

Penn parents

UNIVERSITY of PENNSYLVANIA



A PUBLICATION FOR PARENTS | FALL 2007





Candace diCarlo

View from College Hall

In *The Omnivore's Dilemma*, this year's assigned book for the Penn Reading Project, author Michael Pollan explores the full range of questions and implications surrounding the eating choices that each of us makes. Every decision involves issues of nutrition, economics, history, anthropology, and psychology.

The dilemma generated by the culture of abundance that lies at the heart of Pollan's book reminds me both of the moveable feast of opportunities that Penn presents to our students and the ultimate dilemma they face: how best to take advantage of them.

Never have the opportunities been greater. The courses offered by our four undergraduate schools and eight graduate and professional schools encompass the broad spectrum of human knowledge and endeavor. The growing popularity of new majors like criminology and cinema studies underscores our commitment to fields of increasing societal interest.

At the same time, our students are finding innovative ways to mix and match multiple interests — through interdisciplinary programs and majors and through such activities at our four campus hubs — Kelly Writers House, Weiss Tech House, Civic House, and the Platt Student Performing Arts House.

The Living/Learning programs in the College Houses afford countless other ways to pursue one's passions. There are programs for students interested in East Asia, World Cinema, Science and Technology, Entrepreneurship, and Infectious Disease, among many others. Living with fellow students, faculty, and graduate students who share an interest presents new avenues for exploring and developing those interests.

Students can explore and develop their interests through engagement in Penn's international outreach. Study abroad programs and international internships enable students to experience their subject in a different cultural context. They also can join with international students on campus in such activities as the Intercultural Leadership Program and the Penn World's Fair 2007 on International Development.

The Penn tradition of putting knowledge into practice is a continuing source of opportunity for our undergraduates. They are working with Philadelphia's acclaimed Mural Arts Program. They are tutoring in neighborhood schools. And they are traveling to other countries to promote computer literacy and launch water improvement projects. Our undergraduates clearly are committed to putting their knowledge to work to serve others.

That, after all, is part of the answer to the omnivore's dilemma: "What good may I do?" is one side of the equation that often begins with, "What good will it do me?" At Penn our goal is to have our students think about — and answer — both of these questions as they make their way through the richness of this incredible community.

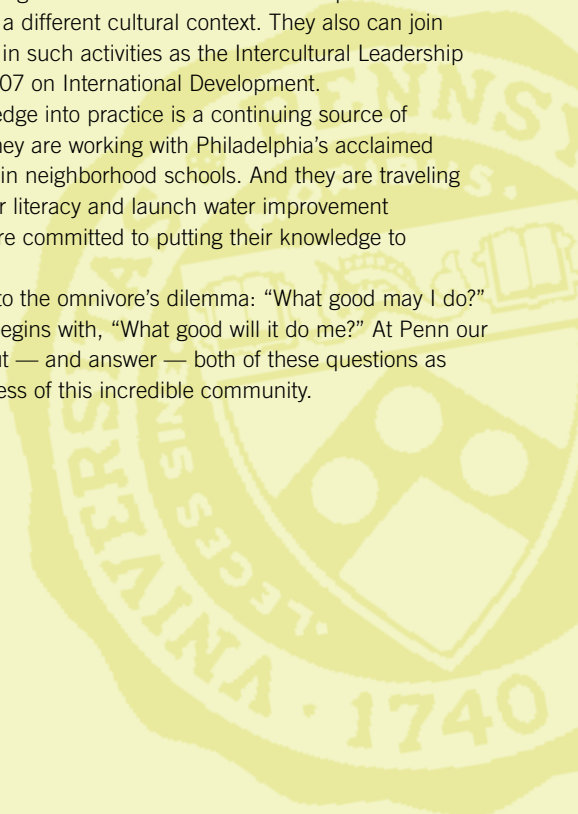
AMY GUTMANN,
President

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The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam era veteran or disabled veteran.



And Nobody Says “Shhh”



The signs on the tables say, “TALK AWAY.” Can this really be the Library? The answer is yes when it is the Weigle Information Commons at Van Pelt-Dietrich Library. Opened in April 2006, the Weigle Information Commons supports collaborative learning using the latest technologies. It offers an amazing array of spaces, services, and equipment, all designed to enhance the way students learn.

Immediately on entering the Weigle Commons, students encounter the Class of 1967 Data Diner, with diner-style booths set up with laptops and flexible display screens. Groups of students sit over a cup of coffee and a snack discussing their work with each other and with advisors from the Writing Center and Communications Within the Curriculum (CWIC).

At the same time, other students are found in group study rooms that not only have computers and display screens but also video recording systems. These students can record themselves as they practice their presentations. By reviewing the DVDs they produce and sharing them with their advisors, they hone their presentation skills. (For international students, these technologies are an enormous help in improving their enunciation and presentation.) A goal for the CWIC program is to create better public speakers.

Still other students may be meeting one-on-one with advisors from the Weingarten Learning Resources Center, who have one private room reserved for helping students with project planning, writing, study strategies, and time management.

Technologies at the Weigle Information Commons enable students to create podcasts with live interviews, music, and script-writing. Students can edit a film, or mix a CD, or use the Vitale Digital Media Lab to create slides or posters.

The Commons has a large high-tech teaching space in its seminar room with a multimedia projection system, personal response “clickers” and the capability to record audio and video easily. Throughout the Commons, care has been taken to provide multimedia capabilities in ways that are minimally intrusive and easy for students to use.

And did we mention workshops? The Commons offers workshops on PowerPoint basics, PhotoShop basics, Excel, Blackboard, and creating and editing movies with iMovie. There’s even a workshop on making posters using PowerPoint.

All of these spaces and services are in constant use. Students can schedule appointments and reserve rooms over the Internet. Room reservations are accepted from 8:30 AM until 2:00 AM. Given the circadian rhythms of Penn students, it is perhaps no surprise that the only open times — and they are rare — are before 10 in the morning.

The Weigle Information Commons produces results. Says Valerie Ross, Director of the Critical Writing Program, “I am astonished to see how the space and services are transforming my teaching and my students as they continue to take greater control of the process and production of knowledge....my students are becoming scholars.”

They may not look like scholars as they have one last coffee at 1 AM, but a whole lot of learning is going on!

Students use every inch of the Weigle Information Commons.

THIRTEEN ROOMS

Uniquely Penn, Kelly Writers House came into being twelve years ago through the inspiration of the late emeritus professor of English Robert Lucid and Faculty Director and Kelly Professor of English Al Filreis. A year later it was named for Paul Kelly, C'62, WG'64, who generously provided the funds for the building's renovation. Steadfastly independent and self-governing, the collaborative learning hub is now served by a 90-member volunteer group of graduate and undergraduate students, faculty, staff, and alumni, as well as a small staff of students and faculty.

Imagine Virginia Woolf happening upon the Victorian cottage at 3805 Locust Walk, where writers enjoy not just one — but 13 rooms of their own. Rooms for students and non-students, for authors both famous and aspiring. Rooms for gathering with others or for gathering thoughts. Rooms for feeding the body as well as the spirit. Rooms where dependent clauses — unfettered by convention — rise up and speak for themselves. In poetry or prose. At the lecture podium or on the couch. In film or on the air. Through webcasts, podcasts, or listservs.

These are cozy, art-and-light-filled rooms resounding with praise from students and published authors alike. Michael Cunningham, a Writers House Fellow and winner of the Pulitzer Prize for *The Hours*, captured in

words the atmosphere he enjoyed so much during his stay: “It was the first academic setting I can remember that felt entirely stimulating and generous and, well, un-creepy; the first about which I’ve felt I’d like to be some sort of part some time in the future.”

Not large but imbued with a literary largess, the rooms welcome some 500 visitors from the Penn, Philadelphia, and literary communities each week and offer 150 public programs and projects each semester. Here, too, members of the Penn family can get comfortable just “hanging around the house.” The home-away-from-home atmosphere is carried over in yearly events like Thanksgiving dinner and January’s *Mind of Winter*, where students and faculty gather to “stoke a big fire in the parlor, simmer several big pots of

below (left to right): Jessica Lowenthal, Director of KWH, poet, teacher, and former Penn graduate student; Jamie-Lee Josselyn, C'05, Assistant to the Faculty Director; Anna Levett, C'07, worked at KWH during the summer; Stephen Krewson, C'10, a lyric poet, came to Penn because of KWH; Thomson Guster, C'10, holds a work-study job at KWH and is writing the script for a comic book.



OF ONE'S OWN

Kelly Writers House:

www.writing.upenn.edu/~wh

Take part in Kelly Writers House's live webcasts as they occur

www.writing.upenn.edu/wh/webcasts/instructions.html

Hear an excerpt from a reading, workshop, or seminar

www.writing.upenn.edu/~wh/podcasts.html

Sample the archive of recordings of poets reading their own poems

<http://writing.upenn.edu/pennsound/podcasts.html>

Since its founding, KWH has hosted 1,840 featured visitors, including poets, fiction writers, editors, composers, publishers, painters, musicians, literary agents, screenwriters, essayists, playwrights, and journalists. In addition, the Writers House Fellows Program invites renowned writers for extended stays, to teach, advise, and engage in collaborative exchanges with students.

WRITERS HOUSE FELLOWS SINCE 1999

John McPhee; Ian Frazier; Cynthia Ozick; Richard Ford; Adrienne Rich; E. L. Doctorow; Roger Angell; James Alan McPherson; Lyn Hejinian; Russell Banks; Susan Sontag; Laurie Anderson; Walter Bernstein; John Ashbery; Charles Fuller; Michael Cunningham; Tony Kushner; David Sedaris; June Jordan; Robert Creeley; Grace Paley; John Edgar Wideman; Gay Talese

soups and stews, and share our favorite winter-themed readings with one another.” Senior Capstone in May celebrates graduating seniors who have been closely affiliated with the Writers House community, inviting family and friends to hear them read from their work.

Many students maintain ties with the House after graduating, and some even join the staff. Jamie-Lee Josselyn, C’05, Assistant to the Faculty Director, says it is the perfect place to be while she is working on a family memoir. In addition, each year a graduating senior is invited to stay on as the Writers House Junior Fellow, developing his or her talent and helping create new programs. John Carroll, C’07, is pursuing his “experimental mail network” project, www.writing.upenn.edu/wh/placetostand, recreating pieces of great literature on a type writer and mailing them out to random people in Philadelphia, thereby “resisting progress by communicating one-on-one and encouraging critical thinking.”

As a component of the nearby Center for Programs in Creative Writing, Kelly Writers House joins The Critical Writing Program and The Creative Writing Program to “make it easy for students to find just the right writing course, workshop, seminar, reading circle, manuscript exchange group, tutor or writing advisor, online discussion, editorial apprenticeship, creative mentor, or performance outlet.”

Crowned with laurels from noted authors and the press, Kelly Writers House has been called “a combination refuge/salon/workshop space for lovers of the written word” and “a cultural treasure.” Al Filreis has his own



evaluation of the hub’s goals and accomplishments: “By bringing emerging and established writers into dialogue with each other, encouraging collaborative learning and providing a welcoming and open space for writers and readers, we have helped secure the centrality of the literary arts at Penn and in Philadelphia.”

In other words — and there are *always* other words — Kelly Writers House is a very *Penn* kind of enterprise. Should the spirit of E.M. Forster stop by to engage Virginia Woolf in dialogue, he would recognize a house that has much more than a room with a view. It has a vision.

above: 3805 Locust Walk is a hub dedicated to contemporary writing, both as a practice and an area of study.



Putting Ideas in Action for Healthcare Reform

above: Pennsylvania Governor Ed Rendell joins Penn Nursing Students.

When Pennsylvania Governor Edward Rendell, C'65, HON'00, visited the School of Nursing in January to launch his "Prescription for Pennsylvania" healthcare reform plan, he spoke to a packed audience that included nurses, physicians, schools of nursing deans — and the Penn Nursing students who would be working with his office to assess the business case for his plan. In a unique course offering, Penn Nursing faculty and students are using the classroom to make a difference in the well-being of millions of Pennsylvanians, particularly the 737,000 who are currently uninsured.

During the spring semester, 20 undergraduates enrolled in the Health Systems Analysis class, the capstone course for the Nursing Healthcare Management School of Nursing/Wharton joint degree program taught by Associate Professor of Nursing Julie Sochalski, PhD, FAAN, RN, analyzed Governor Rendell's "Prescription for Pennsylvania" health reform plan to evaluate its economic impact for key stakeholder groups in the Commonwealth. "The class was not about a grade, it was about making a difference," says Dr. Sochalski. "We had to produce something the governor could take to the state legislature."

Health Systems Analysis undertook this effort with an award it received from the University's Ideas in Action program, an initiative established by Provost Ronald Daniels that gives Penn and its undergraduate students the opportunity to become more engaged in the city's and the Commonwealth's public policy issues. Supported by the Fels Institute of Government in the School of Arts and Sciences, Ideas in Action classes link leading public officials and policymakers from outside of the University with students who, under the supervision of faculty members, conduct research and analysis. Policymakers meet with classes at the beginning of the semester to introduce the

issue and then again at the end, when students present their findings and a plan for proposal advancement. "This course demonstrates how the teaching enterprise can influence policy and the public good," says Dr. Sochalski.

Early on in the semester, the students had an audience with the governor — by chance. "Our class assembled at the School for the governor's press conference prior to his arrival," says Ashley Zampini, NU'07. "During his address, we frantically wrote down key aspects of his plan, as we knew very little about it at that point in the course. As we hung on every word, the excitement heightened for our future research and analysis of the plan. At the close of his speech, the Governor's assistant arranged for him to come meet the class. We only spoke briefly, but it was so motivating. I felt like I was working on something that was important."

The class also introduced nursing students to another aspect of community involvement. "Nurses account for a large percentage of the medical workforce and have a plethora of knowledge regarding what aspects of the healthcare system work and which do not," says Ms. Zampini. "But I feel that in some cases, the perspective of the nursing profession is missing at the discussion table when facing difficult problems. This course helped to bridge that gap. It gave me the skills necessary to make succinct, direct, and factual business cases, and enabled me to critically analyze aspects of the current healthcare system. My aspirations to drive the future of nursing have grown into a desire to shape the future of healthcare. Having the opportunity to be engaged in this process so early in my career helped me to realize how capable I am to investigate and implement improvements to the overall healthcare system. Nursing has grown far past the bedside."



Raphael “Raffi” Amit

Robert B. Goergen Professor of Entrepreneurship and Professor of Management at Wharton

Raphael “Raffi” Amit is the Robert B. Goergen Professor of Entrepreneurship and a professor of management at Wharton. In addition, he is the academic director of Wharton’s Goergen Entrepreneurship Program and a founding director of the Wharton e-Business Initiative (WeBI), the School’s partnership of academics and industry in combining e-business practice with research.

Dr. Amit believes that entrepreneurship in both independent and in corporate settings is, despite what has happened with the dot-com crash, “alive and well” and will continue to be a driver of renewal and innovation in businesses. He prides himself on being in the field, going to companies and analyzing them from the inside, researching at a basic level. The challenge in entrepreneurship education, he said, “is to be able to link theory with practice.”

What is distinctive about Wharton Entrepreneurial Programs?

I don’t know of any other institution — and certainly not any other Ivy League institution — that truly integrates research and practice on the creation and growth of new business the way we do.

Our teaching and outreach programs offer opportunities for students to learn about and experience entrepreneurship. For example, in our foundation course in entrepreneurship entitled “Entrepreneurship” students learn how to identify and evaluate business opportunities, then build a business by experiencing the business planning process. Students enroll in the course from across the campus, which provides a much richer learning environment. In this course students are building real businesses; some businesses have actually been launched out of the course. It’s a great environment for students to get feedback on their ventures from faculty as well as from fellow students. All of our courses focus on linking theory with practice. Practitioners are strategically used in our classes to bring the practice portion to life.

Who are these practitioners?

They come from all over. What is especially gratifying is that we have established a cycle where graduates of our entrepreneurial programs are eager to return and share their experiences with the next generation of students. I think this is due to the level of responsiveness and engagement we have with our students. We have very close relationships, and their success is our reward.

Interestingly, we have had some Penn parents give guest lectures. I encourage students in “Venture Capital and Entrepreneurial Management”, an advanced elective course that I teach, to bring their parents to class when they visit. In special situations parents may even return to discuss their own experiences.

This seems to be a natural tie-in to your teaching and research about family businesses. Can you talk about that?

The vast majority of businesses around the world are family owned. In fact, 35% of the Fortune 500 companies are owned by families, and many of our students come from family businesses. So, it is incumbent upon us to create and disseminate relevant knowledge for managing family businesses. To that end we established the Wharton Global Family Alliance, a unique collaboration between Wharton academics and family businesses worldwide. We are developing a concentration in family business for our undergraduates, and we already have a Family Business Club that is enormously popular.

What kinds of hands-on experience do you offer students?

Wharton Entrepreneurial Programs has a large suite of co-curricular programs that support students who want either to launch their own venture or work in an entrepreneurial environment.

Through the Wharton Small Business Development Center, a unit of Wharton Entrepreneurial Programs, we offer consulting services to high-growth companies. Students form teams to

consult with companies in the Greater Philadelphia area. Undergraduate students play a critical role in this major outreach initiative by drawing on their strong analytical skills. For example, undergraduates learn to do SWOT analyses — Strengths, Weaknesses, Opportunities, Threats — which is one element of the background research that is compiled for use by the MBAs in the consulting engagement.

I would call this the power of educational experience, where students apply knowledge under the supervision of a faculty member. It is a holistic approach to education and a distinguishing characteristic of our program.

What do you do beyond the classroom for students interested in entrepreneurial careers?

We connect our students to internships and jobs with start-up companies. While many students want to work for these types of businesses, the companies are too small to do on-campus recruiting and, sometimes, too small to afford paid internships. So we compile and distribute a résumé book, populate an Opportunity Registry with job openings, and sponsor “Venture Night,” which is a kind of matchmaking service for juniors and seniors. Every year we offer an award to one undergraduate to serve as our Ambassador of Entrepreneurship, helping to spread the word across campus about the great opportunities of working with early-stage companies. The Ambassadors also receive a small financial award. Again, this is because we are committed to our students’ success.

THE GLOBAL

International Studies

- **Most Penn programs are “direct enrollment,” with students studying alongside local students. Cultural immersion is always paramount.**
- **Students may petition to enroll in a non-Penn program.**
- **Penn provides a full range of support services for students studying abroad.**
- **Students should begin investigating study abroad opportunities early in their Penn career since many programs require a high degree of language proficiency.**
- **Students may have more than one international experience, perhaps including study abroad and an internship.**

Contact Information:
215.898.9073
<http://sa.oip.upenn.edu>

above: Maura Connell examines the apron worn by the wife of a Zulu chief, dating from 1899.

right: Hong Truong with young friends in Botswana.

One might expect a cultural anthropology major and African studies minor to join a study abroad program in South Africa, but would anyone expect her to live with four very different families in the course of three months and chat in Xhosa with children in the streets? For Maura Connell, C'08, her study abroad in South Africa exceeded every expectation. Essentially living out of a backpack for much of the time, Maura stayed with widely diverse families — rural and urban, black and white. She went from living in one of the black townships where residents “associated white faces with police,” to the luxurious quarters of an Afrikaans family, to a “Coloured” Muslim suburb of Capetown. All of this was excellent fodder for her independent study on socio-economic changes in South Africa before and after Apartheid.

Maura's experience included five weeks of intensive language study of Xhosa, a “clicking” language. Now back at Penn, she is working at the University Museum of Archaeology and Anthropology with African artifacts and adding a material culture element to her studies. It all connects, she notes, “Penn is such a great place because of all the resources available.”

Hong Truong, C'08, a pre-med student who had previously traveled to Honduras and Cameroon with Penn's chapter of Engineers without Borders, spent a semester at the University of Botswana and also worked at the Princess Marina Hospital with faculty and students from PENN Medicine. Given her interest in public health, the entire experience was ideal. She took courses in Southern African Cultures and



Societies, Principles and Practice of Public Health, and Demographics of HIV, in addition to studying Setswana, the local language. “The most meaningful part of the experience,” says Hong, “was seeing the impact our medical school was having in Botswana, both on HIV AIDS and on the health structure.”

International study like Maura's and Hong's is a strong component of Penn's commitment to global engagement. Penn students may study abroad for one or two semesters, for the summer, in short courses led by Penn faculty, or for a week or two as part of an on-campus course with an international component. There are also growing numbers of opportunities for international internships and research.

Penn has the largest number of exchange programs in the Ivy League, and the number is increasing all the time. There are exchange programs in Argentina, Australia, Belgium, Hong Kong, England, France, Germany, Israel, Italy, Japan, Korea, the Netherlands, New Zealand, Scotland, Singapore, Switzerland, Taiwan, and Turkey. *Plus*, there are Penn programs in Madrid, Barcelona, Lyon, London, and Senegal. South Africa, where Penn has a program in Capetown, has become a very popular destination.

Devan Jaganath, C'08, was one of the first three Penn recipients of the John Thouron Prize for summer study at Cambridge University. He reports that, “The idea of living within buildings that spanned centuries was always so awe-inspiring. At the dining hall at King's College, we used to wonder, ‘Where do you think E.M. Forster sat?’ Part of the Cambridge experience was that sense that we were a piece of a larger, grand, history, and I still continue to cherish that feeling.”

PENN

International Students

For any institution to be truly global it must *import* as well as *export* — that means enrolling the very best students from around the world, as well as sending American students abroad.

In fact, Penn has the largest percentage of undergraduate international students — 13% — in the Ivy League. The top five countries of origin are Canada, India, South Korea, Singapore, and the U.K. (Applications from China alone have more than doubled in the past two years.) The new Class of 2011 includes 318 international students from 67 countries.

What brings them here? For many, it is family ties — parents, grandparents, siblings, aunts and uncles have attended Penn and told stories of wonderful years in Philadelphia. Others are drawn by Penn's ever-growing international reputation.

Gayani Abeyasinghe, C'08, W'08, says that three of her good friends in Sri Lanka were here, so she applied too. But she chose to attend because "I found the whole admissions process very understanding and sensitive to international students... This to me was an indication of the treatment I would be given when I was a student at Penn."

What do these students bring to Penn? A different cultural perspective, of course, but also a challenge to other students to reexamine their own cultural backgrounds and biases. Classroom discussions are livelier and social activities are more dynamic. Who better to ask than a Buddhist from India how his practice is different from that of Tibetan Buddhists? Discussions of international politics are especially meaningful when students from the countries involved can explain the viewpoints of their fellow citizens. International friendships abound, with ongoing visits between countries and continents.

And in the student kitchens, advice on ethnic cuisine is always welcome!

Keri Wong, C'10, who came to Penn from Hong Kong, says, "As international students at Penn, we hope to bring our culture to the campus and, at the same time, interact with other ethnic groups. There is a broad sample of global leaders on campus, and with the establishment of the International Students Advisory Board, we are beginning to have real collaboration."

The Penn World Scholars program, which began this fall, brings to Penn select students of great promise from developing countries as Penn World Scholars. Chosen for their outstanding leadership potential, academic achievement, financial need, and future career plans, these students are seeking preparation for lives as global leaders. Their program goes beyond academics to include a structure of opportunities for creating a global network of alumni and students, with an emphasis on international and intercultural dialogue.

The eight 2007 World Scholars have studied, and in some cases speak, read, and understand fluently, English, Bulgarian, German, Portuguese, Russian, Italian, Latvian, French, Spanish, Punjabi, and Afrikaans. One wants to study computer science and cognitive science; another plans on biochemistry with the goal of becoming a physician. And, although some of them have never visited the U.S., they all are eager to jump right in and meet people from around the world.

Rodolfo (Rudie) Altamirano, Director of International Student and Scholar Services, notes that international students often need help in integrating into American academic culture. With the Office of International Programs as a "home away from home," he has developed an Intercultural Leadership Program, designed to encourage social integration through a series of activities, including video and photographic journals, talks, and food sessions. Because these activities are open to *all* Penn students, they are themselves a form of outreach.

- International students at Penn are invited to participate in all extracurricular activities available to all students.
- Penn (OIP-ISSS) provides international students with information, resources and advising for maintaining lawful immigration status and related benefits.
- Penn via the OIP-ISSS provides a range of support services and programming for international students from arrival to departure.
- International students interested in studying in the United States need at least a year to gain acceptance and secure necessary visa requirements.

Contact Information:
215.898.4661
www.upenn.edu/oip/iss

below left: Flags flying over International House, site of Penn's Office of International Programs.
below right: Rudie Altamirano meets with international students.



MASK & WIG REMAINS TRUE TO ITS MOTTO

“JUSTICE TO THE STAGE, CREDIT TO THE UN

below left: A scene from Mask & Wig's 119th original production, *Troy Story: You Odyssey It to Believe It*. With men playing women who play men and men playing men who play women, things can get hilariously complicated. The group is known for sophisticated wit and expert crafting of songs.

below right: “Being in Mask and Wig is an honor,” says James Wong, E’08, Chairman (row 2, 6th from left) “and a blast,” Anthony Maggio, C’09, Secretary-Treasurer (row 2, 2nd from left).

Founded in 1889 by Clayton Fottrell McMichael, The Mask & Wig Club is the oldest all-male collegiate musical comedy troupe in the United States. Their performance space at 310 South Quince Street, decorated by Maxfield Parrish, is undergoing a monumental million dollar renovation.

“E very member of Mask & Wig will tell you how it has shaped his years as an undergraduate at Penn,” says current Chairman James Wong, E’08, who leapt at the chance to talk about what Mask & Wig means to him.

“I don’t know if our tuxedos will ever go out of style,” he muses, “but Mask & Wiggers have discovered that cross-dressing, tap dancing and comedy certainly will not. As undergraduates we have the chance of a lifetime to be a part of living history and partake in century old traditions.”

James notes that the talents of the Wiggers reach beyond their comedy on stage into the musical, technical and business realms. “Maybe it’s the full day rehearsals starting on the morning of every January 2nd, or the countless hours spent building sets in the Performing Arts Center shop, or the relentless marketing and ad-revenue efforts, but at some point we’ve come together to create strong fraternal bonds

with one another. When we look out at the audience of generations of Wiggers at our final show each spring, we see that these friendships transcend the years after Penn.”

“We are unique that way,” confirms Dr. Bryan Margerum, C’88, President of the Mask & Wig Graduate Club. “For Wiggers there is a lifelong commitment that I don’t see anywhere else. And even if you’re not a member, Mask & Wig is such an important part of life at Penn. Every Penn student sees a show at some point. There simply is no funnier college group anywhere.”

Bryan remembers with equal affection his years in the orchestra (“the best seat in the house”) and on stage. Not only did he enjoy the creativity and camaraderie, he says, but the presentation and time-management skills he learned served him well in medical school. Whether you were part of the stage crew, business staff, or orchestra, the mantra for dealing with all the things that went wrong was “Don’t panic — adjust.”



IVERSITY.”

“As a performer, you had to be especially quick on your feet,” he recalls with glee. “The other guys were always trying to trip you up to get a laugh, which is why it was the perfect incubator for comics.” He notes that David Naughton, C’73, famed for his “Dr. Pepper” persona and his title role in “An American Werewolf in London,” started out as a Wigger, as did Lew Schneider, C’83, the head writer for the successful TV comedy series *Everybody Loves Raymond*.

Inspired by his Penn experience, Bryan went on to join The Savoy Company, the Gilbert and Sullivan amateur singing group in Philadelphia, where he met his wife. Later, he joined another Wigger in co-founding a physician’s group. Now, as a leading member of the Graduate Club, he remains close to the action. “I owe everything to Mask & Wig,” he concludes. “I can’t imagine my life without it.”

Community-minded by tradition, Wiggers continue to throw an annual Charity Ball and provide leadership for a collaborative charity show each fall. They have recently expanded their outreach by inviting young performers in Philadelphia to learn about performing arts in college.

For information about performances, visit www.maskandwig.com.

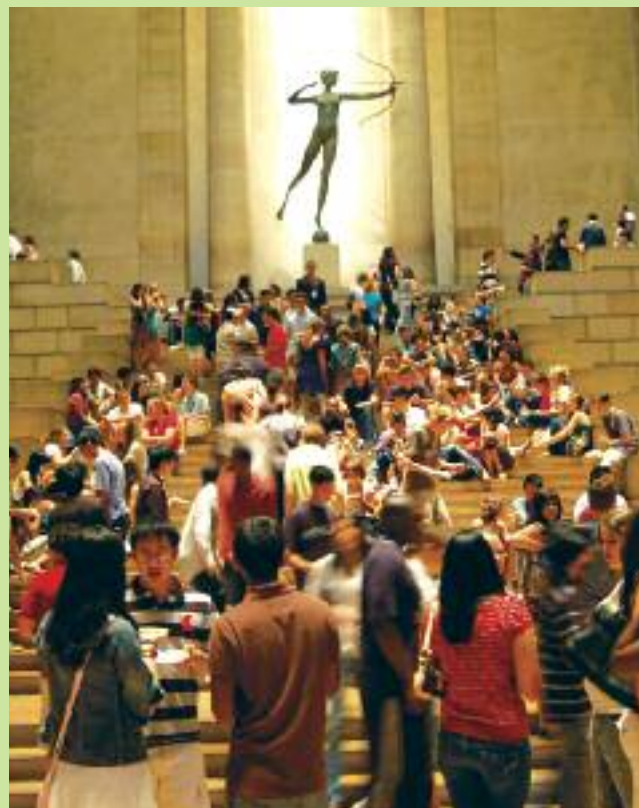
“Every member of Mask & Wig will tell you how it has shaped his years as an undergraduate at Penn.”

JAMES WONG, E’08, CHAIRMAN



PARTYING IN EXTRAORDINARY PLACES:

The Class of 2011 Gets a Spectacular Welcome



New Student Orientation for the Class of 2011 was filled with exciting events — but none more dramatic than the two museum gatherings.

Entering freshmen were treated to a special reception just for them at the Philadelphia Museum of Art. There was superb buffet dining, dancing in the Great Stair Hall, and above all a chance for students to get to know each other while they explored the galleries of one of the world’s foremost art collections. As our students told us, it was “amazing” and “simply fantabulous!”

The University of Pennsylvania Museum of Archaeology and Anthropology also hosted a truly dazzling event for new Penn students. “It’s not often you get to dance in a museum wearing a toga!” wrote one freshman about her favorite event. But where better to have a “Toga Party” than surrounded by priceless Greek and Roman artifacts? Our freshmen had a chance to dress up, dance, and discover one of the great archaeological museums in the world.

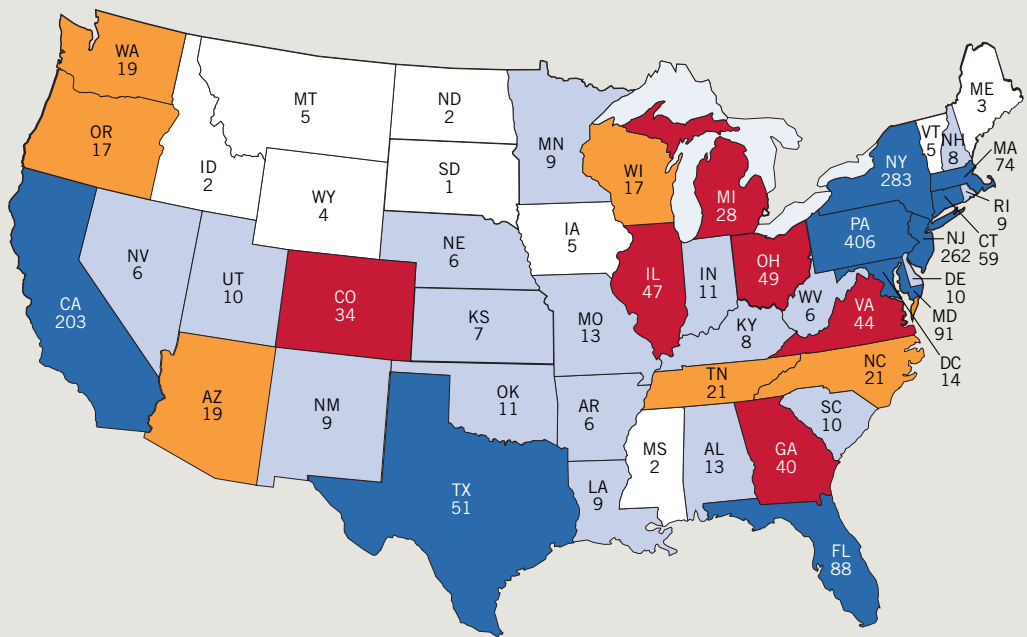
In all, a fantastic introduction to life at Penn!

The Class of 2011

NEW RECORDS FOR SELECTIVITY, DIVERSITY, AND OVERALL EXCELLENCE

- 1 to 5
- 6 to 15
- 16 to 25
- 26 to 50
- 51 and over

Asia—126
 Canada—41
 Africa/Middle East—45
 Europe/British Isles—58
 Australia/Pacific Islands—8
 Central & South
 America/Caribbean—40
International Total—318



Every year the incoming class of freshmen is called “the best ever,” and this year it is clearly true — by every measure, this class is tops! Their SAT and SAT II scores indicate that they are academically the most accomplished in Penn history. In the classroom, on the athletic field, and in their communities, they have already left their mark.

With a record number of applications, the University was able to offer admission to only 15.5 percent of candidates — a Penn record. Of those accepted 67 percent chose to enroll — another record.

Their geographic, ethnic, and socio-economic diversity ensures that this class will add to the vibrancy of the Penn community. International students — 318 from 67 countries — represent 13 percent of the incoming class. Black/African American students number 202, Hispanic number 172 (27 Chicano, 128 Latino and 17 Puerto Rican), 15 are Native Americans, and 504 are of Asian descent. Students from under-represented minority groups make up 16.2% of the class.

Just over 15 percent of the class are the children of alumni. Bucking the national trend of women college students far outnumbering men, women comprise 47.5 percent of the Class of 2011 at Penn.

VOLUNTEERING

from the Heart...and the Start!

It is not often that parents immediately volunteer for their children's college or university. Most wait until things have calmed down a bit and until they are sure that their children are happy. Not so for Q. B. (Qun-bin) Xiong and his wife, Li-Ping Wang. No sooner did their son, William Xiong, C'10, move into the Quad in Fall 2006 than they went to work for the Parents Program.

Why? Because Q.B. and Li-Ping, learned from William's high-school years "that the best way to encourage your child to do well in school is to get involved and help the school in any way possible." So, just a few weeks into William's first semester, they were on the phones for the Parents Program asking other parents for support. In the process, they learned that the other parents shared their own sense of pride in their children's achievements, particularly their acceptance to Penn.

Q.B. and Li-Ping, both of whom work in laboratories at PENN Medicine, can speak to that Penn pride. "After all," they say, "Penn has one of the best reputations in the U.S. and in the world." As visitors to China on a regular basis, they have a real

appreciation for Penn's growing international renown. "Many people we meet along the way in China," they add, "think highly of Penn and a Penn education. This is quite heart-warming for a Penn parent."

After the Fall Phone-a-thon, Q.B. and Li-Ping were back for more. With their young daughter, Norah, in tow, they volunteered for Penn Previews in spring, showing prospective Penn families the enthusiasm that the University inspires among those who know it well. Shortly after, they were on the phones again for the Spring Phone-a-thon. And this summer — even with an extended trip to China — they were calling new Penn Parents to welcome them.

What's ahead for the Xiong/Wang family? More volunteering, they say. Both like "the sense of belonging and responsibility" that accompanies volunteering at Penn, and they note that "the Penn Parents office makes volunteering very easy and productive."

Q.B. and Li-Ping say it all when they offer, "Our hope is the same as many parents' when they send their children to Penn — we hope that our child will define himself well at Penn and find his pathway to a successful life."

below: Li-Ping Wang and Quin-Bin Xiong in China with their daughter, Norah.

"Our hope is the same as many parents' when they send their children to Penn — we hope that our child will define himself well at Penn and find his pathway to a successful life."



Picking a Major

Psychology and Marketing. Mathematics and Risk Management. Digital Media Design. Biological Basis of Behavior. Liberal Arts and Technology. Nursing and Health Care Management. Computer and Cognitive Science. Philosophy, Politics, and Economics. Environment and Technology.

WHAT ARE THESE COMBINATIONS? WHAT CAN THEY POSSIBLY MEAN?

Advice for Choosing a Major

- Start planning early for the ideal academic program.
- Seek advice early and often from your school office, and faculty and students in relevant departments and programs.
- In the words of an earlier era, “follow your passion”.
- Strive for depth and breadth.
- Take advantage of all opportunities for enhancing knowledge and skills, including research, internships, and campus activities.

For further information, contact:

The College
www.college.upenn.edu/map

Wharton
<http://undergrad.wharton.upenn.edu/advising>

Engineering
www.seas.upenn.edu/ugrad/choosemajor.html

Nursing
www.nursing.upenn.edu/admissions/undergrad/options

They are among the nearly unlimited academic programs available to Penn undergraduates. Some are dual-degree programs, some are double majors, and some are interdisciplinary majors. Add to that the number of subjects available as a minor, and it's evident that Penn is an intellectual feast — but one that requires strategic thinking and careful planning to avoid either overload or disappointment.

Most undergraduate students take advantage of the opportunity to take courses in all the undergraduate schools. Some even manage to combine programs within their own school or across school boundaries. Even in schools where the curriculum tends to be more fixed, students can find areas in other schools from which to choose a minor or a second major. In fact, Wharton students can combine their business degree with one of the many areas of study in the other three schools. Students in the College have a remarkable range of diverse opportunities and choices — 55 majors including Art History, Biochemistry, Cinema Studies, Economics, Health and Societies, and Urban Studies.

Max Nacheman, C'08, knows all about it. He says that he “was one of those kids who just wants to take everything.” At various points in his first two years at Penn, he considered majors in Communications, English, History, and Political Science. It was a summer internship in Washington after his freshman year, combined with supportive advisors, that led

Max to his double major — Communications and Public Service (a College major administered by the Annenberg School) and Political Science (in the College). Fascinated by the theoretical and practical aspects of political communication, Max hopes to spend some time in media consulting — maybe working for a politician — before attending law school.

College Dean Dennis DeTurck recommends that students begin early to seek help in choosing majors, minors, and dual-degree programs. Besides consulting advisors in their school offices, and faculty in relevant departments, they should speak with more advanced students. For example, MAP, the Major Advising Program in the College, offers peer advising services in person and online, answering such questions as: What should I major in? Does it make sense to have a second major? Can I visit classes in a potential major?

Dean DeTurck notes that a double major may not always be the correct route for someone with more than one strong interest. He tells students, “If you find yourself taking a bunch of courses only because they are required for a major, it's time to stop and reconsider. Choose a major where you *love* the courses, and perhaps either minor or just take a few courses in your other areas of interest.”

Also of note is Dean DeTurck's counsel to pre-med and pre-law students. “It doesn't matter so much what your major is as long as you combine your major with the ten or so courses these professional schools require, and do well.” He adds that medical schools are especially attracted to students who have demonstrated that they can do well in both science and humanities.

The best advice for making the most of Penn's “intellectual feast”? According to Max Nacheman, it's to connect early with an advisor or advisors who understand what you're trying to achieve. In his case, it was the ever-patient Alice Kelley, in the College Dean's Office, who saw him through his constant changes of major; and David Eisenhower, in the Annenberg School for Communication; and John DiIulio in the Political Science department of the College, who showed him what he could accomplish.



left: College advisor Flora Cornfield meets with students.

First Fridays in Old City

Between Front and Third, Market and Vine. From five to nine, rain or shine.

After your sons and daughters have shown you their favorite campus haunts, they might want to impress you with their knowledge of one of the hippest neighborhoods in Philadelphia. This is an offer you should not refuse — especially on a First Friday when fifty or so galleries and shops collaborate in one big “open house,” many offering complimentary food and beverage. The excitement spills out onto the sidewalks, where street performers add to the feeling of festival.

Old City wares, like the First Friday crowds, are delightfully diverse. **Indigo** is a veritable bazaar of art and artifacts from Asia, Africa and the Americas. Other highlights include: **The Snyderman-Works Galleries**, for an extraordinary level of craftsmanship from all over the country; **Artists' House**, featuring representational work by emerging artists from the Philadelphia area; **Gallery Joe**, with one-person shows of imaginative drawings and sculptures; **Pentimenti**, **Temple Gallery** and the cooperatives **Nexus**, **Highwire**, **Muse**, **3rd Street Gallery**, **Vox Populi**, and **Space 1026**, all showing innovative work by local artists; **Wexler Gallery's** glass and other decorative arts; and **Locks Gallery** and **Larry Becker Contemporary Art** for the work of established artists. To encounter flights of fancy and artists-in-action visit: **Biello's** studio; the whimsical lighting sculptures at **bahdeebahdu**; the not-for-profit **Wood Turning Center**; and the glass-blowing studio **Hot Soup**. No First Friday is complete without a visit to **The Clay Studio** for ceramic arts, where an added feature is the staircase wall decorated by Philadelphia's master of mosaics, Isaiah Zagar.

If you need rest and more than cheese and crackers to keep you going, many Old City restaurants offer First Friday specials. **Mulberry Market** and **Sassafras Market** are good for something quick and delicious, and **Big Jar Books** is the place for espresso, pastries, and re-cycled reading material. Two favorites of the locals are **Gianfranco Pizza Rustica** and **Old City Coffee**.

WHILE YOU'RE IN THE NEIGHBORHOOD

HISTORY

The Elfreth's Alley Museum

126 Elfreth's Alley

Benjamin Franklin's Tomb

5th and Arch Streets

Betsy Ross House

239 Arch Street

THEATER

Arden Theater Company

40 N. 2nd Street

Mum Puppettheatre

115 Arch Street

Painted Bride Art Center

230 Vine Street

MUSIC

The Khyber

56th S. 2nd St

Tin Angel

20 S. 2nd Street

INTERNATIONAL CINEMA

Ritz Five

214 Walnut Street,

Ritz East

125 S Second Street

Ritz at the Bourse

400 Ranstead Street



FAMILY WEEKEND NOVEMBER 2-4, 2007

FRIDAY, NOVEMBER 2

Classes with your Student: 10 AM–4 PM

Locust Walk Arts Fair: 10 AM–6 PM

Campus Tours: 1 PM

Presentations and Activities:

Caring from Afar—Helping Your Child Succeed at Penn: 1–2 PM

Open House at the Weingarten Learning Resources Center: 1–3 PM

Wharton School Faculty Presentations: 1–3 PM

The Vital Role of Families in Supporting Students' Healthy Bodies: 2–3 PM

Open House at the Leonard Lauder Career Center: 2–4 PM

Student Finances at Penn—What Every Parent Should Know: 2–3 PM

The Penn Reading Project: 2:30–4 PM

Safety and Community Responsibility: 3–4 PM

A Conversation with President Gutmann: 4–5 PM

The College Dean's Reception: 5–6 PM

Penn Athletics:

Volleyball, Penn vs. Harvard: 7 PM

Field Hockey, Penn vs. Princeton: 7:15 PM

SATURDAY, NOVEMBER 3

The College:

Continental Breakfast and Undergraduate Research Poster Exhibit: 9:30–10:15 AM

The College Experience: 10:15–11:30 AM

The College Luncheon: 11:30 AM–1 PM

Tour of the Weigle Information Commons: 1–2:30 PM

Communication Within the Curriculum: 1:30–3 PM

Engineering:

Continental Breakfast: 9–10 AM

Discussion with Associate Dean Kannan: 10–10:30 AM

Lab Demonstrations: 10:45 AM–12 PM

Tour of Facilities: 10:45 AM–12 PM

Nursing:

Greetings and Presentation: 10–11:30 AM

Brunch: 11:30 AM–12:30 PM

Wharton:

Meeting with the Vice Dean and Undergraduate Division Staff: 9:30–11 AM

Vice Dean's Reception: 10:45 AM–12:30 PM

Campus Tours: 1 PM

**Greek Life 101—
An Information Session: 1 PM**

**Huntsman Program In International
Studies and Business Reception: 4–7 PM**

Penn Athletics:

Football, Penn vs. Princeton: 12 PM

Volleyball, Penn vs. Dartmouth: 4 PM

Men's Soccer, Penn vs. Princeton: 5 PM

Women's Soccer, Penn vs. Princeton: 7:30 PM

College House Receptions

Student Performing Arts Night: 8 PM

SUNDAY, NOVEMBER 4

Rare Judaica Book Tour: 10–11 AM

**College of Arts and Sciences Brunch:
10:30 AM–12:30 PM**

**Newman Catholic Center Pancake
Breakfast: 11 AM**

Guided Tours: 12–1 PM

Tour of University Museum: 12–1 PM



**PENN
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