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

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

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

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

Dr. Lytle, a Cornell alumna with an M.A. from Stanford, came to Penn in 1972 after teaching high school English teacher and serving as a Peace Corps volunteer in the Philippines. She began at GSE as a supervisor of secondary student teachers, then became a lecturer and adjunct assistant professor. She was named assistant professor in the Language in Education Division in 1990. Dr. Lytle directs the master’s and doctoral programs in Reading/Writing/Literacy as well as the Philadelphia Writing Project. Her research focuses on literacy development in adolescence and adulthood, assessment, and teacher education. She is the co-author of Adult Literacy Education: Program Evaluation and Learner Assessment and The Pennsylvania Framework: Reading, Writing, and Talking Across the Curriculum as well as numerous articles on literacy, teaching, and professional development.

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

Delays in PennNet Authorization System

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

- Penn Card ID Center, 3rd Floor, 3401 Walnut Street, 9 a.m.-noon, 1 p.m.-4 p.m.;
- CRC, Locust Walk, opposite Book Store, 9 a.m.-4 p.m.;
- SEAS CETs, room 162 Graduate Wing Moore Building, 9 a.m.-4 p.m.;
- Biomedical Library, Hamilton Walk, when library is open.

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

Shifts at JIO, Secretary’s Office

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

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

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

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

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

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

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

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

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

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

Resources

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

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

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

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

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

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

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

---

DEATHS

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

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

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

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

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

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

Memorial Services

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

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

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

The President Responds:

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

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

One of the fascinating phenomena churned up in the wake of the collapse of Communism is the reemergence of national ambitions and ethnic rivalities that had been submerged for 70 years by the dictatorship of the proletariat. Far from being abolished by the brave new socialist order, these national and ethnic identities have simply been smoldering under a repression that supposedly was going to usher in a classless society. Eight of the 15 Soviet Republics have declared their independence; the monolith that the U.S.S.R. seemed to be is suddenly exposed. As in most revolutions, the Soviet Union is itself in the great tradition of Western civilization, as that tradition gives us the soaring ideals of individual worth, equality and justice, and places enormous value on nonconforming thought and action. Nevertheless, the debate is real and important. Is there anything to be learned from American history that might inform our history and our multiculturalism in America and about how we ought to live our lives on this campus? I think so.

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

The result is that loyalty in the United States has not been a tender subject. Some of the most shameful aberrations of our history were those that fed on public fear of disunity: the anti-Masonic movement, the Know Nothing party before the Civil War (which was itself in part a product of the desire for unity), the Palmer Red Raids after World War I, the witch-hunting of the McCarthy period after World War II, and soon. In fact, the strong strain in American life of anti-Semitism, anti-Catholicism, anti-immigrant feeling, and anti-radicalism all rest in large measure on American insecurity, the fear that social solidarity will be lost.

The healthy antidote to this dark virus, as Alexis de Tocqueville noted in the 1830s, has been civil religion and the great institutions of our popular democracy. A hundred years later, another famous foreign observer, Gunnar Myrdal, emphasized our “creed,” our belief in the equal worth of every individual and in equal opportunity. Individualism, paradoxically, has been the thing that holds us together. Our belief in individualism and in the justice of equal opportunity is so strong that liberals...
and conservatives in America do not typically argue about values; they argue about whether or not equal opportunity actually exists. The denial of opportunity to individuals because of their group identity is therefore a direct affront to commonly held cultural values; discrimination creates an eager audience for multiculturalism.

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

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

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

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

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

There are other settings, however, that I think of as “private arenas” of life on campus, just as in society, and in those arenas one will find times and places in which some principle of homogeneity will appropriately be the attraction: religious organizations, organized ethnic and racial groups, advocacy groups, and affinity and interest groups of all kinds. In such places and on such occasions, one cannot expect the group to be fully a representative microcosm of the student body. It is important, of course, that even these groups not discriminate and not be hostile to outside individuals or groups, but there is a place for people of like minds or like backgrounds to come together periodically without it appearing to be a conspiracy against the community as a whole. In this way, we can reconcile the claims of group identity with the ideals of individualism. One of the lessons to be drawn from the sectarian violence around the world is that the United States, for all our self-flagellation for falling short of our ideals of equality and humanitarian individualism, has managed to blend diverse peoples into a single society relatively well. Similarly, as we talk at Penn in the future about how we can perfect our ideals of inclusive pluralism, we should remember that despite our faults we are a beacon showing the way to society at large. We can and should build here the model society that is caring, mutually supportive, liberating, and a lot of fun besides. I hope that in the years to come you will help actively in that enterprise.

Good luck to each and every one of you.

—Sheldon Hackney

The Provost Welcomes the Class:

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

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

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

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

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

I suspect many of you have been asking yourself, “In what shall I major? What do I want to do with my life?” If you are like most students, you have come here with very little sense of what you want to do in terms of a career for the rest of your life. Although there may be some of you here who wish to prepare themselves for future work as doctors, lawyers, teachers, and businessmen, there are just as many who are here because they didn’t know what else to do, or for whom success and fame are the goals, or who have a vague notion that it might be interesting to know more about anthropology or economics.

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

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

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

During your years at Penn you will be acquiring not merely skills, but also perspective and initiative in ways that are sometimes unexpected.

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

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

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

An Uncommon Freshman Experience

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

This year a new one was added—the Bacchae discussion. All 2300 admitted freshmen were sent copies of Euripides’ play and tickets to seminars during Orientation Week.

Meanwhile the College had invited all faculty members of the University—no experience teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office. (At Medicine, one group of faculty prepped teaching Euripides required—to sign up as discussion leaders. At least 140 faculty from 11 schools took up the challenge, according to Dr. Kent Peterman of the College Office.

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

—Michael Aiken
The Senate Chair Greets the Incoming Freshmen:

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

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

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

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

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

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

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

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

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

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

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

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

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

Nearly 20% of your class have played significant leadership roles in student government, and more than 25% of you have been editors of school publications. There will be ample opportunity for you to continue those efforts here at Penn. More than 20% of your class has demonstrated ability intrinsic and the performing arts and 45 of you have performed in state, national or professional companies. Penn’s 35 performing arts groups eagerly await ample opportunity for you to continue those efforts here at Penn. More than 20% of your class has demonstrated ability intrinsic and the performing arts and 45 of you have performed in state, national or professional companies. Penn’s 35 performing arts groups eagerly await your talents.

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

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

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

(1) a young man from Connecticut who is a national race car driver, a qualified auto mechanic and a University scholar;
(2) a young man from Shanghai who has twice received the honor of “Juvenile Inventive Expert” and who holds two patents for his electronic inventions;
(3) a young woman from New York who is the youngest national bridge champion in the United States;
(4) a young man from Shanghai who has twice received the honor of “Juvenile Inventive Expert” and who holds two patents for his electronic inventions;
(5) a student from Iceland who speaks four languages and is a prize-winning mathematician, the recipient of a Bronze Medal in the Beijing Math Olympics;
(6) a prize-winning student from New York, blind since birth, who is a champion chess player;
(7) a young man from Ghana who is also a chess champion; (the two of you should get together);
(8) a young man from Moscow who has served as a full-time translator in both the Soviet Union and the United States;
(9) a student from arumote region of Nepal that is eight days by torturous bus and foot journey from his school in Kathmandu;
(10) a student from Bulgaria who is a national Physics scholar; and
(11) a young woman from Moscow who will be the first Soviet woman to attend Penn as a member of the freshman class.

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

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

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

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

#### 34th to 3601; Spruce to Locust

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29/91</td>
<td>3:26 PM</td>
<td>3400 Walnut</td>
<td>Bike taken from student/no injuries</td>
</tr>
<tr>
<td>08/30/91</td>
<td>5:46 PM</td>
<td>4000 Locust</td>
<td>Unattended purse taken</td>
</tr>
<tr>
<td>09/01/91</td>
<td>4:07 PM</td>
<td>4900 Locust</td>
<td>Student robbed from 解读 simulating gun/robbery</td>
</tr>
<tr>
<td>09/03/91</td>
<td>5:00 AM</td>
<td>4300 Locust</td>
<td>Reported burglary/suspect put knife on officer</td>
</tr>
<tr>
<td>09/15/91</td>
<td>1:00 PM</td>
<td>5700 Spruce</td>
<td>Unattended wallet taken</td>
</tr>
<tr>
<td>09/16/91</td>
<td>2:00 PM</td>
<td>5900 Spruce</td>
<td>Security device taken from 解读</td>
</tr>
</tbody>
</table>

#### 30th to 34th; Walnut to Market

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/28/91</td>
<td>3:30 PM</td>
<td>3200 Walnut</td>
<td>Secure bike taken from 解读</td>
</tr>
<tr>
<td>08/29/91</td>
<td>3:00 AM</td>
<td>3100 Walnut</td>
<td>Security device taken from 解读</td>
</tr>
<tr>
<td>08/30/91</td>
<td>3:00 AM</td>
<td>3100 Walnut</td>
<td>Security device taken from 解读</td>
</tr>
<tr>
<td>09/01/91</td>
<td>3:00 AM</td>
<td>3100 Walnut</td>
<td>Security device taken from 解读</td>
</tr>
<tr>
<td>09/02/91</td>
<td>3:00 AM</td>
<td>3100 Walnut</td>
<td>Security device taken from 解读</td>
</tr>
</tbody>
</table>

#### 8th District Crimes Against Persons

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

**Totals:** Incidents — 87, Arrests — 8

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

---

**Library Hours Effective September 1991**

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

---

**PENNlincs: September 10-13**

The PENNlincs Science Monitoring Program welcomes students interested in volunteering one hour a week for hands-on science or math activities with small groups of public elementary school children. Orientation is this week: Tuesday, September 10, through Friday, September 13, volunteers can attend at 6 or 7:15 p.m., 3401 Walnut, Suite 400C. For more information: 989-3123.