Based upon the outstanding evaluation of the recent competitive renewal of the Diabetes Research Center, we anticipate that awards of up to \$25,000 will be made (equipment and travel fund requests are not permitted) and will be funded for one year.

Investigators who are currently in year 1 of support through this Pilot and Feasibility Program may reapply for an additional year of funding. Such continuation requests need to be carefully justified, however, and will be considered as a competing renewal application. Preference will be given to new investigators. Must have an applicant level of Instructor or higher. Notification of an award will be made in April of 1998. For further information, please contact Dr. Mitchell Lazar, Department of Medicine and Genetics, Room 611A/6349 (898-0210).

— Franz M. Matschinsky, Director,  
Diabetes and Endocrinology Research Center

— Mitch Lazar Director,  
Pilot and Feasibility Grant Program

## The Films of Mary Pickford

International House's Neighborhood Film/Video Project presents *Sweetheart: The Films of Mary Pickford* with seven of her most astonishing performances from September 18-24. *Little Annie Rooney*, directed by William Beaudine, in 1925, is Mary Pickford's final child role (at right) as the 12-year-old kid of an Irish cop. Mary Pickford (1892-1979) was the consummate movie star of the silent era; she was the first actress to reach a true level of international stardom. She was one of the founders of United Artists and one of the first actresses to produce her own films. For many decades most of her films have been out of circulation; this series brings some of her best performances out of the archives and back to the silver screen. For info/tickets call 895-6542.



## Penn/Leuven Faculty Exchange

Applications are invited from all Penn faculty interested in participating in Penn's exchange with the Katholieke Universiteit Leuven (K.U.Leuven) in Belgium. Round-trip economy airfare and a modest per diem are provided for teaching and research visits of at least one month and not more than one semester. Knowledge of Dutch is not required. A faculty host at the K.U.Leuven must be identified. Application deadline for spring 1998 short-term and fall 1998 semester-long faculty exchanges is Wednesday, October 15, 1997. Inquiries concerning later visits are welcome. For an application form and further information, please contact Dr. Joyce M. Randolph, Director, Office of International Programs, 133 Bennett Hall/6275, 898-4665 or by e-mail: [randolph@pobox.upenn.edu](mailto:randolph@pobox.upenn.edu).

— Elva E. Power, Office of International Programs

## Lectureship Grants for Distinguished Scholars

The German-American Academic Council Foundation (GAAC) 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 the second selection round 1997/II, up to ten applications from U.S. or German universities or other research institutions will be selected. As a rule, each project will be funded with \$10,000. Lectureship visits can take place in the summer semester 1998, that is between April and September 1998.

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 involving young scientists and scholars in the program.

A "Lectureship" is defined as a visit by a distinguished scientist or scholar on invitation of a university, university department, or other research institution that can last up to one week. Individual contacts and talks should be part of the "lectureship visit." All fields of science and the humanities are eligible.

Applications for GAAC Distinguished Lectureship Grants for the summer semester 1998 (April-September 1998) must be received by the GAAC no later than November 15, 1997. Complete information may be obtained from the GAAC's Web Site ([URL: /www.access.digex.net/~gaac/gaachome.html](http://www.access.digex.net/~gaac/gaachome.html)).

—Dr. Joyce M. Randolph, Director, Office of International Programs (OIP)

## Workplace Mentoring Program

Penn Volunteers in Public Service will kick off its Penn Workplace Mentoring Program with the Shaw Middle School on October 23. This will be our fourth year in operation of the program and it will allow eighth-grade students an opportunity to get a few ideas of what it's like in the working world. They will spend approximately four hours, one day each month from October to May, with an employee in the workplace here at the University. There are so many reasons to be a mentor, but here are two I can appreciate:

- To be a friend to a student who needs career guidance.
- To help prepare the future workforce of tomorrow.

Dr. Ira Harkavy and I, along with past mentors, encourage PennVIPS to continue their involvement with this worthwhile program, and we encourage and welcome new mentors to participate. Members of the University should send their names to me by September 25 to indicate an interest in attending the October 23 meeting. For this or for answers to any questions, I can be reached by e-mail ([smart@pobox.upenn.edu](mailto:smart@pobox.upenn.edu)) or by phone at 898-6612.

—Winnie Smart-Mapp, Assistant Director  
Penn Staff, Faculty and Alumni Volunteer Service  
Center for Community Partnerships



# Update

SEPTEMBER AT PENN

## EXHIBITS

**Now** *The City of Sun and Water: Fathpur Sikri*; Upper Gallery, Meyerson Hall. *Through September 28.*

**Now** *History of Folio: Selected Prints 1974-97*; Dean's Alley, Meyerson Hall. *Through September 28.*

**Now** *The Ephemeral, The Transient, The Static: Ritual Architecture and Urbanity*; Lower Gallery, Meyerson Hall. *Through October 10.*

## FITNESS LEARNING

**19** *Class of 1923 Ice Rink Official Opening*; daily public skating; \$4.50 with PennCARD; lessons available; more info: <http://www.upenn.edu/icerink>.

## MEETING

**16** *Penn Leukemia Society First Introductory Meeting*; 7:30 p.m.; Bowl Room, Houston Hall.

## MUSIC

**19** *Star's End Gathering XII*; Steve Roach performing electronic music; 8-10:30 p.m.; Houston Hall; Tickets \$5 for students; \$20 for non-students, \$15 with a WXPEN MemberCard at the door (WXPEN).

**24** *Mr. Greengenes Leukemia-benefit Rock Concert*; 9 p.m.; Phi Sigma Beta House, 3615 Locust Walk. Tickets: \$5 in advance, \$7 at the door (Penn Leukemia Society; Phi Sigma Kappa).

## SPECIAL EVENTS

**18** *There's No Place Like Penn*; series of activities kicks off with a double-feature under the stars; *The Wizard of Oz* to "Dark Side of the Moon"; 8 p.m.; *Scream*; 10 p.m.; College Green (Rain: Hall of Flags, Houston Hall). Full list of activities, see <http://dolfin.upenn.edu/~oslaf/likepenn.html> (Student Life).

**19** *Third Annual Housewarming International*; music, film, dance and culture from around the world; includes tango reception at 5:30 p.m. Friday, live piano from Philip C. Carli accompanying silent movie *Stella Maris* at 7:30 p.m. Friday; International House; activities continue through Saturday, call 895-6543 for info.

## Sociology's New Sackler Lecture

The Department of Sociology inaugurates the Beth and Richard Sackler Lecture on Friday, *September 19*, with a discussion of *Expertise, Advocacy and Deliberation: Lessons from Welfare Reform* by the noted welfare expert Mary Jo Bane, professor of public policy at Harvard's School of Government. She will speak at 4 p.m. in Room 285, McNeil Building.

## TALKS

**16** *A Novel Signaling Pathway Between Dendrites and the Nucleus of Developing Neurons*; James H. Eberwine, pharmacology; 4 p.m.; Physiology Conference Rm., 4th Floor, Richards Building (Physiology).

**22** *Molecular Genetic Analysis of CREB Deficient Mice*; Julie Blendy, pharmacology; noon; Pharmacology Seminar Room M100-101, John Morgan Building (Pharmacology).

*The Hindu Theory of Emotions: All the World's a Stage*; Ahalya Hejmadi, Utkal Univ., India, U. of Pa.; 4 p.m.; B-26 Stiteler Hall (Psychology).

*Neighborhood Development in a Democratic City: Toward a "Real" Urbanism*; Michael Pyatok, Pyatok Associates, Oakland; 6 p.m.; B-1, Meyerson Hall (GSFA).

**24** *Kinase Cascades in Cell Growth and Death*; Michael J. Weber, University of Virginia; 12-1:30 p.m.; Reunion Hall Auditorium, John Morgan Building (Cell and Molecular Biology Graduate Group).

## 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 **September 1, 1997 through September 7, 1997**. Also reported were **Crimes Against Property**, including **30 total thefts (including 8 burglaries & attempts, 7 thefts of bicycles & parts, 3 thefts & attempts of auto, 4 thefts from autos, 10 criminal mischief & vandalism and 1 forgery & fraud.)** Full crime reports are in this issue of *Almanac* on the Web ([www.upenn.edu/almanac/v44/n04/crimes.html](http://www.upenn.edu/almanac/v44/n04/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 **September 1, 1997 through September 7, 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:** Robberies (& Attempts)—1, Simple Assaults—1, Threats & Harassment—1  
09/03/97 2:31 AM 3600 Blk Walnut Complainant robbed by unknown person with gun/no injury  
09/03/97 4:23 PM English House Complainant harassed by ex-boyfriend  
09/06/97 11:39 PM College Hall Complainant struck in face

**38th to 41st/Market to Baltimore:** Robberies (& Attempts)—1  
09/03/97 2:36 AM 40th & Pine Complainant robbed point of gun/no injury

**Outside 30th to 43rd/Market to Baltimore:** Robberies (& Attempts)—3  
09/04/97 12:41 AM 4326 Pine Complainant robbed by two males/2 arrests  
09/06/97 2:11 PM 200 Blk 22nd Complainant robbed of purse by unknown person  
09/07/97 8:26 PM 600 S. 42nd Complainant robbed of currency by unknown person

### Crimes Against Society

**34th to 38th/Market to Civic Center**  
09/06/97 12:34 AM Stouffer Triangle Intoxicated person taken to emergency room

**38th to 41st/Market to Baltimore:** Disorderly Conduct—2  
09/02/97 3:26 AM 4033 Walnut Intoxicated female taken to emergency room  
09/02/97 6:51 PM 3900 Blk Walnut Male became disorderly with police/arrest  
09/05/97 2:03 AM 200 Blk 41st Suspect refused to leave area/arrest

**41st to 43rd/Market to Baltimore:** Disorderly Conduct—1  
09/07/97 12:16 AM 42nd & Pine Report of persons fighting/arrest

### 18th District Crimes Against Persons

11 Incidents and 2 Arrests were reported between **September 1, 1997 and September 7, 1997**, by the 18th District, covering the Schuylkill River to 49th Street and Market Street to Woodland Avenue.

09/01/97	11:10 PM	Aggravated Assault	4600 Chestnut
09/02/97	10:45 PM	Robbery	4400 Baltimore
09/03/97	2:34 AM	Robbery	3400 Walnut
09/03/97	2:42 AM	Robbery	4000 Pine
09/04/97	12:41 AM	Robbery	4326 Pine/Arrest
09/04/97	9:30 PM	Rape	100 Blk 42nd
09/05/97	9:34 AM	Robbery	4700 Walnut/Arrest
09/05/97	4:45 PM	Robbery	4815 Woodland
09/06/97	2:22 AM	Robbery	200 Blk 41st
09/07/97	10:05 AM	Robbery	4605 Cedar
09/07/97	8:26 PM	Robbery	4200 Chester



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## Live and Learn

by David B. Brownlee

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*Our challenge  
is to bolster the  
intellectual environment  
in ways that are non-  
coercive and  
natural...*

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Learning is a way of living. We teachers can try to inspire and instruct our students with our lectures, answer their questions during discussion sections, and create provocative assignments for them. But they learn for themselves, mostly during the ninety percent of their hours when they're not in class. It's then that they read books, write papers, do problem sets, and, of course, accomplish the myriad other things that may not have a clear relationship to what goes on in the classroom but which in the end will have a lot to do with what they learn—and how they live now and for the rest of their lives.

I think that the most important thing that college can do is to introduce intelligent young people to the ordinary pleasures of an intellectual life that is not limited to specific hours and places. I am sure that most of us have had experiences that support this notion, and it has been foremost in the minds of the faculty, students, and staff who have been rethinking the residential environment of Penn's campus (see, most recently, "Choosing Community," *Almanac* April 29).

Let me recount some of my own college remembrances, not because they are unusual, but because I think they are typical of a good college education and can serve as the basis for some generalizations and further reflection.

- I came to college with no knowledge of classical music, my parents having been scared away from it by "music appreciation" classes. But every Sunday afternoon, student musicians used the library of Dunster House, where I lived for three years at Harvard, as a recital hall. I wasn't cajoled into attending, but soon I was hooked. The other houses also had free concerts; I remember hearing Yo-Yo Ma for the first time at Currier House.

- Friday and Saturday nights belonged to the house film societies, and I must have seen most of what they showed in the tow of a cinephile friend. Of course, this was recreation, but for my friend and the group of us who regularly followed him, film was also the art of our time. He wrote reviews for the *Crimson* during college and went to work as a critic for the *San Francisco Examiner* afterwards.

- I had learned to be a pretty good writer in high school, but in college I discovered that the craft of writing is never perfected. My most ardent writing teachers were friends who also became serious intellectual colleagues, although we didn't think of ourselves in those terms. I shall never forget the loving and scathing review that my senior thesis received from my premed roommate and the German major friend who was later the best man at my wedding. They stayed up all one night with me as I cut long strings of over-vivid adjectives and passed the revised text beneath their combined scrutiny.

- At Dunster House I got to know faculty, too. The Master was a youthful and passionate English professor who had been mentioned as a possible University president—and then didn't get tenure. And down the hall lived a young history

professor named Doris Kearns, aspark with the electricity of a changing power structure. I never took courses with either of them, but they shaped the way I saw everything. I did take a non-credit architectural history seminar with a British grad student who lived in Dunster House; that was my first course in the field that became my own, and today I assign one of his books to my own students.

As I ponder what we do and might do at Penn, these stories offer two important lessons, and I suspect the same concepts could be extracted from everyone's college memories. First of all, most of the events I remember seemed ordinary and probably non-educational at the time. And yet they changed my life. The other lesson is that, outside the classroom, intellectual energy is exchanged in an environment that possesses little formal hierarchy. Authoritative teaching may come from peers, and classroom teachers may play other roles, without diminishing their status as intellectuals.

These are important things for us to remember. Our challenge at Penn is to bolster the intellectual environment in ways that are non-coercive and natural, placing intelligent people together and providing a supportive environment in which they may do the things that intelligent people do. After all, intellectual life is the ordinary attribute of an academic community. We simply have to provide the time and place in which it may flourish.

Not surprisingly, the most successful aspects of Penn's present residential programs already embody these principles. Here are a few examples:

- As confirmed by the residential consultants Biddison Hier (*Almanac* April 29) our students form durable communities of their own. Some are very small, informal groupings of friends (like the movie-goers of my youth), while a few others coalesce, with the needed support of the University, in the "Living-Learning" programs and thematic College Houses. The latter sponsor a variety of programs and activities that can lure today's students into unexpected pleasures.

- The roughly two dozen faculty and fifty graduate students now in residence among our undergraduates already embody the splendid ordinariness with which intellectuals of different ages mix together. They are not there principally to teach undergraduates, but to live with them.

- The residences have proved to be the ideal setting in which to provide the growing number of decentralized services that are collectively called "The Wheel," including technical computer support, the services of the Writing Center, and advising for calculus. Notably, all of these "educational" services are provided to students by their own peers.

Like the things we remember favorably from our own college days, these successful enterprises underscore the importance of keeping our plans for Penn's residences simple and adaptable. With that in mind, we can find many ways to strengthen the community in which Penn's scholars live—and learn.

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*With this column, Talk About Teaching resumes monthly publication as a joint project of the Lindback Society and the College of Arts and Sciences. Dr. Brownlee, professor and former undergraduate chair of the History of Art Department in the School of Arts and Sciences, headed the Residential Planning Committee of the 21st Century Project.*