

THE REPORT OF THE
JOINT STATE GOVERNMENT COMMISSION'S TASK FORCE
ON THE
university museum
OF THE
UNIVERSITY OF PENNSYLVANIA

General Assembly of the Commonwealth of Pennsylvania
JOINT STATE GOVERNMENT COMMISSION
Harrisburg, Pennsylvania
1963

The Joint State Government Commission was created by Act of 1937, July 1, P. L. 2460, as last amended 1959, December 8, P. L. 1740, as a continuing agency for the development of facts and recommendations on all phases of government for the use of the General Assembly.

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TASK FORCE ON THE UNIVERSITY MUSEUM OF THE
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LETTER OF TRANSMITTAL

*To the Members of the General Assembly of the
Commonwealth of Pennsylvania:*

In accordance with Senate Resolution Serial No. 24, adopted February 20, 1962, there is submitted herewith the report of the Task Force on the University Museum of the University of Pennsylvania.

BAKER ROYER, *Chairman*

*Joint State Government Commission
Capitol Building
Harrisburg, Pennsylvania
1963*

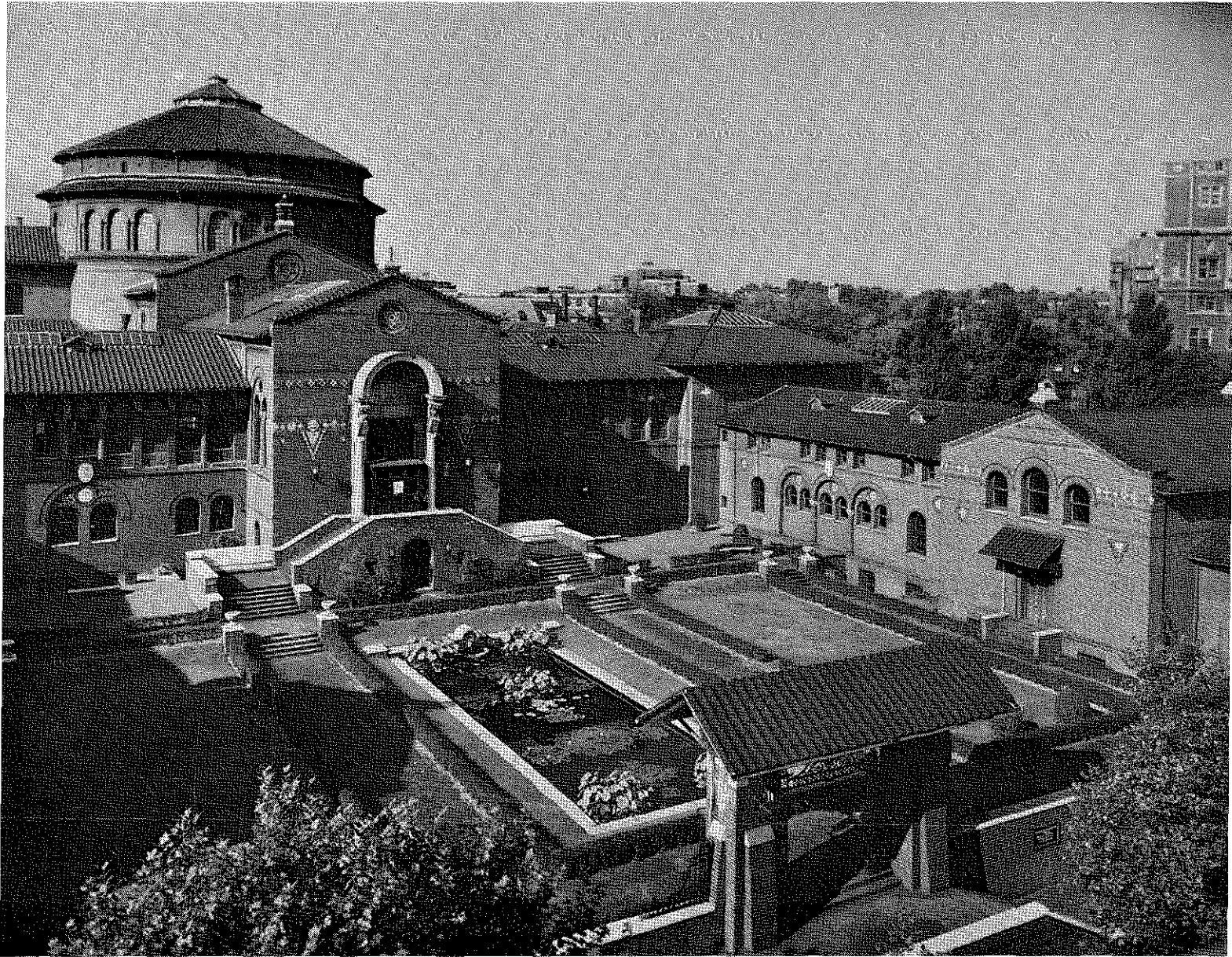
PROPOSALS FOR ENRICHMENT OF THE EDUCATIONAL AND
CULTURAL RESOURCES OF THE COMMONWEALTH'S
SCHOOLS AND COMMUNITIES THROUGH EXPANSION
OF THE SERVICES OF THE UNIVERSITY MUSEUM
OF THE UNIVERSITY OF PENNSYLVANIA



The Report of the Joint State Government Commission's Task Force
On The University Museum of the University of Pennsylvania
1963

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The University Museum of The University of Pennsylvania, 33rd and Spruce Streets,
Philadelphia

FOREWORD

This report is concerned with the need and demand for museum services in the Commonwealth of Pennsylvania, and with a proposal for meeting these needs and demands by making possible the expansion of services of the University Museum of the University of Pennsylvania.

It was prepared by the Joint State Government Commission's Task Force on the University Museum, which undertook a study of the Museum pursuant to Senate Resolution Serial No. 24, adopted February 20, 1962. That resolution (Appendix A) directed the Joint State Government Commission to study the services rendered by the Museum, in order to ascertain its pressing needs and the tenability of an appropriation that would be conducive to the full utilization of the Museum's capacities. The Executive Committee of the Joint State Government Commission assigned this legislative task force to perform the mission set forth in the resolution.

At the first meeting of the task force in Philadelphia on April 25, 1962, the task force outlined its areas of interest and requested Museum officials to compile information on certain subjects for inclusion in the task force report. At this and subsequent meetings, task force members inspected the Museum and interviewed Museum personnel and University officials. Philadelphia school system officials testified as to the value of the Museum's services at a meeting on June 22, 1962. Early in the autumn of 1962 a member of the Museum's educational staff, at the request of the task force, traveled throughout the Commonwealth to discuss with more than 100 educators, librarians, and other informed citizens the type of museum services needed and desired by the Commonwealth's communities and their school systems.

On the basis of data gathered through personal interviews, documentary evidence, inspections, and correspondence, the task force formulated the program set forth herein, and now respectfully submits this report of its findings and its recommendation for legislative action.

SUMMARY OF FINDINGS

1. In the elementary and secondary schools of the Commonwealth, especially those situated at some distance from the major centers of population, there is a documented lack of the visual material required to make certain portions of the curriculum meaningful to the students. Educators are agreed that museum objects illustrating the history and cultures of the world are the most effective means of stimulating the students' interest and broadening their understanding. School systems are eager to obtain authentic exhibits, supplemented by authoritative motion pictures and brochures. (Section Three).

2. Teacher training institutions agree on the value of using museum objects to add depth to potential teachers' knowledge of their subjects, and to offer experience in the use of such exhibits in the classroom. Museum objects are not now generally available to the State Colleges and other teacher training institutions. (Section Three).

3. As in most states, the richest cultural resources of the Commonwealth are concentrated in and near the centers of population. Thus they are not readily accessible to residents of communities remote from the major cities. (Section Three).

4. The University Museum of the University of Pennsylvania is uniquely equipped and qualified to meet the need and demand for museum objects for classroom use; exhibits as an aid to teacher training; and enrichment of the cultural resources of the Commonwealth's communities (Section Two). The University Museum is eager to provide these services. Given the wherewithal, the Museum will undertake a program (Sections Four and Five) to:

- A. Provide loans of museum objects, accompanied by descriptive and explanatory material, to school systems throughout the Commonwealth; to State Colleges; and to certain public libraries.
- B. Produce and distribute to school systems, libraries, and educational television outlets, a series of motion pictures related to curricula and drawing upon the Museum's explorations, research, and collections.
- C. Construct and operate a Mobile Museum—a specially-built trailer which would make it possible to display some of the Museum's finest possessions in communities throughout the state, for the benefit of school children and interested adults.
- D. Expand and improve the educational facilities within the Museum, the foundation upon which the remainder of the program rests.
- E. Distribute its quarterly publication to all public libraries within the Commonwealth.

5. Such a program would fill an educational and cultural need of the Commonwealth which

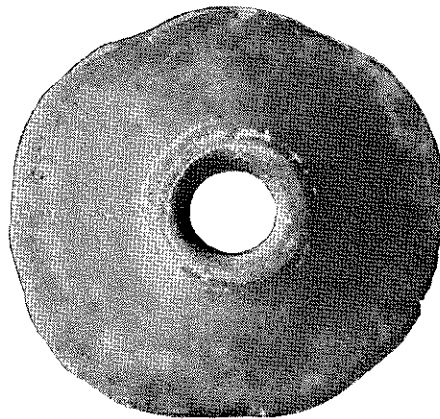
cannot be met in any other way. The Museum's collection of objects available for display; the experience and skill of its personnel in preparing exhibits, and in developing educational material and programs; the Museum's extraordinary volume of continuing exploration and research (adding steadily to its collections and to our knowledge of the past); and the Museum's eagerness to share its treasures with the public are unmatched assets. The program would not duplicate any existing or proposed endeavor within the Commonwealth, but would advance efforts to strengthen the library system and would supplement the Department of Public Instruction's program to provide additional visual aids to schools. (Section Eight).

6. The Museum does not now have the financial resources to embark on the proposed program, nor is there any prospect of obtaining sufficient funds from any source other than the Commonwealth. Gifts, grants, and endowment income are largely restricted to use for explorations and scholarly research. The University of Pennsylvania provides the bulk of the funds required for general maintenance and operation of the Museum's programs, but the diversion of substantial sums from University funds to subsidize elementary and secondary school education could not be justified. (Section Seven).

7. There is ample precedent for Commonwealth support of museums. (Section Seven).

RECOMMENDATION

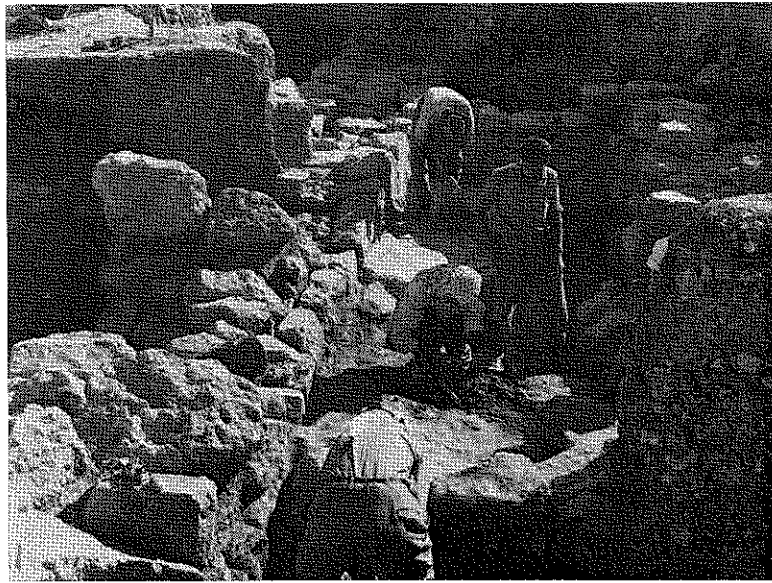
The Joint State Government Commission's Legislative Task Force on the University Museum of the University of Pennsylvania recommends that the Commonwealth appropriate the sum of \$254,750 for the fiscal year 1963-64 to the University Museum of the University of Pennsylvania, to the end that the rich cultural resources of the Museum may be made more readily available to the citizens of the Commonwealth and especially to school children throughout the state.



Stone money

SECTION ONE

The Mission and Services of the Museum



A University Museum team uncovers the city wall of Gibeon, first line of defense of the Biblical city discovered by one of the Museum's expeditions. Special grants from foundations, and income from endowments designated for the purpose, finance most of the Museum's field work.

The University Museum of the University of Pennsylvania has two purposes: To uncover new and important evidence of human history, and to interpret this evidence to students and to the public. Since its founding in 1887, the Museum has grown into an internationally-respected center of archaeological and anthropological studies, and one of the world's great showplaces of ancient and primitive art.

The Museum carries out its mission through its exploration and research; its collections and exhibitions; through programs of education for adults, university students, and school children; and by making its facilities available to organizations within and without the University.

COLLECTIONS AND EXHIBITIONS

These embrace seven principal areas—Egypt, China, the Near East, Oceania (Australia and the Pacific Islands), the Classical World, the Americas, and Africa. Admission to the galleries is free.

Permanent exhibitions are developed and rebuilt according to an over-all plan. Budgetary limitations permit the reinstallation of only one large gallery per budget year. Within this frame-

work the aim has been to coordinate the exhibitions of Old World archaeology and those from the New World in separate areas, thus achieving a certain continuity.

Special exhibitions are also a part of the Museum's program, and a changing exhibition gallery has been established in a central location. These exhibitions are designed to strengthen the research in the field with a visual report in the Museum.

An innovation in the exhibition program is currently being developed. This is a gallery classroom-lecture hall, equipped with a telementation electronic device. This device coordinates slide and movie material related to the gallery display into a scripted program, run off automatically by a punch card system.

EXPLORATION AND RESEARCH

Throughout its history, the Museum has been among the most active institutions in the world in field work and excavations at the sites of ancient and primitive cultures. It has sent more than 200 expeditions to all parts of the globe, and in 1962 the Museum sponsored eight expeditions in six countries: Turkey, Iran, Jordan, Egypt, Guatemala, and Italy.

During the past summer, the Museum continued its pioneering work in underwater archaeology off the coast of Turkey, which began in 1960 with the recovery of the cargo of a Bronze Age vessel wrecked in about 1400 B.C. A long-range operation of great importance in tracing the history of ancient Phrygia is being carried on at Gordion, Turkey, under the direction of Rodney S. Young.

In Italy, the director pursued the development and field-testing of electronic and sonic apparatus for the location of buried cities, which may revolutionize the techniques of archaeological exploration. Meanwhile, James Pritchard continued his work at the Old Testament site of Gibeon; Robert Dyson directed operations at Hasanlu, Iran; and in Egypt a joint program with Yale University, part of the effort to salvage relics which will be inundated by the Aswan Dam, continued through its second year.

The most ambitious program that the Museum ever has undertaken is in its sixth year at Tikal, Guatemala. This enormous Maya city, situated in the rain forest of the lower Yucatan Peninsula, long has been a challenge to archaeologists. Many important contributions to the knowledge of Maya civilizations have been made at Tikal, and many others are confidently awaited as the work progresses. The director of the project, Edwin M. Shook, is also responsible for a training program for Guatemalan students of archaeology, financed by the Rockefeller Foundation.

UNIVERSITY EDUCATION

The director, associate director, and all members of the curatorial staff teach University courses in the academic departments of Anthropology, Classical Archaeology, and Oriental Studies.

The first two of these departments are housed in the Museum, and as many classes as space allows are taught there. Thus the Museum and its staff form an integral part of the Faculty of Arts and Sciences of the University of Pennsylvania.

PUBLIC EDUCATION

Guided tours of the Museum are offered free to any school or community group requesting such service. In 1960-61 a total of 603 groups, including 14,626 adults and 21,086 children, formally toured the Museum. The classes range from third grade through college level. Informal visits by adults and children brought total attendance for the year over the 200,000 mark.

Guide service and the informal use of galleries by school groups is about equally divided between Philadelphia City Schools and those in nearby communities.

In cooperation with the Philadelphia Board of Education the Museum also offers a special auditorium lecture and gallery tour on the topic "Family Life in the Ancient World" for city school students of the sixth and seventh grades. Originally offered twice a month, this now is presented four times a month to meet the increased demand.

From November through March the Museum presents lectures, films, and puppet shows for children each Saturday morning. On Sunday afternoons from October through April gallery tours and film programs for adults are offered.

In-service courses for public school teachers wishing to earn credit toward professional advancement are given by the Museum. Entitled "Educational Use of Gallery Displays" and "Education in the Ancient World," they are viewed as adult education courses and are open to any interested adult.

The Museum co-sponsors the annual Latin Week festivities for high school Latin students of Philadelphia and vicinity. The students are assisted in obtaining scholarly reading material and archaeological information to aid them in preparing research papers and models which are then submitted as entries in various contests. The Museum contributes certain prizes and offers its facilities for a Latin rally which terminates the celebration.

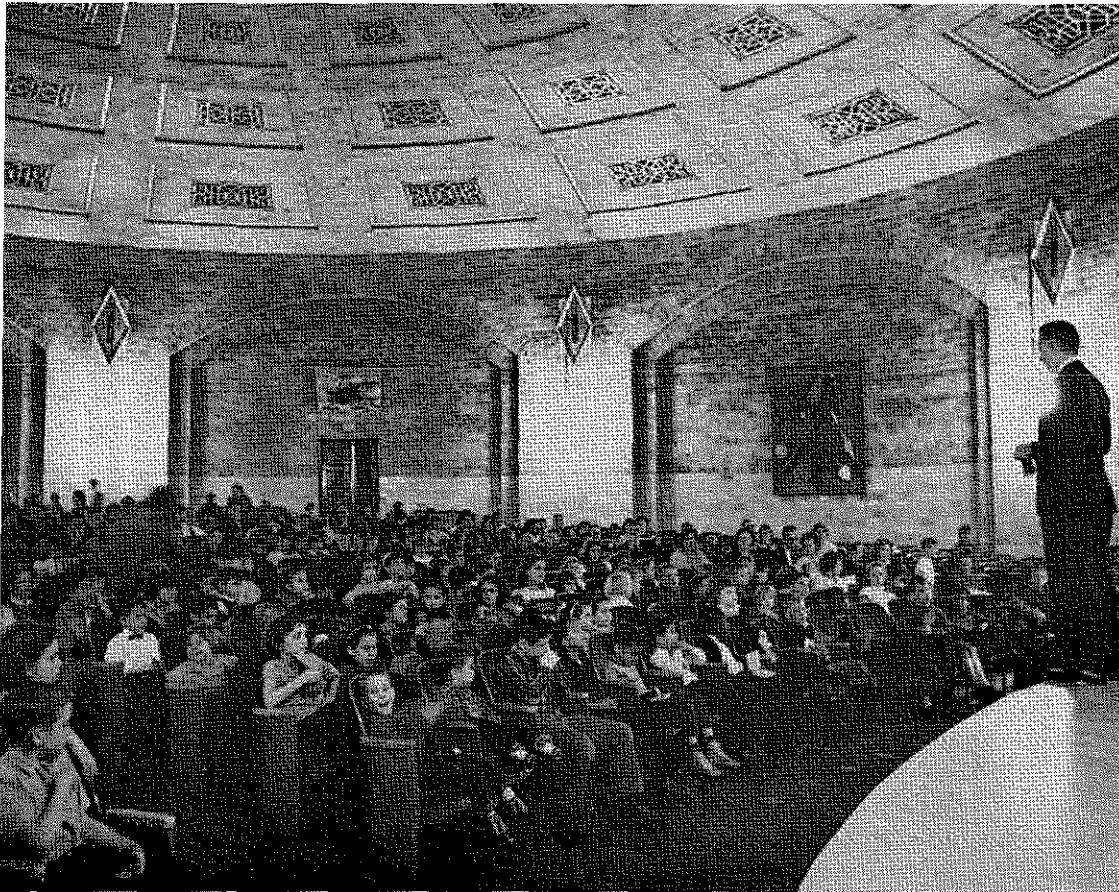
Regular loans of Museum objects are made to the Board of Education for use in educational television. School and community groups also may obtain loans of Museum objects for use in classroom instruction or for display in locked cases.

The director of education conducts a weekly 15-minute radio program over educational station WHYY, discussing various topics suggested by questions asked in the Museum by visitors. The Educational Section also has instituted a series of lectures and slide presentations to Golden Age Clubs and nursing homes.

PROVISION OF FACILITIES

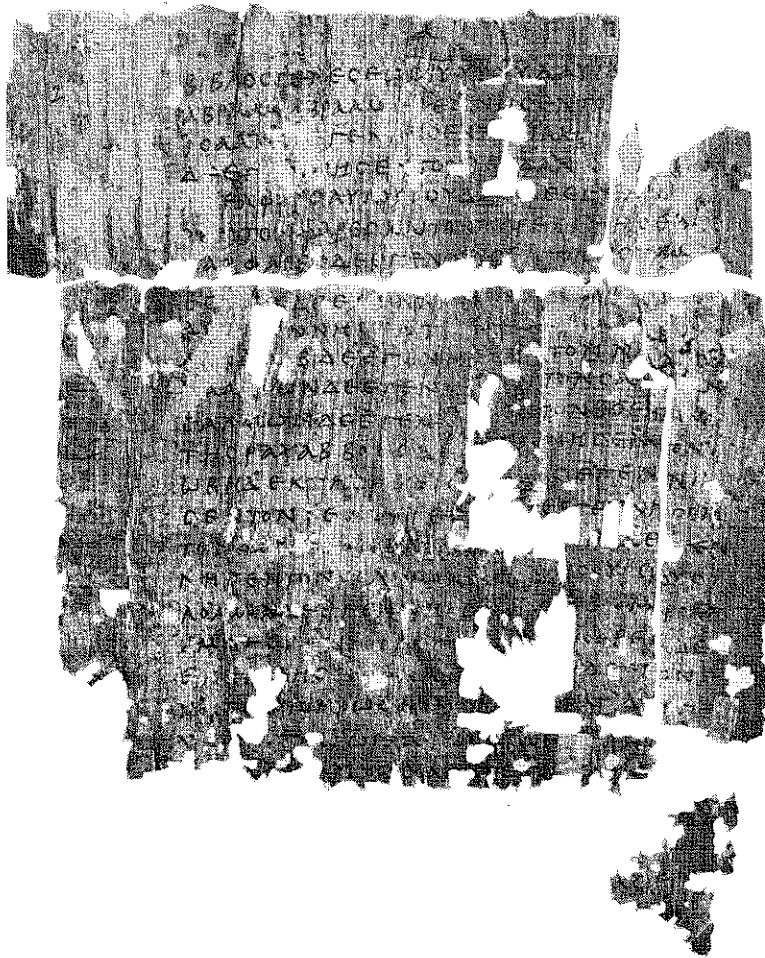
The Museum regularly makes its galleries and auditorium available to organizations for dinners, meetings, lectures, and other events. This practice serves the dual purpose of affording these groups an agreeable meeting place and introducing their members to the Museum's cultural treasures. More than a score of organizations not directly associated with the University took advantage of the opportunity in 1960-61 (Appendix B).

In the Museum's auditorium, some of the 20,000 school children who visited the Museum last year view a presentation specially designed for them by a member of the Museum's educational staff. Photo by Peter Dechert



SECTION TWO

The Museum As a Unique Cultural and Educational Resource



Fragment of gospel of St. Matthew. A papyrus fragment of a quire once forming part of a Biblical codex. In Greek uncial letters this presents verses 1-9, 12, and 14-20 of chapter one of the gospel of Saint Matthew. Dated by modern analysis to the third century A.D., it is one of the oldest extant copies of a portion of a New Testament gospel. This important document now rests in the collections of the University Museum.

curator of the Museum's Section of Biblical Archaeology in the spring of 1962, states that the Museum has assembled the nation's best collection of Palestinian material; possesses a remarkable representation of the remains of three Biblical cities (Gibeon, Shemech, and Beisan); and is an outstanding resource for illustration of the Bible.

The jewelry and other specimens from the Royal Tombs at Ur are unique in this country.

The Museum's collections place it among the great public museums of the world, and are far more extensive than those of any other university museum. Combined with the Museum's tradition of service and its educational philosophy, they equip it to exert a powerful force in the cultural and educational life of the Commonwealth and the Nation.

The collections are the result of 75 years of field work, judicious purchasing, and donations. No institution in the United States has so representative or so fine a collection of items from the Near and Middle East.

Dr. James Bennett Pritchard, distinguished scholar who became

The Iranian collection also is distinguished, both in quality and in geographical and chronological scope.

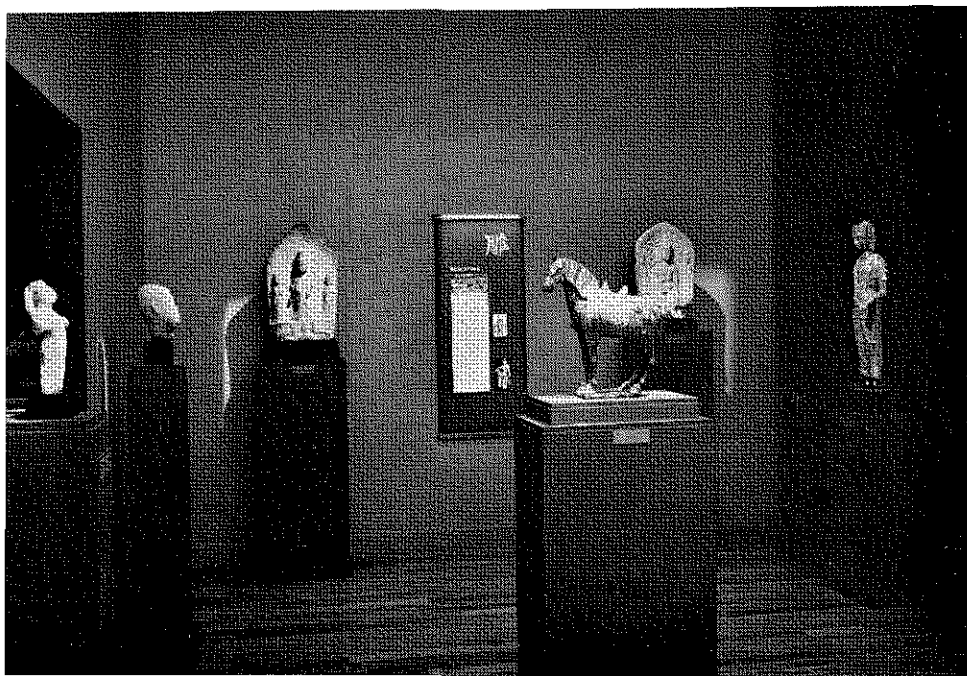
Some of the Chinese sculpture is literally priceless, and the African collection is generally recognized as the world's best. Excellent collections from both continents of the Americas include a vast amount of material relating to the American Indian; original Maya monuments from Guatemala and Honduras; and an outstanding selection of pre-Columbian gold work from Central and South America.

So extensive are the holdings of the Museum that a large quantity of objects—many of which would be proudly displayed by other institutions—remain in storage much of the time. And the Museum's continuing field work adds annually to its treasures.

These treasures are not hoarded. On the contrary, the Museum seeks to present them to the widest possible audience. In 1962, the Museum loaned objects from its collections to 59 institutions in 23 states, the District of Columbia, Puerto Rico, and Canada. Loans to European nations are not uncommon; during the past three decades the University Museum's collections have been viewed in England, France, Italy, Cyprus, Belgium, Denmark, and Holland. (More detailed listings of loans appear in Appendix C).

This reaching out to the public is consistent with the Museum's philosophy that the results of archaeological and anthropological studies have significance only when they are available and intelligible to the public. Thus the Museum maintains an educational staff trained in the art of interpreting scholarly findings through exhibitions, motion pictures, television programs, and publications.

The quality and scope of the Museum's collections and the volume of its continuing field work are unrivalled within the Commonwealth, and probably within the United States. Its distinguished scholars and skilled staff bring new knowledge of man's history to the public in meaningful fashion. Unfortunately, the extent to which the citizens of the Commonwealth may enjoy the benefits of this invaluable resource is limited by the funds available to reimburse the Museum for expenses involved in the extension of its educational programs.



Masterpieces of Chinese art, from the University Museum's collections, are shown here as displayed while on loan to the Virginia Museum of Fine Arts.

SECTION THREE

The Need for Museum Services in Pennsylvania

To verify the need and demand for museum services in Pennsylvania, a survey was conducted in the fall of 1962. Approximately 100 educators representing 34 counties were interviewed, individually or in groups. Among them were presidents and faculty members of State Colleges, county and city school system superintendents, librarians and directors of libraries, and principals and teachers of elementary and secondary schools.

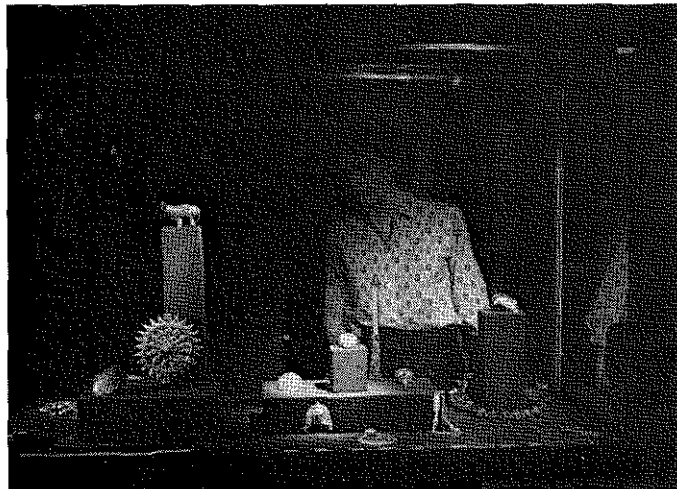
They agreed unanimously that existing museum services do not meet the needs of the schools or of communities not situated within easy traveling distance of the Commonwealth's largest cities. They urged establishment of a program which would extend museum services to school children and citizens throughout the state, and they identified three major needs: Museum objects for classroom study in the elementary and secondary schools; museum exhibits for use in teacher training; and availability of museum resources to communities for their cultural enrichment and the continuing education of the adult population.

MUSEUM EXHIBITS FOR CLASSROOM STUDY

Teachers and school administrators expressed eagerness for a service which would permit them to illustrate the curriculum by bringing authentic exhibits into the classroom. Their opinion of the value of such a program is best expressed in their own words:

"The use of museum objects is probably the most valuable type of visual aid to classroom instruction which is related to those objects. I am sure that anything you are able to do toward making the meaning behind these historic artifacts available to all of the schools of our State will contribute to the effectiveness of those schools."—*W. E. Rodemoyer, Assistant Superintendent, Erie County Public Schools.*

"If we are interested in teaching history and world culture, we must do something to stimulate the interest of the students. Portable exhibits on a short-time loan basis would greatly enrich the regular school program."—*Ralph C. Smith, Superintendent of Lycoming County Schools.*



Special collections could be distributed to public libraries for semi-permanent display.

"We are looking forward to the day when we can distribute to our schools the type of museum exhibits that you displayed for our advisory committee. The concepts that students acquire by way of exhibits give dimensional meaning to abstract terms, thus promoting stronger retention."—*Robert B. Smith, Director of Millersville Regional Audiovisual Library.*

"An educational program which will make objects of cultural and historical interest available to school districts is long past due."—*Peter A. LeDonne, Supervising Principal, Sharon Hill School District.*

Although it was clearly stated during each interview that the University Museum does not now have the personnel or funds to undertake such a program, several school systems indicated the depth of their interest by formally requesting the Museum to make exhibits available to them as soon as possible.

Obviously an unmet need exists. The schoolmen made several specific suggestions as to the nature and subject matter of curriculum aids they would like to receive. They expressed particular interest in exhibits related to ancient and classical cultures, the American Indian, and Biblical archaeology. Many urged that the program include distribution of authoritative motion pictures, each concentrating on a particular area of the curriculum. It was emphasized, also, that exhibits of museum objects should be accompanied by adequate explanatory material for the benefit of teachers and students.

MUSEUM OBJECTS FOR USE IN TEACHER TRAINING

Teacher training institutions agree that the value of using museum objects in their curricula is two-fold; the exhibits add depth to potential teachers' knowledge of their subjects, and they provide experience in the use of such exhibits in the classroom. State College officials pointed out that if museum objects were made available to them, the exhibits would be used in the instruction of students in the grade schools on the campuses of the colleges. Slippery Rock State College and Edinboro State College officials expressed a desire also for the establishment of semi-permanent exhibits in central locations within the colleges. Kutztown, East Stroudsburg, Clarion and Millersville State Colleges enthusiastically endorsed the establishment of a service which would provide them with exhibits.

It is apparent that informed opinion supports a program which would offer museum objects to teacher training institutions for the benefit of the Commonwealth's future school teachers. Corollary benefits would accrue to students at the State College campus grade schools.

CULTURAL ENRICHMENT AND CONTINUING EDUCATION

Many of the educators noted that cultural resources within communities remote from centers

of population are likely to be limited. They urged that consideration be given to a program which would enrich resources of communities throughout the Commonwealth.

This need has been recognized, also, by the National Congress of Parents and Teachers. The Action Program for local PTA's in 1963-65 includes as a target the expansion of community cultural resources; local units are urged to explore ways and means of accomplishing this objective.

There is ample evidence that citizens of all ages, in all localities, are eager for opportunities to broaden their understanding of the history of man. At the University Museum, for example, a special exhibit of "Tutankhamen's Treasures," a selection of objects from the tomb of "King Tut," drew 75,000 visitors in one month. In several states, traveling exhibits have been created; New Jersey's Historymobile visits communities throughout the state and attracted 318,000 visitors—as many as 2,500 in a single day—between April 1 and November 30, 1962.



A mobile museum, like this "Artmobile" of the Virginia Museum of Fine Arts, could bring the University Museum's treasures to residents of communities in all sections of the Commonwealth.

SECTION FOUR

A Program to Meet the Need

With these three areas of pressing need identified and verified, the task force proceeded to develop, in consultation with staff members of the University Museum, a proposal for a program which would provide museum exhibits for classroom study; offer museum objects to teacher training institutions; and bring selected collections of the Museum to communities throughout the state. The elements of the program, as related to its objectives are described briefly in the following paragraphs.

FOR THE IMPROVEMENT OF ELEMENTARY AND SECONDARY SCHOOL EDUCATION

1. The museum will assemble 375 special collections related to school curricula. These exhibits will be placed with 25 Distribution Centers throughout the state. The centers will in turn make them available to teachers in schools of the surrounding area. Illustrated brochures explaining the significance of the objects will be prepared for use in connection with the collections.

2. The Museum will create and operate a Mobile Museum—a specially-built trailer to carry exhibits to communities throughout the Commonwealth. This will make possible the exhibition of objects too large, too heavy, and too valuable to be included in the collections issued to the Distribution Centers. The museum on wheels also will reach areas which might not be able to take full advantage of Distribution Center service.

3. The Museum will produce a series of motion pictures which will be made available to Distribution Centers and to educational television outlets. These will be 15-minute films on specific subjects such as "Daily Life in Ancient Egypt," to supplement school curricula. In addition, there will be a film dealing with the varied resources of the Museum.

FOR ASSISTANCE IN TEACHER TRAINING

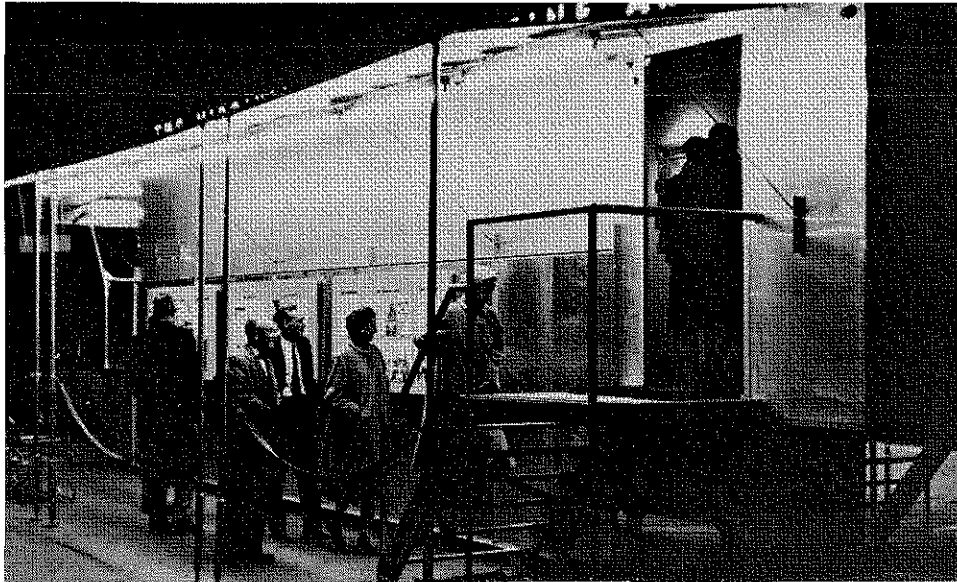
The Museum will prepare a minimum of 70 special collections (five for each of the 14 State Colleges, plus any required by other institutions for teacher training purposes) similar to those prepared for school use. Explanatory brochures and bibliographies of related reference material will accompany the exhibits.

FOR EXPANSION OF COMMUNITY CULTURAL RESOURCES

1. The itinerary of the Mobile Museum will be designed to bring its exhibits to com-

munities seeking cultural enrichment. Hours of operation will be arranged to encourage attendance by adults as well as school children.

2. Special collections will be prepared and distributed to selected public libraries for semi-permanent display.



Exterior lighting of the "Artmobile" invites visitors to the exhibit during evening hours.

3. The Museum will distribute copies of "Expedition," its quarterly magazine, to public libraries throughout the state.

4. The Museum's motion picture series will be made available to community institutions and organizations.

FOR SUPPORT OF THE PROGRAMS FOR SCHOOLS AND COMMUNITIES

1. The Museum will expand and improve its educational facilities, exhibitions, and staff, the foundations upon which the other programs rest.

2. The Museum will develop an information program to encourage utilization of the exhibits, readership of publications, and attendance at visits of the Mobile Museum, special exhibits, and showings of motion pictures.

SECTION FIVE

Implementation of the Program: Details of Operation and Estimates of Costs

SELECTION OF DISTRIBUTION CENTERS

A detailed investigation of possible distribution centers shows that some, but by no means all, of the State Colleges have the essential facilities and personnel to handle the project. Very few have any means of transporting the materials to the schools.

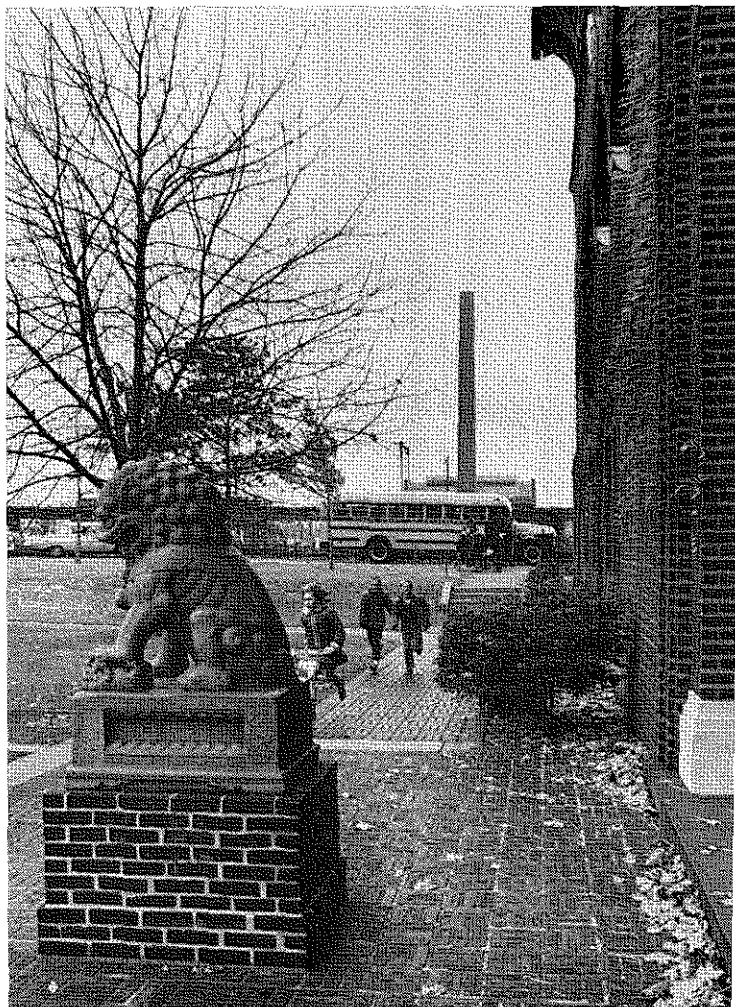
Most offices of county superintendents cannot administer such a project although there are notable exceptions. The Potter County Superintendent's office is equipped to serve as a Distribution Center, and the City of Erie is prepared to distribute exhibits to its schools.

Regional Audio-Visual Libraries being established by the Department of Public Instruction are in the formative stage. Those areas now covered by these installations are largely in the southeastern and southwestern portions of the state, and there is no immediate prospect of coverage in other sections where the need and demand are great.

The joint program of the State Library and the Pennsylvania Library Association for the establishment of 30 library centers throughout the state appears to offer great promise. Each center is designed to service several counties and will become an active resource center for the communities in those counties. They will have bookmobiles or some other form of transportation service suitable for the distribution of exhibits to the schools. The library association enthusiastically accepts the proposed program for the Museum, and promises complete cooperation. Use of the libraries as distribution centers would offer added benefits to their communities, in that exhibits not in use by the schools could be displayed in the libraries.

Eager arrival of school children at the Museum testifies to its attraction.

Photo by Peter Dechert



Establishment of a uniform system of distribution throughout the state is desirable in order to achieve the efficiencies and economies which accompany simplified procedures. The Museum therefore will work with the State Library and the Pennsylvania Library Association in the development of a distribution system which will make the museum materials readily available to school systems and community groups in all areas of the state. While the system is in the process of development, however, the Museum stands ready to work in each area with the agency best-equipped with facilities, personnel, and transportation service necessary to house, safeguard, and distribute the materials. In this manner, the Museum's resources can be made available to the greatest number of school children in the shortest possible time.

PREPARATION AND DISTRIBUTION OF EXHIBITS TO SCHOOLS

Each exhibit for classroom use would consist of approximately ten objects related to a particular topic or cultural area. These objects would be carefully selected from the Museum's collections, prepared for display, and packaged in a box which would serve also as an exhibition case. The Museum has thoroughly tested the feasibility and the educational value of this method in its program of loans to schools and other organizations in the Philadelphia area.

Initial distribution would consist of 15 boxed loans to each of approximately 25 Distribution Centers. This would require the selection and preparation of about 3,750 objects, well within the capacity of the Museum to supply. Each exhibit would be accompanied by mimeographed explanatory material for the use of teachers and students. This material will be supplemented by illustrated curriculum aid brochures as they are produced. Catalogue files will be prepared and provided to the Distribution Centers. At the end of each school year, the exhibits will be surveyed by the Museum to check their condition, and arrangements will be made for the exchange of exhibits among Distribution Centers, if desired.

The program will require the appointment of a new staff member to supervise the preparation, distribution, survey, maintenance, and replacement of exhibits, at an annual salary of \$6,000. The physical preparation of the 3,750 objects and the catalogue files covering them, construction of 375 exhibit cases, installation of objects, packaging and transportation of exhibits and catalogue files will cost an estimated \$35,000.

Curriculum aid brochures, printed in sufficient quantity, will cost about \$2,000 each. The Museum will provide four brochures during the first year, at a total cost of \$8,000.

The total cost of making museum objects available to school children throughout the Commonwealth through the Distribution Centers, therefore, would be \$49,000 for establishment of the program and operating costs in the first year. Annual costs thereafter would be about \$18,000 to cover the salary of the program administrator, printing of additional curriculum aid brochures, survey of exhibits, maintenance and replacement.

PREPARATION AND DISTRIBUTION OF MUSEUM OBJECTS TO TEACHER TRAINING INSTITUTIONS

These exhibits will be similar to those prepared primarily for use in the schools, since they will be designed for instruction of future teachers in the classroom use of such exhibits. They will be accompanied, however, by bibliographies of reference material related to the subject of the exhibits, and by material designed to offer assistance to potential teachers in presenting the exhibits most effectively.

Assembly of five exhibits for each of the 14 State Colleges will require the use of about 700 objects. Preparation of the exhibits, packaging, and transportation will cost about \$5,500. The program will be supervised by the staff member in charge of the Distribution Center program, and other costs also will be absorbed in other facets of the comprehensive plan. Annual costs in the future will depend upon the extent to which expansion of the program is demanded by other teacher training institutions, but are not likely to exceed \$2,000 for preparation and distribution of new exhibits, plus survey, maintenance, and replacement of existing exhibits.

MOBILE MUSEUM

To bring exhibits of special interest or value to school children and to other residents of communities throughout the state, the Museum will build, equip, and operate a Mobile Museum. This specially-built trailer would be ideally suited for special presentations which the Museum is uniquely qualified to provide, such as Biblical archaeology, the history of the alphabet, or science and mathematics in the ancient world.

The Mobile Museum will travel to all areas of the state, but its principal objective will be to bring the Museum's treasures to those communities relatively remote from cities which offer an abundance of cultural resources. In arranging the itinerary, sponsorship of local groups will be welcomed, but will not be prerequisite to a visit.

In general, the Mobile Museum will remain in each community for several days. During the school year, school classes will tour the Mobile Museum in accordance with a pre-arranged schedule. Adults will be welcomed at other times, and the Museum will be equipped to remain in operation during the evening hours for the benefit of working residents of the community.

In planning its Mobile Museum, the University Museum will have the benefit of the experience of institutions and organizations in other states which have engaged in similar ventures. The Virginia Museum of Fine Arts has had eight years of experience with a mobile museum known as the Artmobile; New Jersey's Tercentenary Commission is operating a Historymobile; California operated two traveling museums during its centennial year, and these were subsequently bought and operated by the Florida State Museum; and Wisconsin also sponsored a Historymobile.

A study of these programs indicates that the principal problem connected with the operation

of any type of mobile museum is the difficulty of accommodating the number of persons who wish to visit it. In New Jersey, where 318,000 persons viewed the exhibits of the Historymobile in eight months, the most frequent complaint was that the trailer did not remain in any one community for a sufficient length of time. Officials of the Tercentenary Commission reported that they were unable to meet the demand even by operating 12 hours a day, seven days a week. They stated that they were "shocked" by the intensity of interest, and that they are considering the formation of a "caravan" of several vehicles to expand the exhibition and accommodate a larger number of visitors.

Virginia's Artmobile has been so well received that the Virginia Museum of Fine Arts is now constructing a second, more elaborate unit. It is interesting to note that the most recent exhibit of the Artmobile—on the subject of Pre-Columbian Art in the Americas—included many items borrowed from the collections of the University Museum.

Drawing upon experience gained in operation of its first unit, the Virginia Museum is including several improvements in its new Artmobile, and expects to spend a minimum of \$65,000 before installation of exhibits. The New Jersey Historymobile originally was designed and used for a science exhibit sponsored by the New Jersey Bell Telephone Company. It is described by Tercentenary Commission officials as a "\$100,000 unit."

The University Museum's plans call for construction of a trailer incorporating the best features of the Historymobile and the Artmobile. It would be designed to present impressive, meaningful exhibits, and to accommodate 750 to 1,000 visitors a day. The estimated cost of the trailer and its tractor is \$85,000.

Salary of a lecturer-driver, installation of the first exhibit, and other operating and maintenance costs would bring the total to \$100,000 for the first year. Annual costs thereafter would be in the range of \$15,000 to \$20,000. The useful life of the Mobile Museum is estimated at approximately 20 years.

MOTION PICTURES

Motion pictures produced by the Museum will draw heavily upon the Museum's collections and upon knowledge gained through the Museum's expeditions.

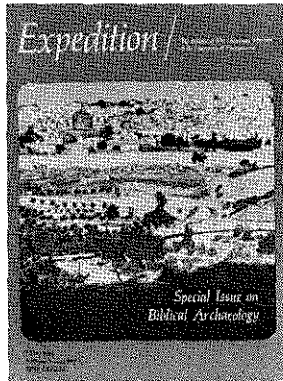
A series of 15-minute films, each concentrating on a specific subject related to school curricula, is planned. Copies would be made available to schools and community organizations through the Distribution Centers, and would be offered to educational television outlets. Cost of each film, including the required number of copies, would be about \$8,750. The Museum will undertake to produce two of these films each year, bringing the annual cost to \$17,500.

Another motion picture, broader in scope, will deal with the expeditions and collections of the Museum. It will run 28 minutes (so as to be particularly suitable for public-service TV show-

ings) and will be designed to impress upon viewers the fact that Pennsylvania possesses an internationally-respected archaeological and anthropological museum. The cost, including copies for Distribution Centers, will be \$25,000. Total cost of motion pictures in the first year, therefore, will be \$42,500.

DISTRIBUTION OF "EXPEDITION" TO PUBLIC LIBRARIES

The Museum's quarterly bulletin, "Expedition," is an attractive 36-page magazine. Its well-illustrated articles deal chiefly with studies made by members of the Museum's staff, and are written in accordance with the Museum's philosophy that scholarly studies should be interpreted to the public in clear and stimulating terms.



(Cover of Expedition)

By its nature, however, the magazine is expensive. The price per copy is \$1.00, and circulation consequently is limited.

One member of the task force, introduced to the magazine during his investigation of the Museum, has purchased subscriptions for all public libraries in the county he represents. Under the proposed program

for enrichment of cultural resources of communities in all areas of the state, the Museum will distribute a copy of each issue to each public library within the Commonwealth.

The cost of this service will be \$1,250 per year.

IMPROVEMENT OF MUSEUM'S EDUCATIONAL FACILITIES AND PROGRAMS

More than 20,000 school children, about half of them from beyond the Philadelphia County units, visit the Museum each year. Many requests for guided tours cannot now be granted because of staff shortages. Appointment of an additional, qualified guide-lecturer, at a salary of \$4,500, will permit the Museum to encourage additional visits by school children and organizations.

To stimulate the interest of children in archaeology and anthropology, the Museum also will expand and improve teaching facilities in an area devoted to collections selected especially for their appeal to younger children. Preparation of the collections and remodeling of the gallery will cost \$15,000.

Acquisition of the Grant collection from Haverford College has augmented the Museum's extensive collection in the field of Biblical Archaeology, and the Museum's continuing field work adds steadily to scholars' knowledge of the significance of the objects. To bring this



Guided tours for youngsters are so greatly in demand that additional guide-lecturers are needed.

knowledge to the public in meaningful form, the Museum will equip two complete galleries, one devoted to each Testament. The preparation of the collections for exhibition, and the remodeling of the galleries, will cost \$20,000.

The Museum's gallery classroom-lecture hall, which includes a telemation device for the coordination of motion picture and slide material into a scripted program, is a potentially great asset to the educational program. Its full value will be realized, however, only through employment of a full-time telemation scripter (salary, \$6,000), and professional preparation of materials (annual cost \$2,500).

This improvement and expansion of the Museum's educational activities, at a total initial cost cost of \$48,000 and annual operating expenses of \$13,000 will directly benefit the more than 200,000 visitors to the Museum each year; it will also benefit citizens throughout the Commonwealth by strengthening the programs of exhibitions, motion pictures, and publications designed to bring the Museum's resources to the people of Pennsylvania.

PUBLIC INFORMATION PROGRAM

A substantial expansion of the Museum's public information program will be required to support these programs if their potential benefit is to be fully realized. Existing channels of communication should be utilized and new ones developed.

Information on the nature of the exhibits available for classroom use and on the method of distribution will be disseminated through school system channels. News of exhibits on display at libraries, on motion pictures, and on special exhibits will be directed to mass media, local civic groups, PTA's, professional organizations, etc.

A special information program will be set up for the Mobile Museum. In addition to state-wide publicity and promotion through mass media, it will be necessary to supply school officials and community groups throughout the state with detailed information on the mobile museum, and to provide local news outlets with information in advance of scheduled visits. Additionally, the program will involve cooperation with local leadership groups in making arrangements for visits.

An additional employee will be required to handle these programs, at a salary of \$5,500. Supplies, communications, and expenses, including travel allowances, will cost an additional \$3,000.

SUMMARY OF ESTIMATED COSTS

Service	Initial Cost	Future Annual Expense
Exhibits for Classroom Use	\$ 49,000	\$18,000
Exhibits for Teacher Training Institutions	5,500	2,000
Mobile Museum	100,000	17,500
Motion Pictures	42,500	17,500
Free Distribution of Quarterly Publication	1,250	1,250
Improvement of Educational Facilities	48,000	13,000
Public Information	8,500	8,500
TOTAL	<u>\$254,750</u>	<u>\$77,750</u>

SECTION SIX

Reaction to the Proposed Program

In the course of correspondence with informed citizens on the several elements of the proposed program, the task force noted unanimous enthusiasm. Excerpts from a few of the letters received are here quoted as illustrative:

“It was a pleasure to talk to you about the possibility of a portable museum which could be used in the schools of Potter County. I hope that this will become a reality and that the State will allocate some money to carry on this project because I believe it will be worthwhile to our students.”—*John T. Rowlands, Superintendent of Potter County Public Schools.*

“Exhibits or displays of museum objects and artifacts from the University of Pennsylvania would be most welcomed by our college. We extend our sincerest appreciation for your interest in helping us to improve upon our educational facilities.”—*Norman W. Weisenfluh, President, Slippery Rock State College.*

“I am glad to know that prospects look good for State support of educational extension activities by your museum . . . I wish your project well.”—*Dr. M. Graham Netting, Director, Carnegie Museum.*

“We picture the contribution you will have as one breakthrough in helping our teachers develop a more comprehensive World Cultures program. Needless to say, we hope the State Legislature will consider this proposed service of such value as to justify financial support.”—*Robert B. Smith, Director, Millersville Regional Audiovisual Library.*

“As a District Library Center, serving Warren,



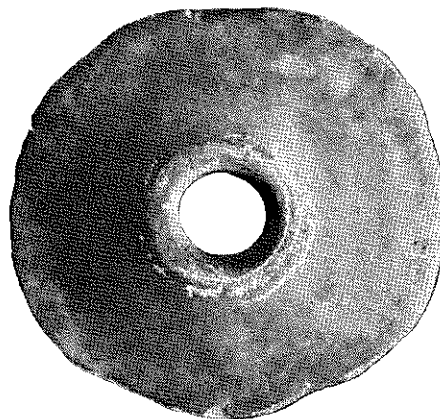
Ur Royal Cemetery, King's Grave, shell plaque from lyre.

Forest, McKean, Elk and Cameron Counties, we are most eager to have these materials available. It will do much to enrich the lives and knowledge of people in our area.”—*Mrs. Philip W. Coyle, Director, Warren Public Library.*

“Since the University of Pennsylvania Museum is not readily accessible to Pennsylvania students who live some distance from Philadelphia, I feel the suggestion of bringing exhibits to the schools is an excellent one.”—*Ralph C. Smith, Superintendent, Lycoming County Public Schools.*

SECTION SEVEN

The Museum's Financial Resources and Needs



During the 1962-63 academic year the University Museum is operating its plant and services on a budget of \$420,709, exclusive of the cost of research in the field. The operating funds will be expended as follows:

Professional staff salaries	\$ 97,600
Maintenance salaries	87,274
Administrative salaries	41,250
Technical and secretarial salaries	71,760
Educational Department	24,050
Library	11,275
Exhibitions	11,000
Current expenses and equipment	76,500
TOTAL	<u>\$420,709</u>

Field work will be supported by about \$61,000 in income from endowments restricted to that use by the donors, and by approximately \$250,000 which can normally be expected in the form of special grants from foundations and other agencies. It is hoped that the Fellows of the University Museum will contribute about \$17,000 during the year, which is not budgeted and will be used for such important purposes as arise during the year.

Of the budgeted \$420,709, the City of Philadelphia is providing \$10,000 through an appropriation to the Education Department. The balance must be met by the University of Pennsylvania. Toward this balance the University will apply some \$15,000 expected from Museum membership dues and about \$50,000 from the sale of reproductions and publications. More than \$355,000, then, will be drawn from the University's general income for the support of the Museum.

University and Museum officials are in agreement that any additional general University funds which may become available for the Museum's use must be applied first to the strengthening of its position as an integral part of the University's resources for the instruction of its students at the graduate and undergraduate level and as a center of scholarly inquiry. First call upon such funds will be for increases in professional salaries, which now barely meet the minima established by the University for its faculty members. In the words of Dr. David R. Goddard, Provost of the

University, "the pay of the anthropologist and the archaeologist should equal that of the physical scientist; distinguished people are entitled to distinguished compensation."

Other demands upon University funds include a need for additional professional staff members; renovation of galleries; and physical maintenance of the building, part of which was built before the turn of the century. Obviously, the value of any program undertaken by the Museum depends ultimately upon the maintenance of the quality of the professional and technical staff, and upon the continued provision of adequate physical facilities and equipment.

It would be difficult, indeed, for the University to justify the expenditure of additional sums received through tuitions, or through gifts intended for the advancement of higher education, upon extension of the Museum's services to elementary and secondary education and the citizenry of the Commonwealth at large. Similarly, the annual "general maintenance" appropriations of the Commonwealth to the University for the operation of its nine undergraduate schools and its ten professional and graduate schools are based upon the operating costs of those schools and/or the measurable contribution they are making toward achievement of the Commonwealth's objectives in the field of higher education.

It is appropriate then, to consider support of the proposed program through a separate appropriation to the Museum, much as the University's School of Veterinary Medicine receives a separate appropriation related to its unique place in the State's educational system. Such support also would be in line with the Commonwealth's practice of appropriations to museums throughout the state. In the fiscal year 1962-63 State support is being accorded to the Carnegie Museum, the Philadelphia Academy of Natural Sciences, Pennsylvania Academy of the Fine Arts, Philadelphia Commercial Museum, and the Franklin Institute, in addition to the \$868,171 appropriation to the Pennsylvania Historical and Museum Commission.

SECTION EIGHT

Conclusions and Recommendations

In carrying out its prescribed mission, the task force has been impressed by the richness of talent and the wealth of anthropological and archaeological knowledge offered to the Commonwealth by the University Museum of the University of Pennsylvania.

These are resources unavailable from any other source. A program which would bring them to communities throughout the state, and especially to school children, would be of incalculable benefit to the Commonwealth's educational and cultural progress.

Fortunately, it is the Museum's policy to share its treasures with the public. But the funds necessary to support endeavors which would permit a large number of Pennsylvanians to enjoy the collections, discoveries, and publications of the Museum are not now available.

Knowledge of our cultural heritage, and an understanding of the history of man and the world in which he lives, have today assumed a new importance. In such times, the Commonwealth cannot afford to permit less than full exploitation of the resources at its disposal.

The Joint State Government Commission's Legislative Task Force on the University Museum of the University of Pennsylvania therefore recommends that the General Assembly appropriate the sum of \$254,750 for the fiscal year 1963-64 to the University of Pennsylvania, in support of a program to extend the Museum's services as outlined in Sections Four and Five of this report.

The essential nature of such support is underscored by the fact that its objectives cannot be achieved in any other manner. The proposed program draws upon the unique resources of the Museum to strengthen the cultural centers now being developed in libraries throughout the Commonwealth, and it will complement the efforts of the Department of Public Instruction to improve the quality and quantity of audio-visual aids available to the public schools. In so doing, it will add distinction to these endeavors. Beyond this, it will provide the Commonwealth and its citizens with museum services of unmatched scope and quality, meeting long-felt educational and cultural needs of schools and communities relatively distant from the state's major centers of population.



For a character with which to indicate the end of this report, through the courtesy of the University Museum, we have gone to Egypt of the time of Ramesses IV, about 1160 to 1154 B.C. This is the late hieratic form of the hieroglyph which shows the forearm with the upper arm bent at the elbow and the palm of the hand downward. It contains the idea of the cessation of motion and was used as an abbreviation of the Egyptian word meaning "to cease," "to stop."

appendices

APPENDIX A

SENATE RESOLUTION

Serial No. 24

By Messrs. STIEFEL, CHAPMAN, MAHADY and KALMAN.

In the Senate, February 20, 1962.

In the past the General Assembly of Pennsylvania failed to extend much needed state-aid to the Museum of the University of Pennsylvania, thereby arresting during recent decades the further growth of this great Seat of Learning, an unexcelled and unsurpassed repository of materials so vital for the study of the Ancient Near East.

As the Bible is the undisputed cornerstone of our civilization and our main rampart in arresting the march of Godless hordes, the Department of the University of Pennsylvania dealing with studies of the Ancient Near East, as well as the University Museum with its great treasures unearthed by the museum-expeditions to ancient lands, are tendering a great service to the civilized world, to the People of the United States generally and to our citizenry in particular.

Only a thorough and exhaustive study could evaluate the significance of the Museum of the University of Pennsylvania and the importance of its full development for the cultural progress of Pennsylvania, a study that would undoubtedly present to the General Assembly of Pennsylvania the needs of the University Museum and the significance of state-aid thereto.

Now, Be It Therefore, Resolved, that the Joint State Government Commission is hereby directed to undertake a study of the services rendered by the University Museum to the citizenry of Pennsylvania, in order to thus ascertain its pressing needs and the tenability of an appropriation that would be conducive to the full utilization of the Museum capacities, and that such a study be submitted to the General Assembly of Pennsylvania at the opening of the 1963 Regular Session thereof.

And Be It Further Resolved, that the Secretary of the Senate of Pennsylvania forward copies of the instant Resolution, upon its passage, to Dr. Gaylord P. Harnwell, President of the University of Pennsylvania, and to E. Craig Sweeten, of development.

Adopted, February 20, 1962

APPENDIX B

In 1960-61, the University Museum of the University of Pennsylvania made its facilities available for meetings and conferences of the following organizations:

The American Chemical Society (Philadelphia section)
The Institute of Radio Engineers
The Philadelphia Musical Academy
The Philadelphia Little Symphony Orchestra
The Combs College of Music
The Philadelphia Accordion Orchestra
The American Philosophical Society
The Institute of Chemical Engineers
The Blind Artists Association
The Board of Education
International House of Philadelphia
American Institute of Electrical Engineers
Pennsylvania Institute of Certified Accountants
Curtis Institute of Music
Hillel Foundation
South East Pennsylvania Archaeological Society
Archaeological Institute
Philadelphia Anthropological Society
Geographic Society of Philadelphia
American Federation of Clinical Residents
Youth Hostels of America

APPENDIX C

A selection of institutions and organizations which borrowed objects from the collections of the University Museum of the University of Pennsylvania for study and display during 1962.

MUSEUMS

Albany Institute of History and Arts, Albany, New York
Brooklyn Museum, Brooklyn, New York
Buffalo Museum of Science, New York
Carlsbad Museum, Carlsbad, New Mexico
Carnegie Museum, Pittsburgh, Pennsylvania
Charleston Museum, Charleston, South Carolina
Dallas Museum of Fine Arts, Dallas, Texas
Everhart Museum, Scranton, Pennsylvania
Little Rock Museum of Natural History and Antiquities
Milwaukee Public Museum, Wisconsin
Museum of Fine Arts, Houston, Texas
Museum of Primitive Art, New York, N. Y.
Museo de Historia y Arte, Puerto Rico
New Jersey State Museum, Trenton, New Jersey
Peabody Museum, Salem, Massachusetts
Reading Public Museum, Reading, Pennsylvania
Replica Museum, Fort Bliss, Texas
Rochester Museum of Arts & Sciences, New York
Royal Ontario Museum, Toronto, Canada
Smithsonian Institution, Washington, D. C.
State Museum, Harrisburg, Pennsylvania
U. S. National Museum
Virginia Museum of Fine Arts, Richmond, Virginia

COLLEGES AND UNIVERSITIES

Beloit College, Beloit, Wisconsin
Brandeis University, Massachusetts
Dickinson College, Carlisle, Pennsylvania
Florida State University, Tallahassee, Florida
Gettysburg College, Penna.
Hastings College, Hastings, Nebraska
Pennsylvania Military College, Chester, Penna.
School of Mineral Industries, The Pennsylvania
State University
Southern Baptist Seminary, Louisville, Kentucky
Southwestern Baptist Theological Seminary, Fort
Worth, Texas
University of California at Berkeley, California
University of California at Los Angeles, California
University of Florida, Gainesville, Fla.
University of Miami, Coral Gables, Fla.
Westminster College, Princeton, New Jersey

ART MUSEUMS AND EXHIBITIONS

City Art Museum, St. Louis, Missouri
Denver Art Museum, Colorado
Des Moines Art Center, Iowa
Grand Rapids Art Gallery, Michigan
Society of Fine Arts, Palm Beach, Florida
South Carolina Art Association

OTHER

Asia House, New York, N. Y.
Century 21 Exposition, Seattle, Washington
China Institute, New York, New York
Department of Health, Washington, D. C.
Kentucky Guild Train, Kentucky

Mesa Verde National Park, Colorado
Missouri Botanical Garden, St. Louis, Missouri
Oriental Institute, Chicago, Illinois
Rockefeller Center Inc., New York
Roger Williams Park, Providence, Rhode Island
U. S. Department of State, Washington, D. C.
Valley Forge Historical Society, Pennsylvania
West Virginia Archaeological Society

* * *

Foreign institutions which have requested and received loans of objects from the University Museum of the University of Pennsylvania since 1930 include:

Bedford Gospel Mission, Bedford, England
Bernice Bishop Museum, Honolulu, Hawaii
Canadian National Railways, Canada
Count David Costantini, Roma, Italy
Cyprus Museum, Nikosia, Cyprus
Honolulu Academy of Arts, Honolulu, Hawaii
International Exhibition of Chinese Art, London,
England
International Persian Exhibit, London, England
Iranian Gold for Exhibit in Paris, France
Koninklyk Institut von de Tropon, Amsterdam
Koninklyk Museum voor Schone, Antwerp,
Belgium
Museum voor Land-en Volenkunde, Rotterdam,
Holland
Nigerian Art & Cultural Exchange
Palazzo Brancaccio, Rome, Italy
Universiteta-bibliotheket, Copenhagen, Denmark
Winnipeg Art Gallery, Winnipeg, Manitoba,
Canada

