

The Lindback Awards, 1982

This year's eight teachers honored with the Christian and Mary Lindback Award for Distinguished Teaching—and some of the reasons they were chosen—are:

Dr. Frank Bowman, Professor of Romance Languages: "... gives so much of himself to what he is doing; he puts so much effort into making every class an exceptional experience," said one student. Said another: "This devotion, this concern, and this excellence on the part of a person who has built an international reputation for the high quality and breadth of his scholarship make of him an outstanding example of a teacher/scholar ..."

Dr. Drew Faust, Associate Professor and Chair, Department of American Civilization: "... has the rare ability to stimulate interest in her own field, while reciprocally incorporating the interest of her students into her course. The result is a dynamic and challenging learning environment where students strive to share Dr. Faust's breadth of interest as well as her rigorous depth in scholastic research."

Dr. Janice Radway, Assistant Professor of American Civilization: "... has an ability to present abstract material with extraordinary clarity, to excite students into new and sometimes unsettling perceptions of the world around them, and often to make permanent changes in their lives by instilling ideas and analytical skills that last well beyond their college careers."

Dr. Philip Rieff, Benjamin Franklin Professor and University Professor of Sociology: "... students perceive Dr. Rieff's courses as 'drenched in meaning' ... [His] teaching style is not only unique but courageous. How many teachers would dare to spend one semester in a careful analysis on one book worthy of such effort? How many would so daringly pursue intellectual excellence in this way—without resorting to lectures or to accepted interpretations of what the work 'means'?"

Dr. Anna-Marie Chirico, Associate Professor of Medicine, School of Medicine: "... it is her ability to convey to students the special character of outpatient medicine, to introduce the concept of *time* in medical care, of watchful waiting, of pacing one's interven-

tions. She is an amazing clinician: brilliant in her deductive medical reasoning, and humanistic in her approach to patients. Her tutelage, help and medical knowledge are an inspiration to one's career."

Dr. James W. Lash, Professor of Anatomy, School of Medicine: "... [he] has all the best qualities of a teacher: thoroughly knowledgeable in his field; expresses himself clearly and succinctly; is dedicated to teaching; is interested and generates interest in his field; has a warm personality and a good sense of humor. ... a distinguished national and international reputation in his area of research. His scholarly approach to research and teaching is particularly effective in establishing him as an ideal role model."

Dr. Leon P. Weiss, Professor of Cell Biology and Chairman, Department of Animal Biology, School of Veterinary Medicine: "[His] lectures are freshly charged with his own awe and reverence for the complexity and elegance of biological systems. It is this extra measure of inspiration that makes an extraordinarily competent educator excellent. Dr. Weiss exudes a passion for learning, encouraging students to seek more information, to read and to study what other wonders exist in such a system. ... he possesses an enormous knowledge of his subject, yet he maintains a sense of humility about himself, his intelligence and his abilities. ... he is loved and respected by students and faculty alike."

Dr. Louis R. Dinon, Clinical Professor of Medicine, School of Medicine: "... has an enormous impact on the development of crucial, fundamental knowledge and skills in students. It is through his instruction that one understands not only the importance of competent diagnostic skills, such as history taking and physical exam, but also begins to understand and utilize thought processes key to clinical medicine. ... [he] teaches students how to think—clearly and concisely ... encourages growth and excellence ... he actively instills in students a professionalism that requires that all patients be treated with respect, dignity and compassion. He lives the motto: 'to care sometimes, to help often, to comfort always.'"

Dr. Harnwell (from page 1)

of the largest development campaigns to be dared in the country—and went over goal.

A native of Evanston, Illinois, Gaylord Harnwell was a 1924 graduate of Haverford who studied for a year at Cambridge before enrolling at Princeton for his M.A. and Ph.D. in physics. After a year as National Research Council Fellow at CalTech, he rejoined Princeton as assistant professor of physics in 1928. He was associate professor there ten years later when Penn made him a full professor and director of the Randal Morgan Laboratory.

One of the first University faculty members called to government service in World War II, Dr. Harnwell was responsible for submarine detection devices—including sonar—for which he received the Navy's Medal of Merit.

As a scholar and scientist, he was also noted for several important texts in atomic physics and related fields; and later, as president, he also published a 1960 *Russian Diary* on his travels there, and *Educational Voyaging in Iran*, 1962, after advising on the establishment of an American-style university at Shiraz.

Honors for science, for service to the city and to the University flowed throughout his career, and tributes began to pour in upon his death. More will be said of Dr. Harnwell in a future issue. In the meantime his family—Molly Harnwell, and their son and two daughters—ask, in lieu of flowers, gifts to the University.

SENATE

SEC Action: Research Associates

The Senate Executive Committee on April 6, 1982, approved the following recommendation of the Senate Committee on the Faculty. It is published here pursuant to Section 8(a) of the Rules of the Senate, as action which the Senate Executive Committee has taken on behalf of the Senate.

We recommend that page 27 of the 1979 Handbook for Faculty and Administration be revised to include Research Associate in the description for Senior Investigator and Investigator. The new description would read:

Senior Investigator, Investigator and Research Associate. Senior Investigators, Investigators, and Research Associates work in sponsored research programs and must hold the appropriate terminal professional degree in their disciplines. Full-time service in these positions may not exceed three consecutive years, except with the approval of the provost.

We do anticipate that reappointment of incumbents with many years service in the rank of Research Associate might be approved as exceptions to the three-year service limit.

Academic Calendar for 1982-83

1982—Fall Term

| | |
|----------------|-------------------|
| September 2 | Thursday |
| September 3 | Friday |
| September 6 | Monday |
| September 7-8 | Tuesday-Wednesday |
| September 8 | Wednesday |
| November 15 | Monday |
| November 24 | Wednesday |
| November 29 | Monday |
| December 10 | Friday |
| December 13 | Monday |
| December 14-22 | Tuesday-Wednesday |
| December 22 | Wednesday |

1983—Spring Term

| | |
|---------------|------------------|
| January 13-14 | Thursday-Friday |
| January 15 | Saturday |
| January 17 | Monday |
| January 18 | Tuesday |
| March 12 | Saturday |
| March 21 | Monday |
| March 28 | Monday |
| April 29 | Friday |
| May 2-4 | Monday-Wednesday |
| May 5-13 | Thursday-Friday |
| May 21 | Saturday |
| May 22 | Sunday |
| May 23 | Monday |

1983—Summer Sessions

| | |
|-----------|---------|
| May 24 | Tuesday |
| July 1 | Friday |
| July 5 | Tuesday |
| August 12 | Friday |

Move-in for new undergraduate students begins
Registration for undergraduate transfer students
Labor Day; Freshman Convocation and Opening Exercises
New student registration for schools participating
Fall term classes begin for undergraduate schools and graduate schools
Pre-registration for spring term begins
Thanksgiving recess begins at close of classes
Thanksgiving recess ends at 8:00 a.m.
Fall term classes end
Reading day
Final examinations
Fall term ends

Registration for undergraduate transfer students
Founder's Day
Spring term classes begin and new student registration
Final day for registration
Spring recess begins at close of classes
Spring recess ends at 8:00 a.m.
Pre-registration for fall term and summer sessions
Spring term classes end
Reading days
Final examinations
Alumni Day
Baccalaureate
Commencement

First session classes begin
First session classes end
Second session classes begin
Second session classes end

Almanac

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ALMANAC, April 20, 1982