Applause for WXPN

Penn’s public radio station turned 50 last year, and like other 50-year-olds it did some stocktaking. Some of it is numerical, in the fall report made to trustees (see pp. 8-10), but that presentation only hit the highlights of awards given recently to the station and its people. Here is a fuller list.

Awards for Specific Programs

Kid’s Corner: A daily, one-hour call-in program for children 6-12 years old.

1995 Major Armstrong Award, The Armstrong Memorial Research Foundation

1993 “Best Local Educational Program,” New York International Radio Festival

1991 George Foster Peabody Award, University of Georgia

1990 “Gold Award” for Children’s Program, Corporation for Public Broadcasting

Excellence in Special Events and Promotion

1995 Gold Award

Corporation for Public Broadcasting

Non-commercial Station of the Year

1996—
The Gavin Report

Personality of the Year

WXPN Music Director Bruce Warren

Non-commercial Progressive Adult Radio

Station of the Year

1996—
Friday Morning Quarterback

Music Director of the Year

Bruce Warren

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No Bed of Roses, a documentary on Black families traveling before the Civil Rights Movement. Produced as part of WXPN Artist in Residence Program by Judi Moore Smith

1989 Ohio State Award, Ohio State University

1989 Gabriel Award

1989 “Gold Award” Public Affairs Program, Corporation for Public Broadcasting

A World of Difference, a series on interracial and intercultural issues.

1989 “Gold Award” Public Service Program

Corporation for Public Broadcasting

1989 “Best Feature Production.”

Public Radio News Directors Association

Overall Station Awards

Station of the Year (Nominee)

1994—
The Gavin Report

“Best Radio Station in Philadelphia,”

1994—
Philadelphia Magazine

Excellence in Overall Development

1995 Gold Award

Corporation for Public Broadcasting

Excellence in Special Events and Promotion

1989 Gold Award

Corporation for Public Broadcasting

1989 “Best Feature Production.”

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1995 Gold Award

Corporation for Public Broadcasting

Excellence in Special Events and Promotion

1989 Gold Award

Corporation for Public Broadcasting

1989 “Best Feature Production.”

Public Radio News Directors Association

On the Cover:
The people are The CompuDudes. First there were Peter Cook (left) and Scott Manning (right), two guys who began as volunteers on Kid’s Corner. Now they’re on Kid’s Corner every Thursday at 7:30 p.m., and since only kids can call in, they’ve added an 8 p.m. segment for adults with computer questions. The Dudes also made their debut in print last Thursday as columnists in the Philadelphia Inquirer’s new weekly section, tech. life@inquirer.

The background “doodle” is an engineer’s conception of WXPN’s signal since the reorganization of the late ’70s. This helped increase its audience from about 40,000 listeners to 220,000. Through a series of collaborations and affiliations, the full audience is now closer to 1.5 million. (See the Report to the Trustees, pages 8-10.)

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The following agenda is published in accordance with the Faculty Senate Rules. Questions may be directed to Carolyn Burdon either by telephone at 898-6943 or by e-mail at burdon@pobox.upenn.edu.

Agenda of the Senate Executive Committee Meeting

Wednesday, March 6, 1996, 3:53 p.m.

1. Approval of the minutes of February 7, 1996
2. Chair’s Report
3. Report on activities of the Academic Planning and Budget Committee and on the Capital Council
5. Proposed nominees from the Senate Committee on Committees for 1996-97 vacancies
6. Committee on the Faculty proposal on maternity leave and extending the tenure probationary period
8. Informal discussion with the President and Provost
9. Committee on Policy for Almanac’s Report on the merger of Almanac and Compass
10. Other new business
11. Adjournment by 5:30 p.m.

Death of Solomon Asch

Dr. Solomon E. Asch, an emeritus professor of psychology described by the present departmental chair, Dr. John Sabini, as “arguably, the single most distinguished and influential social psychologist ever,” died on Wednesday, February 21 at the age of 88.

He had come to the University in 1972 as a full professor, and had been emeritus professor since 1979.

Dr. Asch was born in Warsaw and came to the U.S. in 1920. He received his B.S. from the College of the City of New York in 1928 and his M.A. and Ph.D. from Columbia University in 1930 and 1932, respectively. He taught at Brooklyn College, the New School for Social Research, and Swarthmore College, and held visiting posts at Harvard University in 1928 and his M.A. and Ph.D. from Columbia University in 1930 and 1932, respectively. He taught at Brooklyn College, the New School for Social Research, and Swarthmore College, and held visiting posts at Harvard and MIT. He was Distinguished Professor of Psychology and Director of the Institute for Cognitive Studies at Rutgers University from 1966 to 1972, when he joined Penn.

Dr. Asch was a Guggenheim Foundation Fellow, 1941-42 and 1943-44; a member of the Institute for Advanced Study, 1958-1960 and 1970; a Senior Fellow of the U.S. Public Health Service, 1959-1960; and a Fellow of the Center for Advanced Study in the Behavioral Sciences (1976-77). He was awarded the Nicholas Murray Butler Medal from Columbia University in 1962 and the Distinguished Scientific Contribution Award from the American Psychological Association in 1967.

Elected to the American Academy of Arts and Sciences in 1965, Dr. Asch served as president of the Division of Personality and Social Psychology of the American Psychological Association in 1957 and chairman of the its Committee on Academic Freedom also in 1957. He was also associate editor of Psychological Review from 1957 to 1962.

Dr. Asch is survived by his wife, Florence.

Commitment: Tom Brokaw

Tom Brokaw, the award-winning NBC Nightly News anchor, will be Penn’s Commencement speaker on Tuesday, May 21, when the University celebrates its 240th Commencement.

“We are delighted that Tom Brokaw has accepted our invitation,” President Judith Rodin said. “He is a respected journalist and seasoned commentator on American politics and world events. We are very much looking forward to hearing his insights.”

Mr. Brokaw has covered every U.S. presidential debate since 1968 and was the NBC News’ White House correspondent during the Watergate era. He also has a history of “firsts” with world leaders and world events. He conducted the first exclusive one-on-one interview with Mikhail Gorbachev which won the Alfred I. duPont Award. Mr. Brokaw was the only anchor on the scene the night the Berlin Wall fell. He was the first American to report on human rights abuses in Tibet and to conduct an exclusive interview with the Dalai Lama.

He has received numerous awards for his work, including an Emmy for the NBC News special, “China in Crisis,” and NBC News’ coverage of the mid-west floods in 1992. In 1980, he was the recipient of the National Headliner Award from the National Conference of Christians and Jews for advancing the understanding of religion race and ethnicity. Last year, he was awarded the Dennis Kauff Memorial Award for Lifetime Achievement in Journalism from Boston University, and the prestigious Lowell Thomas Award from Marist College.

In 1990-92, Penn was one of 34 institutions in an NCAA pilot program in the certification of athletics. Now the University is beginning its self-study, as called for by the new program. It will be followed by a site visit scheduled for April 1997.—Ed.

NCAA Certification: Self-Study of Athletics

[Text issued by the University News and Public Affairs Office on February 23.]

The University of Pennsylvania will begin a year-long, campus-wide effort to study its athletics program as part of the NCAA Division I athletics certification program.

Specific areas the study will cover are academic and financial integrity, rules compliance, as well as a commitment to equity.

Academic accreditation is common in colleges and universities. This program is the first to focus solely on certification of athletic programs. Following a pilot project, the NCAA Division I membership overwhelmingly supported the program and its standards at the 1993 annual convention.

The certification program’s purpose is to ensure integrity in the institution’s athletics operations. It will open up athletic to the rest of the Penn community and to the public. Penn will benefit by increasing awareness and knowledge of the athletics program campus-wide, confirming its strengths and developing plans to improve in areas of concern.

The committee responsible for the study will include University of Pennsylvania President Judith Rodin, Vice President for Finance Stephen T. Golding, various members of Penn’s faculty, staff and students, as well as Athletic Director Steve Bilsky and other members of the athletic department. Last week, a member of the NCAA compliance services staff conducted a one-day orientation visit to meet with the committee and its subcommittees early in the process.

Within each area to be studied by the committee, the program has set standards, called operating principles, which were adopted by the Association to place a “measuring stick” upon which all Division I members will be evaluated. The University also will examine how the activities of the athletics program relate to the mission and purpose of the institution.

Once Penn has concluded its own study, an external team of reviewers will conduct a three- to four-day evaluation visit on campus. Those reviewers will be peers from other colleges, conference offices and universities. That team will report to the NCAA Committee on Athletics Certification, another independent group. The committee will then determine Penn’s certification status and announce the decision publicly. For institutions that fail to conduct a comprehensive self-study or to correct problems, tough sanctions can be imposed.

The three options of certification status are: certified, certified with conditions, and not certified.

The NCAA is a membership organization of colleges and universities that participate in intercollegiate athletics. The primary purpose of the association is to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body. Activities of the NCAA membership include formulating rules of play for NCAA sports, conducting national championships, adopting and enforcing standards of eligibility, and studying all phases of intercollegiate athletics.

[Committee Membership Lists, next page]
FROM THE PROVOST

Revisions to the Proposed Charter of the Student Disciplinary System

To the University Community

Following the discussion of the disciplinary charter at University Council on February 21 and consultation with the Office of the General Counsel, the Acting Judicial Inquiry Officer, and members of the Judicial Reform Oversight Committee, we have made revisions in the charter text that was published in the February 13 edition of Almanac. The “we” here refers to the Provost, the members of the administration who have been working on the charter, and the leaders of the student judicial committee with which we have worked. In general, the new revisions relax the rules for opening hearings and reinstate, with some clarifications, the current charter’s provisions regarding confidentiality. They also clarify the role of the Provost in the imposition of sanctions.

First, on the matter of opening the hearings (II.F.4.c), the text now reads:

Disciplinary hearings are held in private unless the respondent(s) and the complainant(s) agree in writing to an open hearing. The DHO may limit attendance at a hearing to ensure fair and orderly proceedings. If a hearing is opened in accord with this procedure, the DHO may, when necessary to maintain order or to protect the rights of participants, declare the hearing closed to the public. In a case involving important privacy interests, the DHO may close a hearing or part of a hearing that has been opened upon determining that the privacy rights of a participant may be jeopardized.

Second, we have reaffirmed the principle that a respondent is responsible for presenting his or her own case before the Hearing Panel (II.F.4.f), but in stating the exception to this principle we have deleted the words “in extraordinary cases,” because we believe that the intention of giving the DHO discretionary authority to decide when the respondent requires extraordinary assistance from his or her adviser is clear without the qualifying phrase.

Third, we have rewritten the passage on the imposition of sanctions by the Provost (II.H.1) as follows:

Sanctions recommended against a respondent by a Hearing Panel or the DAO are imposed by the Provost, or his designee, and may include any reasonable sanction, including, but not limited to, the following:

Fourth, after reconsidering the University’s obligations under the Buckley Amendment, we have revised the two sections on the confidentiality of disciplinary proceedings and their records. In sum, we have preserved the provisions of the current charter. The texts now read (III.F.2.3):

2. Confidentiality

Except as may be otherwise provided by applicable law, all disciplinary proceedings, the identity of individuals involved in particular disciplinary matters, and all disciplinary files, testimony, and findings are confidential, in accordance with University policies and federal law concerning the confidentiality of student records. However, no provision of this Charter or the University’s policies on confidentiality shall be interpreted as preventing a student from seeking legal advice.

3. Violation of Confidentiality

Failure to observe the requirement of confidentiality of a disciplinary hearing by any member of the University community, other than the respondent, constitutes a violation of University rules and may subject the individual to the appropriate procedures for dealing with such violations. The respondent may disclose confidential information pertaining to him- or herself but may not violate the confidentiality of others. If the respondent discloses, causes to be disclosed, or participates in the disclosure of information that is confidential, any person whose character or integrity might reasonably be questioned as a result of such disclosure shall have the right to respond in an appropriate forum, limited to the subject matter of the initial disclosure.

We believe that these revisions to the published text respond to the concerns and criticisms heard both at University Council and in private communications. We now look forward to the completion of the approval process for the new charter through action by the University’s schools.

— Stanley Chodorow, Provost
— Wilton Levine, Chair, Student Judicial Charter, Judicial Reform Oversight Committee
— Ashley Magids, Chair, Academic Integrity, Judicial Reform Oversight Committee
One-on-one Tutoring Makes a Difference

By Jon Teitel

Most Penn students sleep late on Fridays, but some are out in the chilling morning air, awaiting transportation to a public school by 9 a.m. They are volunteers with the West Philadelphia Tutoring Project (WPTP).

After signing in at Sulzberger Middle School, 48th and Fairmount Streets, the tutors meet their individual students and head for the library to get down to some serious studying.

Lamont Randell and his Penn tutor, Jeff Pokras, skip the basic introductions and get right to work because they have only an hour or two to review a week’s worth of material.

The one-on-one relationship is of great benefit to Lamont. He has been working with Jeff almost weekly since September 1994, so both know what to expect from each other. Math is the topic of the day’s discussion, and Lamont is eager to learn.

Lamont has been struggling with much of his schoolwork recently because he missed most of January with a stomach illness. After some time at home and in the hospital, he is back to relatively full strength. “I don’t mind missing class,” says the seventh grader who loves football (his favorite team is the Dallas Cowboys), “because the tutoring helps me a lot.”

On this particular Friday, Jeff has brought some helpful learning devices with him and lays them on the table for his young student to peruse. The first part of their agenda concerns addition, so they play a math game to peruse. The first part of their agenda lays them on the table for his young student some helpful learning devices with him and helps me a lot.”

The two focus on division, involving adding numbers until they reach a set point. Next, the two focus on division, starting with a large number and working their way down factor by factor. Jeff decides to take a detour from the routine of the two games to help Lamont with his understanding of prime numbers.

Jeff, an SAS junior majoring in mathematics and urban studies, works slowly to explain the definition of a prime number, help Lamont to identify one on sight, and then incorporate it into the previous game involving division. By the end of the session, Lamont has a good grasp of prime numbers, and even corrects Jeff’s mistakes for him.

After 45 minutes of math, the pair conclude their session with a short game of electronic basketball. Lamont focuses intently on scoring as many points as possible, and even applies his math skills to figure out whether or not his final score is a prime number. The recreational diversion from the normal discipline of tutoring lightens the mood, and brings a smile to Lamont’s face as a reward for his hard work.

Like Jeff, many Penn students travel to a number of Philadelphia public schools several times a week to lend a hand to young students like Lamont who need to improve their work in a specific subject or in all their schoolwork in general. The WPTP serves students at 21 of West Philadelphia’s public middle schools, with close to 300 students receiving scholastic help. A total of 10 “team leaders” assigned to specific school sites are in charge of solving any problems in the tutoring process and being a liaison to the University.

The close bond of “real one-on-one relationships,” said Bea Swedlow, coordinator for the WPTP, is the key to the success of the program. “This isn’t just about students at Penn tutoring children,” she added. “It’s about creating windows of opportunity. We hope that our tutors ignite sparks in their students. And we hope—we know—that Penn students learn from their tutees. The WPTP encourages them to identify for themselves the value of community service and their role in the community.”

An extensive tutor manual is given to all the Penn students so that they can learn to be better teachers. With tips on how to approach the subject matter and ideas for getting to know their students better, the manual is an invaluable part of the tutoring orientation.

One facet of the WPTP that distinguishes it from similar endeavors is its focus on giving individual attention to students. With tutors at a premium, other tutoring programs often maintain a two-to-one or three-to-one ratio of students to tutors, but the WPTP places a priority on one-on-one sessions, so that the tutor-student relationship can progress into a bond that grows from strong friendships.

The tutors from Penn do a lot more than just give something back to the local area. They help to shape the lives of the youths they instruct. “It does make a difference,” said Marie Bollers, site coordinator of the (continued on page 7)
The Media Turns Its Attention to Penn

In the last few weeks, worldwide media wrote and broadcast numerous ENIAC-related stories, but Penn has appeared in a wide variety of other stories as well.

For a story about teenage pregnancy, The Denver Rocky Mountain News interviewed Frank Furstenberg Jr., professor of sociology.

Law professor Geoffrey C. Hazard has been writing a monthly column for The National Law Journal. He discussed rules that have evolved about ethical problems posed by prospective clients—those who consult attorneys but do not hire them. He addressed the question of whether prospective clients are entitled to the same protections that the rules of legal ethics afford clients who do hire lawyers.

Dan Rather interviewed Maryanne McGuckin, senior research investigator in general internal medicine and senior fellow at the Leonard Davis Institute, about hand-washing—or the lack thereof—among hospital personnel. The interview was part of a CBS “Eye On America” story about how patients pick up infections during hospital stays. Dr. McGuckin’s area of research is infection control.

When evidence unearthed in Sri Lanka recently shed light on the early manufacture of steel—the superhard steel swords used by Islamic armies that reached Christian Europe and fought the Crusaders 1,000 years ago—both The Christian Science Monitor and The New York Times dialed Vince Pigott for an assessment of the discovery. Dr. Pigott, the resident archaeometallurgist at the University of Pennsylvania Museum of Archaeology and Anthropology, noted that the discovery of monsoon-fanned furnaces built into the windward slopes of Sri Lanka’s hills are “rare and remarkable installations.”

In a report on possible causes of schizophrenia, National Public Radio’s “Morning Edition” interviewed Megan Hollister, a Penn Medical Center researcher, about the connection between Rh-blood incompatibility and schizophrenia.

The American Banker printed commentary by Patrick Harker, professor of systems engineering, and Kathleen McClave of Wharton’s Financial Institutions Center about new technology’s value to the banking industry.

A University of Pennsylvania study linking head injuries to later development of Alzheimer’s disease was noted in a story by Agence France Presse, which quoted Tracy McIntosh, director of the Head Injuries Center.

In an article recently published in Investor’s Business Daily, Penn Sociology Professor Emeritus E. Digby Baltzell discussed the role that very wealthy people play in society.

Francis Johnston, professor of anthropology, was quoted in an Associated Press story about the relationship between obesity and poverty, and a lack of groceries and healthy foods in inner cities. The story ran in several newspapers, including the Charleston Daily Mail and Memphis Commercial Appeal.

Since 1993, law professor Lani Guinier’s name has appeared in the media many times, but it made it into a somewhat different part of The New York Times on Feb. 15: the crossword puzzle. The clue for 10-across (four letters) was “Legal scholar Guinier.”

Albert Stunkard, psychiatry professor emeritus, was quoted by The Washington Post in a story about “blizzard bloat.” The internationally recognized obesity expert noted that people predisposed to weight gain may tend to add pounds during snowy winters “as a result of many factors: less sunlight, less cardiovascular exercise, more boredom, increased access to food; there are many environmental influences.”

The Boston Globe called on social work professor Dennis Culhane to discuss the increase in homeless populations.

Republican and Democratic perspectives on the stock market were discussed by Jeremy Siegel, professor of finance, in a Washington Post Sunday story, Feb. 18.

The New York Times reported the testimony of Joseph DiGiacomo, professor of psychiatry, in a subway bombing trial in New York City. Dr. DiGiacomo testified that the combination of three psychotropic drugs taken by the defendant, Edward J. Leary, in 1994 put him in a dreamlike state that “fragmented” his mind and left him without the capacity to grasp the consequences of his actions.

Alan Lerner, practice associate professor of law, was interviewed by PBS for “Mississippi/America,” a documentary that aired Feb. 13. He discussed his role as a law student during the 1964 Freedom Summer.

JONATHAN MILLER, physician, writer, actor, director and producer, visited Penn last week to deliver the School of Arts and Sciences Dean’s Forum lecture at the University Museum of Archaeology and Anthropology. He also discussed regional accents with Professor William Labov’s linguistic class on Wednesday in Williams Hall (left). Perhaps best known for his role in “Beyond the Fringe” and his BBC series “The Body in Question,” he told the Dean’s Forum audience that directors and producers cannot recreate a play exactly as the author intended.
The Civil War and “Civil” Southern Women

By Jerry Janda

A year into the Civil War, Clara Solomon wrote, “Necessity and war is the mother of invention.” Confederate women knew exactly what the New Orleans teenager meant.

Since the Union greatly outnumbered its Southern foe, the Confederate army drafted heavily. Three out of four white Southern men marched against the North, leaving their women to face a new enemy on the home front: independence.

In the prewar South, white men were seen as the providers and the protectors. So when the majority of Southern men mobilized for military service, Confederate “ladies” were forced to deal with the duties the soldiers left behind. There were crops to manage, slaves to discipline, and other “male” chores to perform.

Reluctantly, women took on the roles normally relegated to men. In a sense, they invented new concepts of responsibility and gender. Necessity and war left them no other choice.

In “Mothers of Invention” (The University of North Carolina Press), Drew Gilpin Faust, Annenberg professor of history, examines how the Civil War changed the “white, privileged women” of the South. When the cannons quieted in 1865, these women had lost more than a war, lost more than loved ones. They had lost a way of life.

A Southerner herself, Dr. Faust knows all about Southern ideals of “ladyhood”—and the Civil War. Born and raised in Shenandoah, Va., she spent her youth visiting historical battlefields. Her family took frequent trips to these sites.

“From where I lived in Shenandoah, you could get to a dozen different battlefields,” she said. “They were an omnipresent force in my childhood.”

While these visits spurred Dr. Faust’s interest in the Civil War, they gave her no love for battle. In college, she protested the Vietnam War and rallied for civil rights.

An admitted history buff, Dr. Faust pursued this field in graduate school. Given her preoccupation with war and race relations, she decided to specialize in the Civil War.

Despite the subject matter of her new book, Dr. Faust never set out to be a “woman’s historian.” The inspiration for “Mothers of Invention” actually came when she was researching other books on the Civil War. As she read diaries and letters of Confederate women, she heard a voice that, in her opinion, had never been adequately analyzed.

“I felt that the writing I had seen about women in the Civil War was not convincing, was not true to the experience that seemed to me to come out of the documents I was seeing,” she said.

Dr. Faust published “Altars of Sacrifice” in the Journal of American History in 1988. The article related the experiences of white, wealthy Confederate women. It was just the beginning.

“I realized after I wrote that article that every paragraph could be a chapter,” Dr. Faust said. “There was so much more to explore.”

She headed south in 1989 to search for more material in public repositories and libraries. “I went to every Confederate state but Arkansas. But I did find material about Arkansas in other repositories.”

She pored over the journals and correspondences of Southern women, who, according to Dr. Faust, traded autonomy for safety. Southern men defended them, provided for them, yet kept them segregated from certain activities, such as politics and business. Dr. Faust describes this unwritten, yet understood, prewar arrangement as “dependence in return for protection.”

When the Civil War removed the male portion of the equation, women had to compensate the difference. “They weren’t getting the protection, so they couldn’t dare risk the dependence,” Dr. Faust said.

Even after the war, gender roles didn’t shift back to their previous positions. Many Southern men died in battle. And women lost confidence in the survivors because they had failed as protectors.

From a feminist’s viewpoint, the experience might seem uplifting: No longer reliant upon men, women were finally free to explore new opportunities. But these women didn’t see things that way. They didn’t welcome the changes. The war left them destitute. Emancipation stripped them of their perceived racial superiority. And work was seen as drudging, not liberating.

“They didn’t go into the workplace because this allowed them to fulfill themselves, but because their husbands were unable to work or had been killed,” Dr. Faust said. “I think that the burden outweighed the benefits in most cases.”

In most cases, not all. Some women did make the best of a bad situation. They became involved in the temperance movement. They wrote literature. Ultimately, they rallied for the right to vote. Overall, however, the North provided a better climate for feminism.

“I make this argument toward the end of the book,” Dr. Faust said. “We can see the difference between Northern and Southern feminism, and that kind of lukewarm reception modern feminism has received in the South. You can see some of the origins of feminism, and it’s really interesting.”

(continued on page 7)
(continued from page 6)
that in the Civil War experiences of white Southern women.

“Susan B. Anthony eloquently expressed the notion that nothing is impossible,” she continued. “White women of the South knew things were impossible. They had an experience of defeat. An experience of responsibility that they felt was burdensome. So I think they were imbued with a less-optimistic vision of the possible. That very well may have inhibited the progressive movement toward feminism. And the questions of privilege based in race may have become more important for some of them, as they recognized that whiteness brought them many privileges, and that may have been more important to hang on to than to fight for gender privileges.”

The Civil War also made many Southern men pessimistic. They had ventured into battle and lost. Their reputation as fighters had been tarnished. Depressed, impoverished, once-powerful men turned to drink. They harbored deep resentments that surfaced with deadly consequences.

“I think a lot of the violence of the postwar South—such as the Klan and lynching—are efforts to assert white manhood,” Dr. Faust said. “It’s a way of putting down black men, and therefore emphasizing the traditional racial divides. It’s a way of putting down white women, saying, ‘Look. You’re dependent. You need our protection.’ ... So it both reasserts this ideology of protection and female dependence, and of black inferiority and subordination.”

To some extent, Southern women welcomed the Klan; they believed that the group would bring back social order. But they didn’t condone lynching. They even formed organizations to fight it.

“They became the first articulate voice saying, ‘This is not helping. This is not in our best interest,’ ” Dr. Faust said.

This isn’t to suggest that all Southern women were humanitarians. They weren’t abolitionists, and they certainly weren’t concerned with the well-being of former slaves. If anything, they were concerned with the damage that lynching did to the South’s image.

“There’s a sense that Southern society is disordered, and [lynching] is contributing to the stigma being placed against Southern society by the rest of the world,” Dr. Faust said. “It’s hurting all of Southern society; it’s hurting white society as well as black society.”

For all of their efforts, however, Southerners could not restore “order.” The Civil War had forever changed their society, and the gender roles of the prewar South could not be regained. As Lucy Buck of Virginia noted in her diary in 1862, “We shall never any of us be the same as we have been.”

This didn’t stop Southerners from trying. Long after the war, Southern men continued to cling to their role as protectors, even though the truth was something else entirely. Even today, reality and perception clash in many Southern families. Dr. Faust knows this from personal experience.

“In my family, my grandmother from Tennessee is clearly the most-powerful figure,” she said. “And my father, my uncle and other men in the family kind of skittered around her, trying not to displease her. Yet, at the same time, there was this ideology that women were subordinate, men were powerful, women should be docile, men should operate in the world. So there’s a contradiction between reality and rhetoric, in which men should be powerful, but there are all of these extraordinarily powerful women.”

**Tutoring**

(continued from page 4)

“Say Yes” program. By working closely with middle-school students and giving them positive motivation, she said, “We can show them that they can achieve anything.”

Several other tutoring opportunities for Penn students exist besides the WPTP. TEACH West Philadelphia is an after-school program that serves the specific needs of Asian refugee children ages 6 through 14 living in the community. Not only do the tutors provide a valuable academic service, they also enrich their younger students’ lives with field trips and other group recreational activities. The TEACH West Philadelphia program meets Monday and Wednesday afternoons.

A new tutoring and mentoring program, ACAMP, was started last semester by a group at Penn called ACELA (Asociación Cultural de Estudiantes Latino-Americanos). Focusing on fourth- through sixth-grade students in the Latino community of North Philadelphia, the Penn students tutor students on Thursday and Friday afternoons, and the middle schoolers come to Penn once a month to enjoy a variety of activities.

**SHOOTING STARS:** Penn hoopsters raised money last week to help make a seriously ill child’s dreams come true through the Make-A-Wish Foundation. Michele Wisch (center, right photo), a Wharton senior and Make-A-Wish volunteer since high school, proposed “Swishes for Wishes” as a project three years ago for a group dynamics class taught by basketball coach Fran Dunphy (right). On Wednesday, Channel 3 sportscaster Ukee Washington (below, left) dropped by the mini-court set up on College Green. Scores of students, staff and faculty shot baskets along with notable “shooting stars” like Penn President Judith Rodin and Mayor Edward G. Rendell. Proceeds will help Timmy, a 7-year-old West Philadelphia resident, fulfill his dream of visiting Walt Disney World.
A Short History

Mr. Minisi:  

Thank you for this opportunity to address the External Affairs Committee on a subject that has been very important to me for almost twenty years, the growth and development of our radio station, WXPN-FM.

WXPN began operation in 1945 and continued through the 1950’s as a completely student operation. In those early years, we broadcast on an AM frequency primarily to the campus community. In 1957, we acquired our first FM license, which expanded the reach of our signal, but the station continued to be student-run and campus-centered. WXPN continued to operate this way until 1978, when the trustees, in response to complaints filed with the FCC, decide to reorganize the station’s management.

A University committee appointed by President Meyerson and chaired by Professor Curtis Reitz concluded that WXPN should be organized along more professional lines. They recommended that WXPN aim its programming on the external community—that is, on an audience beyond the campus boundaries. And the committee recommended that the University seek to have WXPN become affiliated with the Corporation for Public Broadcasting (CPB), which provides annual operating support to noncommercial stations that meet certain professional standards.

It took seven years to realize those initial recommendations. Much of the credit for taking the needed steps goes to Michael Eleey, who will speak to you in a moment. Under his leadership, a newly constituted WXPN Policy Board secured the financial and organizational resources needed to meet the CPB standards, and hired new management in 1986.

That year, 1986, marks the turning point in WXPN’s recent development. That year, we hired General Manager Mark Fuerst, who put together many of the activities that you will hear described today. Mark initially set to work securing a broadcast power increase, which was eventually granted by the FCC in 1989. Once that power increase was implemented—in the fall of 1990—WXPN became a regional station, which could be heard throughout the Delaware Valley. Under Mark’s supervision the new staff developed financial plans and programming objectives that were endorsed by the Policy Board in 1988. Those objectives can be summarized as follows:

1. WXPN is a professional radio station, broadcasting to the greater Delaware Valley, and beyond.

2. The station’s primary audience is educated adults, age 25 to 49, who are seeking quality arts and entertainment programming that cannot be found on commercial radio.

3. The station encourages student involvement through professional internships, work-study opportunities, and broadcast of men’s and women’s athletics.

4. The station should become financially self-sufficient.

Those plans were assisted by the Trustees, who approved a $500,000 line of credit to fund station expansion activities. And, I should add, we met these ambitious financial objectives. Direct University support has been reduced to a minimum, and 90% of the station’s operating budget now comes from non-University sources.

These accomplishments brought WXPN to the front ranks of public radio in the United States.

A Shower of Awards:  In 1994, Philadelphia Magazine named WXPN “The Best Radio Station in Philadelphia,” and that same year one of the major radio trade magazines nominated WXPN for “Station of the Year.” Perhaps our greatest honor came just a few months ago, in July, when the Corporation for Public Broadcasting selected WXPN for its “Gold Award” for Overall Station Development. That award, which appropriately summarizes the last decade of station growth, is a credit to the staff of WXPN, the staff of the University that managed the station, and to the Trustees who endorsed the policies which have brought the University such honor and recognition.

[Mr. Lauder calls on George Koval, the former Deputy Vice Provost for University Life who now chairs the WXPN Policy Board.]

Mr. Koval:  

Organization and Management

As Mr. Minisi mentioned, since the mid-1980’s WXPN has been a professional radio station aimed at the off-campus community. Currently, it employs twenty-two full-time professional staff who create the programs and raise money for the stations operations. It also provides training or employment for 15 students. The staff report to the General Manager, who in turn reports to the Vice Provost for University Life.

All of the station’s financial and personnel activities are supervised by the University Life Division. In the past, the Division has supplied a portion of WXPN’s operating budget. As Mr. Minisi pointed out, the station has achieved a high degree of financial self-sufficiency, so the Division now is primarily responsible for providing some of the space, utilities and support services.

Because of station broadcasts to the external community, the station also reports to a Policy Board, which was created in 1979. The University President appoints all 16 members of the Policy Board, although some nominations come from specific campus constituencies.

The Trustees have a direct representative—Mr. Minisi. The Faculty Senate nominates two members. Undergraduate students and graduate students also have representatives. Several University divisions have representation on the Board, including the Athletic Department, Alumni Affairs, and University Life.

Eight members of the Board are selected from the community at large. These members are nominated by the Board’s Executive Committee and appointed by the President.

Overall, this system of governance has worked well. It provides the President and the Trustees with a strong and appropriate role in guiding the station’s policies. It provides WXPN with a strong connection important on- and off-campus constituencies.

The most important indication of how this system works can be seen in the results it produced, and I will ask former Policy Board Chairman Michael Eleey, to tell you more about the growth and development of WXPN since the creation of the current Policy Board structure.

Mr. Eleey:  

Change and Growth

Two things changed WXPN in the late 1980’s and early ‘90’s. First, the signal expansion granted by the FCC in 1989 made WXPN’s programming available to many more listeners. Second, the program changes, made possible by the investment from CPB, made our programming much more attractive to our intended audience.

Together, these changes had a dramatic influence on how people listen to WXPN and how many people choose to contribute to its operation. Here’s a look [page 9] at the change in local listenership, beginning with a weekly audience of about 40,000 in 1987. By 1992, WXPN was reaching an audience of more than 200,000. Recently, our Philadelphia audience has stabilized at around 220,000 listeners each week.

Signal Expansion: Even as the local audience has started to plateau, more people are listening to WXPN programming in other parts of the region. In 1994, we signed a rebroadcast agreement with WKHS, a station in Worton, Maryland, which brings WXPN programming—about 12 hours a day—to the Eastern shore of...
Maryland and into the city of Baltimore. Just last month, we started a new, full-time station in Harrisburg, which retransmits WXPN’s programming 24 hours a day. We also have a repeater in Allentown, which went on the air last fall. By connecting these new stations, WXPN has created a regional network capable of reaching 5.2 million potential listeners.

As our audience has increased by expanding our signal coverage, we also added new listeners through program syndication.

In 1991, we began distribution of a two-hour daily music program, World Cafe, originally funded by the Corporation for Public Broadcasting. That program now reaches 90 affiliates across the country [see map, page 16]. A second syndicated program, titled “The Difference,” began distribution in January of this year. It now reaches 54 commercial stations, including stations in New York, Chicago and Los Angeles. Together, our regional network and syndicated programming attract an audience of 1.5 million people each week—quite an expansion from the 40,000 listeners we served in 1986.

As our audience has grown, so have our financial resources. Direct support from listeners expanded from $100,000 in 1987 to just over $1 million last year.

Business support has grown from only $5,000 in 1987, to more than $400,000 today. This influx of membership and business support has allowed WXPN to expand its programming, its staff, and its facilities, while reducing its reliance on University support [see page 10].

Information Goals: Expanding audience and financial resources, however impressive, is not the goal of WXPN or any public radio station. Ultimately, public stations are judged by the quality of their programming. And in that regard, our achievements have been equally impressive.

Although our music programming draws the most listeners, our information programs are among the best in the country.

Kid’s Corner, our daily children’s call-in show, received the George Foster Peabody Award in 1991, and the Major Armstrong Award in 1993. Twice, it received the CPB National Program Award. And in 1992, selected as the best educational program at the New York International Radio Festival.

Our producers have covered the most pressing issues of the day, in a way that has been both informative and effective: We have been recognized for programming on Homelessness, Integration, and perhaps the most important public policy question of the last decade: the War in the Gulf. [For fuller list of honors, see p. 16.—Ed.]

Each of these programs was produced by our professional staff, but all of them were created with the assistance and support of students, who now work in virtually every aspect of the station’s operation. To tell you about this part of WXPN, let me introduce our Membership Director Quyen Ho, who graduated in the class of 1993, and immediately joined the WXPN full-time staff after three years as a student intern.

Ms. Ho:
A World of Difference

Let me first tell you a bit about myself, and my experience at WXPN. An award-winning program, “World Of Difference,” was my start. I was the subject of one of the features in the series, when the producer, Rusanne Bucci, interviewed me about my life in Philadelphia. Having come here as a refugee from Vietnam ten years ago, I was still in high school at the time, preparing to go to the University of Pennsylvania. At the end of the interview, Rusanne suggested that I get involved at WXPN. And I did. I started as a receptionist at the beginning of my freshman year. I continued working at WXPN, as I completed my undergraduate work. Over the years, I moved into different positions at the station—working in promotion, helping with ticket give-aways, and, later, working as an assistant to the Membership Director, Ellie Hidalgo, who was also a Penn graduate.

I had a very special experience at WXPN. People at the station did not treat me like a “lowly student.” There was room to learn and a tremendous amount of opportunity. Whenever I had an idea, Ellie and the other professional staff always encouraged me.

To Outside Careers: At WXPN I became close friends with other Penn students who also benefited from their experience here. Ben Hudgins, C’93, was a gifted computer programmer. About the time that I joined the professional staff, Ben took over the management of our membership data base. Last year he left WXPN to work with a computer consulting company. Jennifer LeBeau, who started with me as a receptionist, later worked with the program staff of World Cafe. Because there were so many national-level artists, Jen made some important industry connections, leading to a summer job at MTV and then to a permanent position at Sony Music in New York, where she works now.

Students are involved in virtually every aspect of WXPN’s operation from production to sales. The largest group of students at WXPN is
the sports staff. Each fall we broadcast all of the Quaker football games, and each winter we air some of the men’s and women’s basketball games. This part of the student training program has produced the most broadcast professionals in the last few years. Scott Graham, who is now the play-by-play announcer for Quaker football, got his start on WXPN and then moved on to WGMP, here in Philadelphia. Susan Webner, one of the few women in the sports broadcast program, got a job with the Phillies. Several students were hired by ESPN, others have moved on to local sports and news operations.

Let me end my comments by addressing a question that always comes up when we talk about student involvement at WXPN: namely, what happens to students who just want to get on the air and play records, the ones that want to be DJ’s. Well, those students can do that—at WQHS, the student-run station heard in most of the campus dorms. I was a DJ at QHS. That opportunity is there, anytime, for anyone who wants it.

But I wanted to learn the business side of broadcasting. And what I found at WXPN was a chance to work with a professional staff in real business situations. What I learned from those people and those situations enabled me to move into a professional broadcasting career just one month after I graduated.

I’m just glad that I stumbled on XPN. Or I should say, I’m glad XPN sought me out for that interview.

Mr. Fuerst:

Summary of Success Factors

Ed. Note: Mark Fuerst, then General Manager of WXPN, gave an informal presentation, in which he foresaw no changes in basic programming in the next few years, “but program innovation can continue within the current schedule, as it has been doing.

“Our major challenge will come from just maintaining a good radio station,” he went on. “New areas of expansion will probably require the same combination of factors that brought us to this point of success: good ideas that make sense in the context of radio broadcasting; University support; serious organizational and financial support; and collaboration with others in the field, especially WHYY and CPB.

“We have done best when internal University investments leveraged outside support, and there are three places where this can occur: “Collaboration with WHYY (and, if possible, with WRTI) in developing a regional alliance;
“Development of health-oriented talk and news programming, such as a ‘wellness network’; and
“Collaboration with stations around the region and throughout the country in projects from the CPB Future Fund.”

A New Record

At presstime, WXPN’s Acting General Manager Vinnie Curran reported that the station’s most recent fund-raiser has brought in $284,000 in six days—a record rate of response for the listener-support campaign. The previous high was two years ago, when $250,000 was raised in seven days.
Not available.
OPPORTUNITIES at PENN

GRAD SCHOOL OF FINE ARTS
Specialist: Clyde Peterson
PART-TIME (OFFICE ADMINISTRATIVE ASSISTANT I) (24 HRS) (12613CP) (End date: 6-30-96) G9; $9,396-11,758 12-7-95 Architecture

LAW SCHOOL
Specialist: Clyde Peterson
ANNUAL GIVING OFFICER II (11582CP) P5; $28,800-37,600 11-22-95 Law Development
FINANCIAL ADMINISTRATOR II (0124CP) P4; $26,200-30,100 1-19-96 Development and Alumni Relations

PART-TIME (ADMINISTRATIVE ASSISTANT II) (28 HRS) (05035CP) (Ongoing contingent on funding) G10; $10,275-12,302 6-8-95 Institute for Law & Economics

MEDICAL SCHOOL
Specialist: Ronald Story/Janet Zinser

CLINICAL SPEC. (02175RS) Oversees patient review process; perform routine patient assessment; explore study options with potential subjects; coordinate the implementation of res. protocols; travel personnel; organize study files & maintain res. records; interact with clinical monitors & prepare data & reports. Qualifications: Pennsylvania registered nurse license; training in medical/surgical or critical care unit; experience in cardiovascular; clinical trials preferred. (Ongoing contingent on funding) Grade: Pt; Range: $31,900-40,600 3-1-96 Center for Experimental Therapeutics

NURSE II (02167RS) Coordinate newly established program for umbilical cord blood collection & banking; responsible for establishing mechanism to identify appropriate donors & perform cord blood collection; maintain lab equipment; obtain informed consent from maternal participants in study; enter & maintain all medical history & umbilical cord blood product data; obtain results testing; review case data with supervisor. Qualifications: RN, six months-one yr. experience; previous experience with blood donor collection/ interview preferred; phlebotomy skills, knowledge of blood donation protocol & courier efficiency required. (End date: 12/31/00) Grade: Pt; Range: $26,200-34,100 2-23-96 Pathology & Lab Medicine

RES. COORD. (02114RS) Participate in the review & preparation of protocol for original & pharmaceutical clinical trials; coordinate & participate in site visits & participate in budget preparation & monitoring; plan & implement patient recruitment into studies; coordinate scheduling of trial participants with study investigators; plan, direct & assess overall medical & nursing management of patient in coordination with pharmacy & facilities; participate in the management of all materials; assist in the management of the fellowship Training Program; assist faculty in transcription of data; assist in scheduling of the weekly Res. Conference; handle Directors' academic calendar, time filing, related activities; assist in final preparation of manuscripts; draft, edit & compose correspondence; answer telephones; prepare meeting minutes; update correspondence; develop computerized billing for limited accounts. Qualifications: Completion of high school curriculum & related post high school training or equivalent; two yrs. experience at the AAII level or comparable background; thorough knowledge of office procedures, practices, & methods; proficient in Mac computer programs & applications, including Microsoft Word, Excel, FileMaker Pro, End Note; excellent oral & written communication skills; type 55 wpm. Grade: G11; Range: $19,900-25,300 2-12-96 Dermatology

ADMIN. ASSISTANT II (40 HRS) (02179Z) Provide admin. support to the department chair/director's staff assistant; perform secretarial & admin. duties handling correspondence, tracking of all correspondence & responses as required; coordinate & maintain extensive filing system for grants, res. protocols, consulting, admin. department & related records, maintaining files; maintain calendar, time filing system including updated correspondence; develop computerized billing for limited accounts. Qualifications: High school graduate or equivalent; Associate degree or some college preferred; minimum of two yrs. office experience as an admin. assistant II or equivalent; advanced secretarial training required; training in PC or Mac applications & related software programs; knowledge of medical terminology; highly organized & detailed; able to work on several projects simultaneously, under pressure with limited supervision. Grade: G11; Range: $22,743-28,914 2-29-96 CCEB

CLERK IV (40 HRS) (02165Z) Perform data entry for routine record keeping in database programs; provide general secretarial support to the Director of Lab Service; assist with telephoning for the main telephone; provide telephone coverage for supervisor and other admin. staff as needed; perform photocopying, mailing, other heavy-secretarial work, including office and kitchen supplies. Qualifications: High school graduate; BA/BS preferred; at least eighteen months experience with word processing and database syst., Macintosh, MS Word and Lotus 1-2-3; solid phone experience and a professional/courteous phone manner; ability to handle multiple tasks simultaneously and excellent typing skills essential; organizational skills; ability to be flexible. (End date: 2/19/96) Grade: G7; Range: $16,571-20,686 2-26-96 IHGT

FINANCIAL ADMINISTRATOR II

Grade: Pt; Range: $31,900-40,600 3-1-96 Center for Experimental Therapeutics

Grade: Pt; Range: $31,900-40,600 3-1-96 Center for Experimental Therapeutics

Classifieds

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ALMANAC March 5, 1996
OFFICE SYST. COORD. (40 HRS) (02178JZ) Participate in behavioral data collection and management: present data and prepare reports; assist in the preparation of manuscripts, scientific reports, grant proposal, tape transcription, editorial assistance design form; act as a Mac computer support assistant for PC/Mac applications; exp. in an academic setting preferred; training in PC & Mac applications req., incl. word processing, spreadsheet database management & presentation graphics; knowledge of Windows, Mac applications; working knowledge of medical terminology; willingness to work with a diverse group of people; ability to work with limited supervision; highly organized & flexible. Grade: G10. Range: $15,536-19,393 2-23-96 Nursing

PSYCH TECH I (40 HRS) (0169RS) Ongoing contingent upon funding grading; $17,943-22,400 2-8-96 Psychiatry

RES. LAB TECH III (40 HRS) (11594JZ) G10; $21,371-26,629 2-1-96 Psychology

PSYCH TECH II (40 HRS) (0168RS) Ongoing contingent upon funding grading; $17,943-22,400 2-8-96 Psychiatry

TECH, OPHTHALMIC CERTIFIED MED (40 HRS) (11570RS) Provide technical/mechanical assistance to ophthalmologist; perform visual testing, including highly specialized form specialized instrumentation & diagnostic techniques. Qualifications: High school graduate or equivalent; completion of two yrs. ophthalmic tech course; three yrs. ophthalmic experiences; Ophthalmic Technologist Certification. Grade: G12. Range: 25,371-32,686 2-9-96 Ophthalmology
**VETERINARY SCHOOL**

Specialist: Nancy Salvatore

**RES. LAB TECHNICIAN (02180NS)** Assist in analysis of diagnostic laboratory collections; duties include record keeping & husbandry, tissue collections & euthanasia; laboratory duties include solution preparation, DNA, RNA & protein analysis; histochimistry; use of technologically advanced techniques; College degree in biological science or equivalent; plus some college-level course work in science & mathematics. Knowledge of properties of radio nuclides and radiation safety & compliance test of energized equipment. Grade: P10; Pay: $35,886 2-9-96 Large Animal Hospital.

**TECHNICIAN, VET ANESTHESIA II/III** (02109NS) (20 HRS) G8/G10; $19,900-25,300 8-11-96 Small Animal Hospital.

**TECHNICIAN, VET IMAGING I/II** (02120NS) (20 HRS) G7/G9; $21,700-28,200 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE II** (02112NS) G9; $23,900-30,000 12-3-95 Department of Academic Support.

**TECHNICIAN, VETERINARY ASSOCIATE III** (0139SP) P9; $21,700-24,100 1-1-96 Emergency Care.

**TECHNICIAN, VETERINARY ASSOCIATE IV** (02113NS) P9; $23,900-28,200 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE V** (02114NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE VI** (02115NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE VII** (02116NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE VIII** (02117NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE IX** (02118NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE X** (02119NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE XI** (02120NS) P9; $23,900-31,000 1-18-96 Large Animal Hospital.

**TECHNICIAN ASSISTANT I** (02121NS) P4; $18,700-23,900 11-1-96 Large Animal Hospital.

**TECHNICIAN ASSISTANT II** (02122NS) P5; $21,700-28,200 1-18-96 Large Animal Hospital.

**TECHNICIAN, VETERINARY ASSOCIATE XII** (02123NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XIII** (02124NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XIV** (02125NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XV** (02126NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XVI** (02127NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XVII** (02128NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XVIII** (02129NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XIX** (02130NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XX** (02131NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXI** (02132NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXII** (02133NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXIII** (02134NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXIV** (02135NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXV** (02136NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXVI** (02137NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXVII** (02138NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXVIII** (02139NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXIX** (02140NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXX** (02141NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXI** (02142NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXII** (02143NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXIII** (02144NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXIV** (02145NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXV** (02146NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXVI** (02147NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXVII** (02148NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXVIII** (02149NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XXXIX** (02150NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XL** (02151NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XLI** (02152NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XLII** (02153NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XLIII** (02154NS) P9; $23,900-31,000 11-1-96 University Library.

**TECHNICIAN, VETERINARY ASSOCIATE XLIV** (02155NS) P9; $23,900-31,000 11-1-96 University Library.
The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Property listed in the campus report for February 19, 1996 through February 25, 1996. Also reported were Crimes Against Property, including 31 thefts (including 4 burglaries, 1 theft of autos, 9 thefts from autos, 2 of bicycles and parts) and 6 incidents of criminal mischief and vandalism. Full crime reports are in this issue of Almanac on the Web (http://www.upenn.edu/almanac/v42/n23/crimes.html).—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police department between the dates of February 19, 1996 and February 25, 1996. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuykill River to 33rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

Crimes Against Persons

34th to 38th/Market to Civic Center: Robberies (& attempts)-2; Aggravated assaults-1; Threats & harassment-1
02/19/96 9:25 AM Med School Unwanted calls received
02/20/96 12:28 PM 100 Blk. 36th Unknown males demanded money/led outside
02/20/96 8:43 PM 3408 Sansom St. Complainant struck on head with chair
02/24/96 7:49 PM 3700 Blk. Ludlow backpack taken by unknown male

38th to 41st/Market to Baltimore: Sexual assaults-1; Robberies (& attempts)-1; Aggravated assaults-3; Simple assaults-1; Threats & harassment-3
02/20/96 10:04 PM Mayer Hall Unwanted calls received
02/21/96 6:49 PM 4000 Spruce St. Attempted robbery by unkn. males/led outside
02/22/96 2:57 AM 40th & Locust Male struck officer/arrest
02/22/96 1:47 PM Evans Bldg. Male arrested involved in fight
02/23/96 3:42 AM Dining Commons Complainant struck in nose/to HUP
02/23/96 4:04 AM Dining Commons Complainant struck-no injury
02/24/96 6:30 PM High Rise North Unwanted messages on ans. machine
02/24/96 11:54 PM Mayer Hall Unwanted calls received
02/25/96 8:00 PM 200 Blk. 40th Unknown males grabbed buttocks

30th to 34th/Market to University: Robberies (& attempts)-1
02/22/96 9:43 PM 3200 Bk. Walnut Complainant robbed by unknown male

Outside 30th 43rd/Market Baltimore: Robberies (& attempts)-1; Simple assaults-1
02/23/96 8:40 PM South St. Bridge Robbery by unknown male with knife
02/23/96 6:54 PM 150 South St. Complainant struck in head with fist

Crimes Against Society

34th to 38th/Market to Civic Center: Weapons offenses-1
02/25/96 4:23 PM 3700 Blk. Spruce 3 males arrested/guns recovered

38th to 41st/Market to Baltimore: Alcohol & drug offenses-1
02/24/96 3:00 AM 300 Blk. 41st Police car struck by drunk driver/arrest

41st to 43rd/Market to Baltimore: Disorderly conduct-1
02/19/96 5:58 PM 42nd & Market Male acting disorderly after stop/arrest

30th to 34th/Market to University: Disorderly conduct-1
02/23/96 7:55 PM Lot # 5 Male refused to leave area/arrest