Following ‘Water Buffalo’ Case, A Faculty Board of Inquiry

As promised at the end of the spring, we have asked a Faculty Board of Inquiry, composed of Professor Jacob Abel (chair), Professor Anna Marie Chirico, and Professor Rosalyn Watts to examine how the judicial process operated in the recent case involving an allegation of racial harassment. We have asked the Board to consult with the individuals involved, to review the procedures, and in its report to us, to present its findings as to how the procedures were or were not applied.

We anticipate that the Board’s report will be completed by October 15, 1993, that its findings will be made public and that they will be available to inform a review of the University’s student judicial procedures which will begin later this year.

Through this careful review, we hope to improve our adjudicatory procedures so that all members of the University community can be assured of fair and equitable treatment.

— Marvin Lazerson, Interim Provost
— Kim M. Morrison, Vice Provost for University Life

Special JIO Report on DP Confiscation Case

On page 2 and 3 is the verbatim report of Special Judicial Inquiry Officer Howard Arnold, preceded by a statement from Interim President Claire Fagin and Interim Provost Marvin Lazerson concerning the April 15 confiscation of The Daily Pennsylvanian.

Professor Arnold concluded that the student action violated Penn’s policy on confiscation of publications, but he recommended that no further action be taken against the students who participated.

President Fagin and Provost Lazerson accepted the recommendation. But they warned that confiscating publications “will not be tolerated,” and violators “will be subject to the full range of judicial sanctions.” They pledged broad dissemination of the University policy which, Professor Arnold noted, had not been distributed to students.

“Ours is an academic community in which mistakes by students must be seen more as opportunities for education than as occasions for punishment,” Professor Arnold said. He made four recommendations on the University’s educational responsibility and the role of dialogue and mediation in the resolution of disputes.

The president and provost said they are planning a series of activities this academic year to increase understanding and communication. “Our aim is to get everyone involved in this case to work together and to learn from these painful experiences through constructive communication. We and they must put this matter behind us and get on with the educational mission of the University,” they said.

Hillman Term Chair in Nursing: Dr. Baer

Dr. Ellen Baer, associate professor of nursing and a leading authority on the history of nursing, has been appointed to the School of Nursing’s new Hillman Term Professorship, Dean Norma Lang has announced.

The professorship acknowledges $3 million in funding the School has received from the Alex Hillman Family Foundation to support nursing student scholarships. Dr. Baer initiated and directs Penn’s Hillman Nurse Scholars Program, which awards scholarships to outstanding nursing students who agree to become hospital nurses in New York City after graduation.

In addition to her work with the Hillman Nurse Scholars Program, Dr. Baer oversees a three-year $348,000 grant from the U.S. Public Health Service for an educational demonstration project in which Penn nursing students receive hands-on clinical experience in the care of pediatric and adult AIDS patients.

In announcing the Hillman Term Professorship, Dean Lang praised Dr. Baer’s “commitment to the advancement of the clinical practice of nursing, undergraduate nursing education, and women’s issues.”

A resident of New York City, Dr. Baer earned a baccalaureate degree in nursing from Columbia and her advanced degrees from NYU. After teaching at City University of New York and Herbert Lehman College, she joined Penn in 1980 as an instructor. She became assistant professor in 1982 and associate professor in 1987. She is also associate director of the School’s Center for the History of Nursing.


Bers Chair in SAS: Dr. Deudney

Dr. Daniel Deudney of political science has been named the Bers Assistant Professor in the Social Sciences, succeeding Dr. Hilton Root in the chair established in 1972 specifically to honor outstanding junior faculty.

The chair is named for Janice (Ed ’39) and Julian (W ’31) Bers, who also fund the Bers Professorship in the History and Sociology of Science now held by Dr. Charles Rosenberg.

Dr. Deudney has brought to his department expertise in the theories of geopolitics, large-scale global governance, and the politics of science and technology, Dean Stevens said. His latest project, Pax Atomica: Planetary Geopolitics, Territorial States, and Republican Unions (forthcoming from Princeton University Press) concerns global nuclear governance and the state-system.

A Yale alumnus with master’s degrees from Princeton and George Washington and a Ph.D. from Princeton, Dr. Deudney came to Penn after serving on the legislative staffs of two U.S. Senators and completing three years as a senior researcher at Worldwatch Institute, where he analyzed policy on global security, space issues, and renewable energy.
Regarding the Report of the Special Judicial Inquiry Officer

The report of the Special Judicial Inquiry Officer, Professor Howard Arnold, regarding the charges arising out of the confiscation of some 14,000 copies of The Daily Pennsylvanian on April 15, 1993, has been received. We accept his recommendations, and wish to inform the University community of our reasons for doing so.

The African-American students who took copies of The Daily Pennsylvanian last spring did so in protest over long-standing disagreements with the student editors of The Daily Pennsylvanian and with the University. This action violated long-held principles of freedom of the press and freedom of speech on the University of Pennsylvania campus. We will respond vigorously to any future violations of those principles.

Any action which prevents an individual or group from expressing its opinions is antithetical to the free expression of ideas which is essential to the University and to American society. The confiscation of any publication on campus is wrong and will not be tolerated. Individuals who engage in such actions will be subject to the full range of judicial sanctions. We are also working with the University Task Force on Public Safety Practices and the University Police to establish an effective protocol to protect property and freedom of speech in the event of future incidents, including, in appropriate circumstances, possible police intervention.

We will communicate this commitment to all members of the University community. The University policy banning the confiscation of publications will be published in new editions of the student Policies and Procedures handbook, where it has not been mentioned before, as well as in other University publications. There can be no further doubt or confusion as to the policy’s significance or the seriousness with which the University will respond to its violation.

As an educational community, however, the University has a special responsibility to see that conflicts between students are not only resolved, but also that they are used to educate us all about the difficulties of living in a diverse society. The University must be a place where students can learn from their inevitable mistakes and misjudgments. That is essential to the process of education. Therefore, our aim is to get everyone involved in this case to work together and to learn from these painful experiences through constructive communication. We and they must put this matter behind us and get on with the educational mission of the University.

For these reasons, we accept Professor Arnold’s recommendation that judicial charges against students involved in the confiscation should be dismissed.

We strongly urge the leaders of the Black Student League, which represents the African-American students, and the student editors of The Daily Pennsylvanian to sit down with one another and work out their differences. We believe that such student-to-student dialogue is essential. It is more effective, more educational, and more appropriate than a quasi-judicial model.

Communication, dialogue and mediation need to become the norm on this campus, not the exception. During this academic year, we are planning a series of activities that we hope will increase understanding and communication and further the processes of dialogue and healing that are essential to the future vitality of our diverse community. These activities will include a series of forums, debates and discussions on the nature of freedom of the press, speech and expression in a pluralistic society.

Our goal is to enable African-American and other students to participate fully in our community. Every student—indeed, everyone at Penn—is entitled to enjoy the full benefits and responsibilities of University citizenship. We will ensure that all students have the knowledge, skills, mechanisms and institutional supports needed to resolve disputes without infringing on the rights of other community members.

With these actions, the University of Pennsylvania has committed itself to an intensive educational process regarding some of the most complex issues in American life. Penn, as an institution, has pledged to learn from the experiences of last spring and to help its students learn from them as well.

The past year has been a difficult one for the University and many of its members, but today we look forward, not backward. We remain dedicated to the overriding tasks of a great university, and we recognize that openly facing and learning from difficult issues is what a great university is about.

— Claire Fagin, Interim President
— Marvin Lazerson, Interim Provost

Report of the Special Judicial Inquiry Officer
Regarding the Confiscation of The Daily Pennsylvanian on April 15, 1993

On April 22, 1993, a member of the standing faculty filed a complaint against “the Black Community” and nine individual students under the University’s student judicial system arising from the alleged seizure and destruction of some 14,000 copies of The Daily Pennsylvanian on April 15, 1993. I was appointed by the Vice Provost for University Life as a Special Judicial Inquiry Officer on August 2, 1993, in accordance with Section III.C. of the Charter of the University Judicial System, to deal with this complaint.

I conducted an extensive investigation of this complaint, including interviewing numerous students involved in the taking of the newspapers, the student editor and other representatives of The Daily Pennsylvanian, interested faculty members and administrators and witnesses to the events. In addition, I read the written record of the events of April 15th, including the findings and recommendations of the Panel to Investigate the Events of April 15, 1993, which the Provost and Executive Vice President charged with comparing and evaluating the actions of the University Police on April 15, 1993 to “the expected standards of behavior and performance as outlined in the relevant University and Departmental policy and procedural documents.” As the investigation progressed, it became clear that in order to understand the incident, one also had to understand the context in which it arose and the events leading up to the seizure.

The University has had a long-standing policy entitled the Guidelines on Open Expression, which protects freedom of speech and freedom of the press on its campus. In 1987, a faculty member seized a large number of copies of the DP because it ran articles that were offensive to the faculty member’s school. No punishment was levied against the faculty member. However, as a result of this incident, on September 9, 1987, the University issued an official policy prohibiting the confiscation of publications on campus. That policy was published in the Almanac and the Handbook for Faculty and Academic Administrators, but was not published in the Policies and Procedures manual distributed to students. It provides:

Confiscation of Publications on Campus

The confiscation of publications on campus is inconsistent with the University’s policies and procedures, and with the ideals of the University. It is inconsistent with the University’s Guidelines on Open Expression, and could violate contractual arrangements
between the University and other parties.

Members of the University community who are responsible for confiscating publications should expect to be held accountable.

During the 1992-93 academic year, many African-American students experienced what they believed was a deterioration in race relations at the University. They had been verbally attacked by other students using racial epithets, there had been at least one physical assault and battery which was perceived as being racially motivated, and the student Daily Pennsylvanian, which holds a virtual monopoly on the dissemination of news on campus, had printed many articles, editorials and even a photograph which the African-American students believed portrayed the African-American community in a negative light and questioned the right of African-Americans to be students at this University.

A number of students had attempted to address their concerns through ordinary channels at the University. Thirty-four students filed racial harassment charges against a Daily Pennsylvanian columnist during the period from February 26, 1993 through March 5, 1993. These charges were dismissed by the Judicial Inquiry Officer on April 5, 1993 because they were inconsistent both with the University’s principle of freedom of the press and with a contract between the University and The Daily Pennsylvanian which similarly protects this freedom. An attempt by the Judicial Inquiry Officer to set up and mediate a meeting between student representatives of The Daily Pennsylvanian and the complaining students failed because the students on the newspaper, while willing to meet directly with the complainants, refused by letter dated March 23, 1993 to recognize the authority of the Judicial Inquiry Officer over them. African-American students continued to meet with University administrators and others, but felt that their concerns were ignored.

The student editors of The Daily Pennsylvanian, on the other hand, believed that they had followed acceptable journalistic practices and had a duty to the community to publish a variety of differing points of view, including controversial opinions. In addition, they felt that they had always been open to discussing their policies with all members of the University, including the African-American community. Nevertheless, they strongly believe that they have the absolute right to determine the news and editorial content of their paper.

It is in this context that more than sixty African-American students decided to confiscate copies of The Daily Pennsylvanian on April 15, 1993, and leave the following flyer at the newstands:  

WHERE ARE THEY?
The Black Community has come together to make a statement. We are protesting the blatant and voluntary perpetuation of institutional racism against the Black Community by the DP, the administration and/or any independent entities affiliated with the University. We are not willing to accept the blatant disrespect and disregard exhibited towards the Black Community by the DP, the administration and/or any entities affiliated with the University. Sometimes inconvenience is worth the price.  

THINK ABOUT IT.

On April 27, 1993, the University’s Committee on Open Expression, which issues advisory opinions for the University community on matters of free speech and free expression, responded to the Vice Provost for University Life’s April 20th request for an opinion by holding that “the confiscation of The Daily Pennsylvanian on April 15, done with the intent to impede the circulation of ideas by members of the University Community, is a violation of Article 1 of the Guidelines on Open Expression, which protects ‘the freedom to hear, express, and debate various views.’” In response to the Vice Provost for University Life’s April 28th request for clarification of this statement, on May 10, 1993, the Committee stated that a violation of the above Article of the Guidelines existed “only if such confiscation has the intent to stop a voice from being heard.” The investigation I have conducted leads me to find as follows:  

First. The actions of the individual students on April 15 were part of a larger protest involving many more students and was organized and sanctioned by the Black Student League.  

Second. The leadership of the Black Student League and the individual students involved believed that taking the student newspaper was a legitimate and appropriate form of protest through which they could secure the attention and response to the concerns they had expressed repeatedly during the course of the year.

Third. Neither the leadership of the Black Student League nor the individual students knew or had reason to know of the University’s Confiscation of Publications on Campus Policy since it was not published in the Policies and Procedures manual provided to students.

Fourth. Despite a good faith effort, the existing mechanisms and processes through which the University sought to respond were not adequate to the task of providing students the support and guidance they needed to understand, manage and negotiate a resolution to the dispute before it escalated in the April 15 incident.

These findings notwithstanding, I conclude that the confiscation of copies of the student newspaper, in and of itself, even as an act of protest, violated the University’s Confiscation of Publications on Campus Policy and was inconsistent with the interest of the University community to encourage the broadest possible dissemination of ideas. Having concluded that a violation has occurred, I am obligated to decide what if any further action would constitute an appropriate response. In this regard, I have attached considerable significance to the following:  

First. Ours is an academic community in which mistakes by students must be seen more as opportunities for education than as occasions for punishment.  

Second. Ours is a community in need of healing not of another protracted dispute.  

Third. The white faculty member who seized copies of The Daily Pennsylvanian in 1987 was not punished.  

Fourth. As my investigation progressed, I was impressed with what I perceived as a genuine openness by students on both sides of the dispute to meet, to talk and to seek common ground.  

Fifth. I am persuaded that the leadership of the University is committed to acting decisively to deal with the institutional lapses which contributed to the incident in question.  

With these factors in mind, I have decided that having found the violation, there is no need for further judicial or disciplinary action to be taken against the students who participated in the actions on April 15. Insofar as formal action by the University is concerned, the matter is hereby deemed resolved. In addition, I am recommending as follows:

- The University should broadly circulate the policy prohibiting confiscation of publications by publishing that policy in the student Policies and Procedures manual, posting it in residence halls and student lounges and taking such other steps as are necessary to ensure that all students are aware of its existence and importance.

- The University should encourage and, if appropriate, facilitate a constructive dialogue between the student leadership of the Black Student League and The Daily Pennsylvanian with a view toward enabling them to explore and develop an improved relationship characterized by respect, comity and understanding.

- The University should establish and promote peer mediation and other appropriate non-adversarial dispute resolution mechanisms so that students can receive support before disputes mature into crises.

- University faculty and administrators should take seriously the educational challenge presented by the current environment and exercise leadership by establishing a University-wide initiative, including seminars, courses and symposia through which students can explore the complex and important issues of and interrelationships among freedom of speech, freedom of the press, the right to protest and the needs and responsibilities of a diverse and inclusive society.

No resolution of a matter as public, important and controversial as this issue has been will satisfy all constituencies. It is my view, however, that the approach I have taken and the recommendations I have offered constitute a fair and appropriate response. It is time to move forward.  

Respectfully submitted on September 13, 1993.

Professor Howard Arnold
Special Judicial Inquiry Officer

ALMANAC September 14, 1993
On Academic Integrity

There is no more important value within the University than academic integrity. If knowledge is the currency of academia then academic integrity gives that currency its worth. Upholding the standards of academic integrity is the responsibility of all members of the academic community. We on the faculty must set the standards for our students explicitly and implicitly by our own example.

A group of students, the Undergraduate Assembly Student Committee on Academic Integrity, chaired by Kirsten Bartok, met last spring to explore ways of improving the undergraduate environment so that “academic integrity becomes more prominent and central in every student’s life.” That committee recognizes that they will not reach their goal unless there is full cooperation from the faculty and the administration. To that end they have requested that the faculty take the following steps.

- Each faculty member speak to his or her class about academic integrity and make the students aware of the Code of Academic Integrity and why it is important. (See right.)
- Each faculty member require all students to write a pledge of academic integrity on every exam and paper submitted. This pledge should read: “I pledge my honor that I have upheld the Code of Academic Integrity of the University of Pennsylvania in preparing this paper/examination.”

This pledge will serve as a constant reminder to students that they are bound by the principles of academic integrity.

The students are to be commended for taking the first steps toward the creation of a community in which peer values support academic integrity. We, the faculty, must support their efforts. If we do not take the integrity seriously then surely our students will not.

From the Senate Office

The following statement is published in accordance with the Senate Rules. Among other purposes, the publication of SEC actions is intended to stimulate discussion between the constituencies and their representatives. We would be pleased to hear suggestions from members of the Faculty Senate. Please communicate your comments to Senate Chair Gerald J. Porter or Executive Assistant to the Faculty Senate Chair Carolyn Burdon, 15 College Hall/6303, 898-6943.

Actions Taken by the Senate Executive Committee

Wednesday, September 8, 1993

1. Chair’s Report.

A moment of silence was observed in the memory of Past Faculty Senate Chairs Herbert Callen and Julius Wishner.

The Trustee Statute that establishes the Faculty Senate was read. Professor Porter stated that he intends to be an active, rather than simply a reactive, Faculty Senate Chair during his term.

Members of the Consultative Committee for a President will meet with SEC October 6. SEC members serving on the consultative committee will urge trustee members to attend so that SEC may fully state its views.

A special SEC meeting has been scheduled for October 20 from 3:00 to 5:00 p.m. to meet with Rebecca Bushnell and Allen Green who are staffing the Commission on Strengthening the Community.

The chair described the charges to the Senate committees, including the Rubin and Bassani ad hoc committees that will design a vision for the future of the University.

The chair’s next Almanac column is on academic integrity (see above). After a brief discussion the following motion was moved and seconded:

“The Senate Executive Committee urges all faculty members to spend time at the beginning of classes discussing standards of academic integrity.”

The motion was adopted.

SEC members were asked to submit substantive revisions, in writing, to recommendations of the Task Force on Procedures Governing Sanctions Taken Against Members of the Faculty by September 27 for discussion at the October 6 SEC meeting. Task Force members will be invited.

2. Academic Planning and Budget Committee.

No report was given as the first meeting of the term is set for September 14.

3. Discussion with the Interim President and the Interim Provost.

As a faculty member, the president seeks the Faculty Senate’s cooperation, input, and collaboration. A-1 and A-3 staff have been added to the Commission on Strengthening the Community and student nominations are pending. She is also working to restore power to the provost’s office.

The president and provost requested that SEC participate in developing a statement of principles on which the University should operate. The provost will ask Academic Planning and Budget to focus on an in-depth analysis of undergraduate education during 1993-94. The Provost’s Office will be more open and will focus on the quality of education, research and teaching. He briefly discussed the budget. Discussion of the DP confiscation last Spring continues with an examination by a special judicial inquiry officer. There are continuing efforts to open communication among all the parties.

SEC members raised, among other things:

1) The Commission on Strengthening the Community should pay more attention to freedom of expression than the University Council gave it.
2) Need to increase intellectual spirit and exchange across campus.
3) University should work with the community immediately west of the University as its actions affect that community.
4) It is the function of the faculty to set the priorities of the University. That can only be done if the faculty participates in the preparation of the budget.

4. October 6 SEC Meeting.

Discussion will resume on the just cause procedure, revisions, discussions with the school faculties, and voting on the document. The request from the president and provost for a statement of principles will continue. SEC members were asked to submit suggestions in writing by September 27.
All of the deaths of University community members listed below were briefly noted in last week’s issue.

**Dr. William Dyson**, associate professor emeritus of surgery and psychiatry, died May 12 at the age of 77. Dr. Dyson, a Princeton alumnus and a 1941 graduate of PennMed, specialized in surgery for decades and then returned to Penn for a three-year residency in psychiatry. As a surgeon he was known for operating seven days a week and 12 hours a day — and after taking up psychiatry he performed surgery in the morning and saw psychiatric patients in the afternoon.

Dr. Dyson was one of the first physicians to use lithium to treat manic-depressive illness, part of his specialization in affective disorders. He is also credited with establishing the lithium clinic at HUP, the largest in the Delaware Valley, which he had directed since the 1960s.

He is survived by his wife, Susan, a daughter, Penelope D. Foley, a son, Jonathan M. Dyson, and one grandson.

**Eileen S. Heron,** a staff assistant in the Office of the Secretary since 1990, died August 15 at the age of 51. Ms. Heron took her BA in English from CGS in 1990. She came to Penn in 1966 and held a variety of positions primarily in Veterinary Clinical Studies and the Veterinary School before joining the Office of the Secretary.

Ms. Heron is survived by her sister, June Mosley, her brother-in-law Robert Mosley, two nieces, June Ann Masticola, of Alumni Relations, and Susan Mosley and a nephew.

Donations in her name may be made to PETA, P.O. Box 42516, Washington, DC 20015-0518.

**Margaret (Peg) Nolan,** former assistant to the director of libraries, died July 6 at the age of 86. Ms. Nolan began her life-long career at Penn in 1926 as a secretary in the Summer School department. She joined the University Library in 1945 and worked there until her retirement in 1973; she served as assistant to the director from 1964 until 1973. She is survived by her cousin, Anna T. Nolan.

Gifts in her memory may be sent to the University of Pennsylvania Library and will be used to purchase books for the collections.

Service for Dr. Wishner

Colleagues and friends are invited to a service in memory of Dr. Julius Wisher (see above), to be held Friday, October 1, at 5 p.m. in the Rare Books Room at Van Pelt Library.

**Service for Kate Webster**

A service and reception in memory of Kate Webster will be held Tuesday, September 21, from 4 to 6 p.m. in the University Museum’s Rainey Auditorium and Mosaic Gallery, off the Sharpe Entrance (Circle Drive).

Ms. Webster was a nurse practitioner and health educator in Student Health who was noted especially for teaching medical students throughout the city how to conduct examinations on women. She died on July 6 of a heart attack at the age of 42 (see Almanac July 13).

**Dr. William Roach,** emeritus professor of Romance languages, died July 30 at the age of 86. Dr. Roach came to Penn in 1939 and remained in the Romance language department until his retirement in 1977. His scholarly accomplishments lay in the field of medieval French literature. Besides the almost 30 dissertations in Old French he directed, Dr. Roach himself published profusely, especially on Perceval and the Grail. The Penn Press brought out *The Didot Perceval* in 1941, followed by the first volume of his *The Continuations of the Old French Perceval of Chrétien de Troyes* in 1949. The fifth and last volume of the *Continuations* appeared just a decade ago under the imprint of the American Philosophical Society, which had also published volumes 3 and 4.

Of all the well over 2500 pages Dr. Roach published on Chrétien and his continuations he was most pleased, according to Dr. Robert E. Palmer, with what he called his “little Perceval” *Chrétien de Troyes: Le roman de Perceval, ou le conte de Graal* that appeared in 1956, its early revision and its enlargement in 1959 that has become a standard text.

Dr. Roach received the John Frederick Lewis Award from the American Philosophical Society in 1985 for the five volumes of *Continuations*. He had been a Fulbright Research Fellow and twice a Guggenheim Fellow. He served as chairman of the department of Romance languages for 10 years during the ’50s and ’60s.

He took his bachelor of philosophy degree at the University of Chicago in 1929 where, after a year of study at the Sorbonne, he also took his doctorate in French literature.

Dr. Roach is survived by his wife, Irma Stadler Roach, his son Michael J. (’62, Law ’69) and daughter, Eleanor (CW ’65). Contributions in his memory may be made to the Friends of the Library, both at Penn and the American Philosophical Society.

**Richard G. Rowe,** a doctoral student of history, died suddenly April 9 at the age of 40. A career army officer who was a Lieutenant Colonel and squadron commander 27th Cavalry, Fort Carson at the time of his death, Mr. Rowe had returned to the U.S. Military Academy at West Point as assistant professor of history for a three-year assignment to teach European history following completion of doctoral coursework at Penn. He took his M.A. degree from Penn in 1984 and needed only to finish his dissertation to complete his doctoral program. His field of study was European/Diplomatic history.

Mr. Rowe is survived by his wife, Linda, and two sons, James Richard, and Daniel Robert.

**Edith Seiver,** circulation manager of the Penn-based *Hispanic Review* from 1966 until she retired in 1990 died June 19 at the age of 88. Mrs. Seiver was the widow of Dr. George O. Seiver, who had been professor of French and Rumanian and chairman of Romance languages until his death in 1957. Mrs. Seiver is survived by her daughter, Judith Montgomery, her son, David A. Seiver, and her sister Ruth Kingsley.
Introducing the Class of 1997  by Willis J. Stetson, Jr.

Good evening and welcome to the University of Pennsylvania.

Last fall, you and over twelve thousand of your peers decided to apply to Penn. That decision put us in motion the annual rite of passage familiar to all of us in the admissions office and most certainly to you and your parents. Those anxious moments, extra recommendations, and just one last Achievement Test have obviously paid off. Now, you can breathe a deep sigh of relief. The race is over. You have survived and prospered in the college application process and we in the admissions office are proud to call you Penn students.

I should also say “congratulations”—not only on being accepted to Penn and choosing to attend, but also for writing all those application essays. I’m sure you loved every minute of it. Of course, our admissions staff had to read all of those essays, so I guess that makes us even.

I’m Lee Stetson, Dean of Admissions, and it’s been my pleasure to help determine who would join us and why. The admissions process is a curious one. We use a bit of statistical science with a lot of educational data. We rely on some old-fashioned hunches and indefinable human instincts, and we blend all of these factors into making the decision of choosing each of you. In the end, though, we bet on individuals. Every one of you is here today because we believe you have something special to offer the Penn community. The result has been an incoming class—your class—that is academically one of the most qualified we’ve ever had. You are also one of the most interesting groups we’ve ever 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’ll soon see just how bright, talented and diverse your classmates are. We are looking forward to having our faculty experience that as well in the days ahead.

I don’t want to say much more at this point. My colleagues on stage have important things to share with you, and now that you are Penn students, the admissions experience becomes less important to you. Of course, we can always use your help encouraging future classes to choose Penn, so perhaps you’ll spend some time in the next four years as an admissions office volunteer.

I do hope you enjoy your years at Penn, that you take advantage of the many opportunities available to you, and that you make your mark on this university.

When we chose you, we had faith in your ability to succeed, in fact to flourish here. When you chose us, we hope that you had faith that this was the best environment for you to learn and grow. I hope that you will have confidence in your ability to find your own best path. With that, I’m pleased to present you to the University community and to Claire Fagin, President of our University, the incoming first-year students, Penn’s Class of 1997.

‘Living as equals without being all alike...’  by Claire Fagin

Thank you, Dean Stetson.

You and your colleagues have recruited a class of extraordinary academic distinction, exciting social and cultural diversity—and great size. I want to thank you, Lee, on behalf of the University, and especially, on behalf of the students and parents who are with us here this evening.

Tonight, the University starts its 254th year. I hope you are as thrilled as I am to be part of Penn’s historic evolution. You will find here the very best of what Penn’s founder, Benjamin Franklin, called the “useful” and the “ornamental”—by which he meant the practical and the theoretical. Just as words change their meanings over time, so too do institutions. To us, Franklin’s word “ornamental” can mean “decorative” or even “useless.” Yet one of the hallmarks of this institution — along with the remarkable union of the practical and the theoretical prescribed by its founder — has been the continuity of its purposes and values in the face of enormous changes.

That process of continuity-in-change continues even as I speak. Indeed, for you, for me, and for Penn, this evening is an especially important moment of both transition and tradition.

You are beginning your academic careers at the University of Pennsylvania and represent Penn’s future. I am beginning my academic year as Penn’s Interim President and hope — by what I and my colleagues do this year — to help you shape that future.

But a single task unites us all—new students, parents, administrators, and especially faculty. A single task links us with the extraordinarily inquisitive and insightful mind of Benjamin Franklin. A single task unites the practical and the theoretical, the “useful” and the “ornamental,” within this one, great university.

That single task is the hard work of educating ourselves about ourselves, about each other and about our world. We are, in fact, engaged together in an episodic, sometimes chaotic effort to mold our common human future. And our tool is knowledge — knowledge of ourselves, of each other, and of our world.

The vigorous discussions in your Freshman Seminars, the laboratory experiments in the chemistry building, the letters that you write to The Daily Pennsylvanian, the energetic debates in University Council, the scholarly essays of philosophers and critics, and the research and activism to help solve problems of health and illness care in our country are all part of shaping our common future.

You and we are engaged in the very complex business of learning how as different persons, of different ages, from different backgrounds, we can come together in one place to work together at the task of education.

So we begin this new year by coming together this evening in a communal celebration. For we are, in both reality and aspiration, a community. Here at Penn, we live, work, play, argue, study, explore, discover, invent, mourn, celebrate, deliberate, and thrive together. As faculty and administrators, we succeed only if you succeed as students. And you will succeed as students only if we succeed as teachers and mentors and sources of understanding and inspiration. Across every role and activity that makes up this great university, our responsibilities to each other are always mutual. We need each other to complete ourselves.

In nursing practice, I have always urged students and colleagues to be what I call “positively aggressive.” In other words, to use your assertiveness in positive ways, not by being hostile, harassing, impolite, or angry. I ask you to think about how to be positively aggressive. I ask you to be willing to think about how you say things to faculty, administrators, staff members, and even each other—particularly early on as you are getting to know one another.

This approach does not eliminate your disagreements with each other and with us. Instead it increases your effectiveness and makes it possible to talk about your disagreements, resolve some, and in others to walk away still disagreeing but respecting one another’s position and willing to try again another time.

One of your responsibilities is to be assertive about your needs early on—when we are able to respond effectively. Do not allow yourselves to become lost or isolated in this large, complicated place. The faculty and administration of the University are here for you. You are why we are
here. We need your questions, confusions, suggestions, requests, and even demands, to be our best selves. We are all on your side and eager to see you grow into adult colleagues and peers with whom we can continue the conversations and relationships that will begin on the mutual, if not level, playing field of campus life here at Penn.

Penn in the last decade of the 20th century is a microcosm of your future. Safety in the urban environment, race relations, rapid technological changes, the upsurge of social frustration and ethnocentrism that so bedevils our society and our world—all of these issues present opportunities that will be available to you during the next four years; opportunities for you to explore, engage, and wrestle with; opportunities to help you begin the life-long process of figuring out how you are going to live in your multi-ethnic, multi-racial, multi-national, increasingly interdependent America and world society of the 21st century.

For that is your future.

And your preparation for this complex future begins or will be advanced here, now, at Penn.

You are entering upon a life very much shared with individuals and groups different from yourself. That is true whether you come from Northern California; whether you grew up in Nebraska or Long Island. For you, one of the unavoidable tasks of your years here will be learning how and why to live together with people of difference. For we are all different from one another, and yet we desperately need one another, if we are not to eventually recreate the ethnic strife of Bosnia or the divided societies of “haves” and “have nots” in the developing world.

The first step in our task is learning to communicate with one another. Just at this moment, we seem to be having a problem in this country, listening to and understanding one another. Our problem reminds me of a story I recently heard about a man who goes to a lawyer to discuss a divorce. “Do you have grounds?” asks the lawyer. “Oh, about half an acre,” the man replies. The lawyer tries again: “Do you have a grudge?” “No,” he says, “but we have a carport.” In growing frustration the lawyer asks, “Well, tell the truth now, do you beat her up?” “No,” he answers, “she gets up ahead of me every day.” In exasperation the lawyer says, “Sir, do you or don’t you want to divorce your wife?” “Of course not,” he replies, “it’s my wife who wants a divorce. She says we have a failure to communicate.”

Strangely, just when we are living more together, socially, economically and physically, we seem to want to be more separate in our cultures, in our perspectives, in our intellectual understanding of the world we share. Inevitably, the quality of your life and future will depend on how well you learn to communicate and understand, to share perceptions and interpretations, across the isolating boundaries of difference.

That is the challenge we now face: living as equals without being all alike. Indeed, many of us who grew up in earlier decades believed that as educational and employment opportunities for all people were improved, differences among us would disappear and perhaps—just perhaps—we would be in perfect communication with each other. Maybe we were naive, or maybe we thought that partial achievement of these goals would work, or maybe hopefully, we are going through a development phase which will bring us to a new level of maturity in our progress and in our understanding of each other.

These are not easy or comfortable problems. The world is not the sweet, reasonable, orderly place we would like it to be. Neither is this campus. But some disorder and controversy and challenge is a lot more fun, if we can appreciate the differences among us and learn to communicate more effectively. Positive aggression is practiced with moderation, self control, and just plain common courtesy. That is what helps to soften our anger, lessen our frustrations, and most importantly, recognize progress being made in solution of our small and large problems in a largely imperfect world.

Today, you enter an “elite” institution. We should not shy away from that word. We are elite—and so are you. We are among the best—and so are you. You are the leaders of tomorrow. You are privileged to be here, whatever your background or circumstances. You are the best and the brightest that we could find. And you are special in your interests, insights, experiences and skills. Each of you will bring something unique to Penn and to the world beyond. Now is the time to discover that uniqueness, to polish it to brilliance, to develop its potential, and to have the courage to begin to share where you are in your development. Don’t fear your uncertainty. We’ve all been there, and most of us still are in one way or another. So take risks, open yourself to our community of differences, positively assert yourself.

That is my wish for you, and for us, tonight. Good luck!

Now it is my privilege to introduce the University’s Interim Provost, Marvin Lazerson. For many of you that poses the immediate question, “What’s a Provost?” Here at Penn, the Provost is the University’s chief academic officer, the person in charge of all the educational and research activities of the University, the leader of the deans and faculties, whose job it is to knit our unique assemblage of twelve extraordinary schools into a single, great University.

‘Knowledge...comes when you are surprised’ by Marvin Lazerson

I, too, want to welcome you the Class of 1997. As the Provost, it is my responsibility to support the schools of the University in their efforts to provide the most exceptional academic programs possible. In those efforts, we—you and I and the faculty and staff of the University—share a set of mutually reinforcing academic obligations.

A great research university has many characteristics, and you will discover them over the course of your time here. But its most fundamental obligation, what gives it its primary reason to exist, is the pursuit and dissemination of knowledge. To discover new knowledge, to synthesize evidence about the world of the past, the present, and the future, we in the University will often pose controversial questions, enter areas of study not easily understood, undertake methodologies that defy the common wisdom. Not all of us will agree with the approach or the conclusion. Many of us will be uncomfortable, but it is imperative that we support the freedom to pursue and disseminate ideas, for it is essential to the idea of the University itself.

Our obligation to you, our students, is to provide you with a faculty determined to expose you to the cutting edge of knowledge, to persuade you to ask questions you have never asked before, to teach you the disciplined analysis of ideas and information, to help you become more intellectually alive than you have ever been in your lives. To the extent that we fall short of those goals, we have fallen short of our obligations to you.

But as I suggested at the beginning, you share in that obligation. For learning is not something poured into you as if you were lifeless couch potatoes observing yet another round of the same television programs you have been watching ever since you can remember. Knowledge must be seized, worked over, painfully tested for its accuracy, its validity, its value. Knowledge does not come just by spouting what you think off the top of your head, when you may not have thought about it at all. Knowledge does not come by sitting and listening only to those you agree with. It comes out of the disciplined exploration of the new, the uncertain, the problematic. It comes when you are surprised by your findings, when what you discover impels you to ask more questions, to seek more evidence, to learn more in different and unusual ways.

And so, as you begin your lives as Penn students, I urge you to meet your obligations to pursue knowledge. We will provide you with the freedom to seize the opportunities. We will model for you the free interchange of ideas and the methods of disciplined inquiry. I hope that you will take advantage of these challenges, for when you do you strengthen the freedom of all of us to pursue and disseminate knowledge. In fulfilling your academic obligations you participate in the very reason for the University’s existence. And, in taking advantage of the freedom to pursue ideas, you strengthen one of the essential freedoms of democracy itself. We will challenge you to find your intellectual core, to inquire and then to inquire again, never to be satisfied with the simple-minded, the first answer, the easy way out. I urge you to rise to that challenge. [Applause]
To the Class of 1997, it is a pleasure to welcome you to Penn in this ritual of Convocation. This is the first formal gathering of your class, and it is clear that you swell this hall in numbers greater than any we have seen. If numbers alone were a sign of strength, your class would move mountains! The strength you bring to us comes in many forms, not merely in numbers. You are a class of rich diversity — significantly international with representation from nearly 50 countries around the world and from 43 states. More than a third of you are students of color. 45% of you are women.

You are a class of singular academic strength with more than 10% receiving major scholastic recognition in your high schools. You are a class of leaders with more than 20% having served as student council officers. You are a class of singular academic strength with more than 10% receiving major scholastic recognition in your high schools. You are a class of leaders with more than 20% having served as student council officers.

The Vice Provost for University life at the Opening convocation

Summing Up the Class of 1997 by Kim M. Morrissom

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To All Research Investigators:

A Survey on the Shipment of Dangerous Goods

The Office of Environmental Health and Safety in conjunction with Penn Mail Service is surveying University shippers, particularly those that ship dangerous goods. Dangerous goods include:

- infectious materials
- radioactive materials
- biological materials
- certain chemicals

Regulations governing the movement of these materials internationally and domestically are moving toward standardization throughout the shipping industry. The University must be in compliance with these regulations.

Our primary concern is policies and procedures surrounding the identification and preparation of dangerous goods for shipment by the University community. Our goal is to create a source of supplies and information which would provide the shipper with assistance in the identification and proper handling, packaging, and shipping of these materials.

If your area ships dangerous goods, please complete the attached survey form and return it to the address below by September 28.

Thank you for your cooperation.

— Jim Bean, Manager, Penn Mail Service
— Harriet Izenberg, Biosafety Officer, Environmental Health and Safety

Penn Mail Service/OEHS Shipping Survey

Please return by September 28, 1993, to:

Harriet Izenberg
Office of Environmental Health and Safety
1408 Blockley Hall/6021

Name____________________________________  Phone____________________________________

School____________________________________  Department_______________________________

Room Number____________________  Building____________________  Mail Code____________________

1. Does your area ship ANY infectious or radioactive materials, biologicals or chemicals?  Yes  No
   (If yes, please identify them in the space provided below.)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What, if any, guidelines exist in your area concerning the preparation and shipping of such materials?
   (If they are written, please forward a copy along with this form).

3. What is the quantity and frequency of these shipments?
   ______ parcels ______ daily
   ______ parcels ______ weekly
   ______ parcels ______ other. Please explain (below, or in an attachment).

4. In general terms, please estimate the average size of your shipping parcels. ______

5. Does your area maintain on-site storage of shipping and packaging materials?  Yes  No

6. How do you obtain your packaging and shipping materials? ________________________________

7. Please name the carrier used most frequently in your area (i.e., UPS, FEDEX, US Mail, etc.)

8. Are you aware of discounts available to University shippers through Penn Mail Service contracts?  Yes  No

9. Do you require Import/Export permits? If so, where do you obtain them?
   ______ Yes  ______ No
   (If yes, please state where you obtain it.)

10. Do you use dry ice when preparing packages for shipment?  Yes  No
    (If yes, please state where you obtain it.)

11. Would you be interested in having a central supply area in your building for shipping materials?  Yes  No

Comment(s)__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Faculty Exchange Opportunity: Katholieke Universiteit Leuven

Applications are invited from faculty interested in participating in Penn’s exchange program with the Katholieke Universiteit Leuven in Belgium. Visits for teaching or research should be from one month to one semester in duration; modest funding may be available. Deadlines are:

- November 15, 1993, for spring 1994 and

Inquiries concerning later visits are welcome.

For applications and information, contact Dr. Joyce Randolph or Ms. Diane Haydon at the Office of International Programs, Ext. 4661/4665.

Diabetes Research Funding

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 Stember Hall, by Tuesday, December 14, 1993.

An original and 15 copies of the standard NIH forms for RO1 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 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, an original and 3 copies of the Institutional Animal Care and Use Committee (IACUC) protocol forms must also be submitted.

Grants will be reviewed by the Diabetes Research Center’s Pilot and Feasibility Review Committee and by extramural consultants. Awards of up to $20,000 will be made (equipment and travel fund requests are not permitted) and will be funded for one year.

Investigators who are currently in the 01 year 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. Notification of an award will be made in March of 1994. For further information, please contact Dr. John Williamson, Department of Biochemistry and Biophysics, Room 601, Goddard Labs/6089 (898-8785).

The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of August 30, 1993 and September 12, 1993. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at Ext. 8-4482.

**Crimes Against Persons**

**34th to 38th/Market to Civic Center: Robberies (& attempts)—2, Aggravated assaults—1,**

**Threats & harassment—3**

08/30/93 10:36 AM 3900 Blk DeLancey Bike taken/suspect had weaponized tool

09/01/93 9:14 AM 4000 Block Walnut Purse snatched

09/02/93 12:00 PM 3927 Walnut St Complainant harassed

09/04/93 8:41 PM 40th & Chestnut Robbery by 3 unknown males/1 w/gun

09/05/93 10:56 PM 4000 Blk Chestnut 2 robbed by unknown males/1 w/gun

09/06/93 1:07 AM 41st & Spruce Unknown males w/gun robbed complainant

09/06/93 2:24 AM 41st & Spruce 2 Unknown males w/gun robbed complainant

09/06/93 12:54 PM 100 Block 39th Dispute/gun displayed

**30th to 34th/Market to University: Robberies (& attempts)—2, Threats & harassment—1**

09/03/93 3:18 AM 100 Block 34th 2 unknown males robbed 2 complainants/led

09/10/93 11:23 AM Hill House Unwanted phone calls received

09/11/93 4:39 PM 200 Block 34th Complainant knocked from bike/1 arrest

**Outside 30th to 44th/Market to Baltimore: Robberies: (& attempts)—1, Sexual assaults—1,**

**Threats & harassment—3**

08/31/93 10:16 AM 3948 Pine St. Assault by unknown male/no injury

08/31/93 1:24 PM 3500 Powelton Threats received over phone

09/01/93 8:11 AM 202 S. 43rd St. Complainant received harassing calls

09/08/93 10:37 AM Cleveland St. Complainant harassed by former boyfriend

09/09/93 10:14 AM 4301 Walnut St. Harassing phone calls received

**Crimes Against Property**

**34th to 38th/Market to Civic Center: Burglaries (& attempts)—5, Total thefts (& attempts)—21,**

**Thefts of auto (& attempts)—1, Threats of auto (& attempts)—2, Theft of bicycles & parts—1,**

**Criminal mischief & vandalism—6,**

**Trespassing & loitering—1**

08/30/93 10:19 AM Goddard Labs Bike taken from secured room

08/30/93 11:25 AM Christian Ass’n Broken windowpane/no entry

08/30/93 11:42 AM Meyerson Hall Camera equipment taken from secured locker

08/30/93 12:08 PM Meyerson Hall Camera equipment taken unsecured area

09/05/93 6:48 PM Steinberg/Dietrich Secured bike taken from rack

09/31/93 9:12 AM 3700 Block Spruce Auto window broken

09/31/93 9:22 AM Stemmler Hall Door forced open/property taken

09/31/93 9:26 AM Franklin Bldg. Keys stolen from office

09/31/93 9:44 AM Richards Bldg. Pry marks on door/property taken

09/31/93 9:46 AM Morgan Dorm Property taken from room

09/01/93 11:12 AM Medical School Copper tubing taken from wall

09/01/93 8:07 AM Lot # 30 Mobile trailer in lot broken into

09/02/93 12:43 PM Magee Dorm Property taken from room

09/03/93 1:16 PM Phi Sigma Kappa Various tools taken from unsecured kitchen area

09/03/93 3:00 PM Stemmler Hall Checks taken from unsecured safe

09/03/93 4:11 PM Ward Dorm VCR taken from room

09/05/93 10:22 AM Anat-Chem Wing Door opened/property taken/nothing taken

09/05/93 11:28 AM Anat-Chem Wing Window glass broken/property taken

09/05/93 10:42 AM Anat-Chem Wing Multiple doors damaged

09/06/93 12:35 PM Craig Dorm Unattended TV taken from room

09/06/93 5:54 AM 100 Block 37th Property taken from secured vehicle

09/07/93 9:12 AM Irving Auditorium Property taken

09/07/93 9:29 AM Mudd Bldg. Male cited for trespass

09/07/93 1:16 PM 37th & Locust Unattended knapsack taken from bench

09/07/93 10:20 PM Phi Kappa Sigma Tools taken from unsecured area

09/08/93 9:02 AM Law School Items taken from construction trailer

09/08/93 1:21 AM Lot # 11 Copper tubing taken

09/08/93 6:34 PM Lot # 13 Auto taken

09/09/93 11:56 AM Bookstore Knapsack taken from locker

09/10/93 9:14 AM Houston Hall Lounge window pane broken
**38th to 41st/Market to Baltimore: Burglaries (& attempts)—3, Total thefts (& attempts)—11, Thefts of auto (& attempts)—2, Thefts from autos—4, Thefts of bicycles & parts—10, Criminal mischief & vandalism—7**

- **09/03/93** 5:46 PM 3907 Pine St. Door kicked in/nothing taken
- **09/03/93** 12:02 AM 4000 Block Pine Property taken from auto
- **09/03/93** 10:41 AM 4047 Pine St. Front door handle ripped out
- **09/02/93** 11:53 AM 3923 Walnut St. Wallet taken from backpack
- **09/02/93** 12:08 PM Harnwell House Household items taken from basement
- **09/03/93** 9:11 AM 3900 Block Spruce Items taken from auto overnight
- **09/03/93** 4:39 PM 234 S. 41st Unsecured bike taken from foyer
- **09/04/93** 12:42 PM 4000 Spruce St. Unsecured wallet taken from pack
- **09/05/93** 3:09 PM 3900 Blk Sansom Radio taken from secured auto
- **09/06/93** 2:39 AM Alpha Phi Male broke window/alarm/nothing taken
- **09/06/93** 5:25 AM Zeta Beta Tau Unknown male in room/cash taken
- **09/06/93** 12:52 PM 126 S. 39th St. Secured bike taken from railing
- **09/06/93** 7:41 PM Lot # 14 Car door & window broken/property taken
- **09/06/93** 8:00 AM 3800 S. 40th St. Juvenile took book at store/released to parent
- **09/07/93** 2:03 AM High Rise North Discharged extinguisher activated fire alarm
- **09/07/93** 9:36 AM 3900 Blk Baltimore Secured bike taken
- **09/08/93** 9:34 AM Kappa Alpha Theta Rear tire taken from secured bike
- **09/08/93** 10:44 AM High Rise North Secured bike taken from rack
- **09/08/93** 10:57 AM High Rise North Property taken from basement
- **09/08/93** 9:51 PM 4000 Block Pine Secured car entered/steering column damaged
- **09/08/93** 3:00 AM Harnwell House Fire extinguisher discharged on 16th floor
- **09/09/93** 2:00 AM Harnwell House Rear bike wheel taken
- **09/09/93** 4:45 PM 4039 Walnut St. Rear wheel taken from bike secured to porch
- **09/10/93** 10:13 AM Lot # 23 Car radio taken
- **09/10/93** 4:16 PM 3922 Sansom Bike taken from secured residence
- **09/10/93** 4:07 PM 4002 Spruce Unattended bike taken from back of truck
- **09/11/93** 12:55 AM High Rise North Wheels & pedals taken from secured bike
- **09/11/93** 11:15 PM 200 Block Fels Walk Car tail-light broken
- **09/12/93** 4:36 PM 3900 Block Delancy Car window broken
- **09/12/93** 6:22 PM Tau Epsilon Phi Bike taken from residence
- **09/12/93** 10:30 PM 3800 Block Walnut Auto taken

**41st to 43rd/Market to Baltimore: Total thefts (& attempts)—3, Thefts of bicycles & parts—1**

- **09/06/93** 12:11 AM 4201 Walnut St. Juveniles arrested/ taken to 18th district
- **09/06/93** 5:43 AM 235 S. 42nd St. Money taken from unattended wallet
- **09/10/93** 5:54 PM 303 S. 40th Secured bike taken from rack

**30th to 34th/Market to University: Burglaries (& attempts)—1, Total thefts (& attempts)—14, Thefts of auto (& attempts)—4, Thefts from autos—1, Thefts of bikes & parts—3, Criminal mischief & vandalism—2**

- **09/03/93** 4:18 PM Morgan Bldg. SEPTA tokens taken from desk
- **09/03/93** 11:11 AM Franklin Field Property taken from equipment room
- **09/03/93** 5:02 PM Lot # 33 Property taken from auto
- **09/03/93** 5:04 PM Hollenbach Dr. Secured bike taken from residence
- **09/01/93** 9:43 AM Hayden Hall Wallet taken from unattended knapsack in office
- **09/01/93** 5:42 PM Lot # 33 Unattended bike taken
- **09/02/93** 1:41 PM Towne Bldg. Wallet taken from bag in unsecured office
- **09/02/93** 3:51 PM Lot # 33 Auto windshield broken
- **09/02/93** 6:31 PM Lot # 26 Secured vehicle taken
- **09/04/93** 9:40 AM Hollenbach Center 7 holes found in exit door/unknown origin
- **09/04/93** 6:39 PM Lot # 2 Auto stolen
- **09/04/93** 8:56 PM 3300 Block Walnut Unattended auto taken
- **09/07/93** 7:50 PM Lot # 29 Car steering column damaged
- **09/09/93** 12:05 PM Hollenbach Center Secured bike taken from railing
- **09/09/93** 2:33 PM Ice Rink 6 computers taken from room
- **09/10/93** 6:57 AM Franklin Field Tools taken from secured tool box
- **09/10/93** 6:52 PM Hollenbach Center Multiple lockers broken into

**Outside 30th - 43rd/Market - Baltimore: Burglaries (& attempts)—3, Total thefts (& attempts)—6, Thefts of auto (& attempts)—1, Thefts from autos—1, Thefts of bikes & parts—4**

- **09/03/93** 10:09 AM 4301 Larchwood 2 secured bikes taken
- **09/03/93** 11:23 AM 4049 Locust St. Property taken from residence
- **09/03/93** 5:32 PM 34th & Filbert Auto taken
- **09/01/93** 5:23 PM Unit Block N. 49th CB radio taken from auto
- **09/03/93** 5:12 PM Chester, PA UPFD police gun & vest taken
- **09/06/93** 1:12 PM 245 S. 45th St. Unsecured bike taken from foyer
- **09/10/93** 1:46 PM 3906 Spruce St. Bike taken from unsecured basement
- **09/10/93** 2:14 PM 3906 Spruce St. Unsecured bike taken from basement area
- **09/11/93** 7:45 AM 4035 Walnut Cash taken from residence/returned to owner

**Hypertension Study Subjects**
A few additional patients with mild to moderate hypertension (high blood pressure) are needed to complete a study of the blood pressure-lowering effects of simple potassium salts. Preliminary studies indicate effectiveness in lowering blood pressure with an absence of side effects. The volunteers are provided with free expert evaluation and health care, free lab tests and office visits and a $500.00 honorarium for completing the study. There is also the potential for future continuing care. For information call Virginia Ford, RN, CRNP at 662-2410.

**Bipolar Disorder Study**
Researchers from the University of Pennsylvania Medical Center are seeking volunteers who have manic-depressive illness to participate in a year-long study that will help to determine the effectiveness of Depakote—a promising medication for the prevention of mania in people who have bipolar disorder. Depakote has been previously approved by the Food and Drug Administration (FDA) as an anti-convulsant.
Manic-depressive illness—also known as bipolar disorder—is characterized by lengthy mood swings of intense elation or irritability and periods of debilitating depression. Unlike other forms of depression which are more common in women, bipolar disorder affects men and women equally. Nearly one in every 100 people will experience the disorder at some time in their lives.
To be eligible for the study, participants must be between the ages of 18 and 75, and have a current diagnosis of bipolar disorder. They must also be willing to come to the University of Pennsylvania’s Bipolar Disorders Unit at 3600 Market Street for evaluations.
Once accepted into the study, participants will receive—free of charge—a complete physical and psychiatric evaluation, laboratory tests, medication, and regular visits with the study clinician.
The Bipolar Disorders Unit is directed by Laszlo Gyulai, M.D., assistant professor of psychiatry. For more information, call Sharon Younkin at 662-2307.

**TIAA-CREF Counseling**
TIAA-CREF individual counseling sessions are held each month in the Bishop White Room of Houston Hall. All counseling sessions are available on a first-come, first-serve basis. Sessions can be arranged by calling the TIAA-CREF Philadelphia Branch Office at 1-800-842-2010. Listed below are the dates for September through December 1993:

- **Wednesday, September 15**
- **Tuesday, November 9**
- **Tuesday, October 12**
- **Tuesday, December 7**

If you are considering retirement, and need an illustration of benefit options, estimated benefit amounts, classification of quarterly statements, investment selection information, or any information regarding your investments in the TIAA-CREF plan, these sessions will be of value to you.

— Human Resources/Benefits

**Crimes Against Society**

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

- **09/02/93** 9:12 AM 3744 Spruce St. Disorderly male in store

**38th to 41st/Market to Baltimore: Alcohol & drug offenses—1**

- **09/07/93** 3:33 PM Locust Footbridge 2 males arrested attempting to sell substance

**18th District Crime Report: next page**
The University Museum of Archaeology and Anthropology’s special exhibition Ancient Nubia: Egypt’s Rival in Africa, closes here October 3 to prepare for a four-year tour of the country starting in January. Called by the Smithsonian Magazine one of four “dazzling new exhibitions” on Ancient Nubia, the exhibit will visit eight museums including the Smithsonian’s National Museum of African Art, the Rochester Museum and Science Center in New York, and the Bowers Museum of Cultural Art in Santa Ana, California. Ancient Nubia features more than 300 artifacts selected from the Museum’s collection of 7,000 Nubian artifacts, tracing a 3,500-year history of this diverse and sophisticated ancient civilization. The University Museum was one of the major institutions involved in the salvage archaeology of ancient Nubian civilization that occurred at various times between 1890 and 1970 as the Egyptian government gradually transformed what had been Lower Nubia into a giant reservoir. Archaeologists were involved excavating key sites and rescuing threatened monuments before they became permanently flooded.

According to the June 1993 Smithsonian Magazine, which featured a cover story on the recent surge of interest in the Nubian empire, Nubian art exhibits a freedom and creativity that is not usually found in the art of Nubia’s neighbor and ancient rival, Egypt.