

# Almanac

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Tuesday, March 15, 1994

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## Penn-UNESCO: Literacy Institute

An International Literacy Institute will be established at Penn in cooperation with UNESCO, under an agreement signed at the United Nations on March 4.

The Institute is expected to open in September 1994 with a million-dollar start-up budget and to meet a worldwide demand that will triple its scope in three years.

It will coordinate with Penn's National Center on Adult Literacy, headed by Dr. Daniel Wagner, professor of pedagogy at GSE. From its headquarters at 3910 Chestnut Street the NCAL—funded by a 1990 grant of \$10 million from the U.S. Department of Education—does research, organizes policy forums and conducts extensive telecommunications-based information and training programs throughout the country.

The new agreement will establish "a comprehensive center that will enable us to take advantage of the important linkages between worldwide and domestic literacy issues while applying the best in technical and research expertise," Dr. Wagner said.

The ILI will draw literacy scholars from all over the world to Philadelphia and become a focal point for innovation aimed at raising world literacy levels, said Victor Ordonez, director of UNESCO's Division of Basic Education.

It will "expand Penn's role in helping solve one of the world's most pressing problems," said Interim President Claire Fagin, "bringing new approaches to literacy programs that will benefit not only developing nations, but all nations interested in building a more prosperous world."

Literacy continues to be UNESCO's "highest priority," said Director General Federico Mayor. According to UNESCO statistics, there are nearly a billion illiterates in the world today, and while most are in developing nations, "millions in industrialized countries, while not illiterate, do not possess sufficient literacy skills to function effectively in work, home and their communities." The 1993 U.S. National Adult Literacy Survey showed nearly half of adult Americans would fit into the category of limited literacy skills.

## SAS Dean's Forum: Multiculturalism

Arthur M. Schlesinger, Jr., the Albert Schweitzer Professor in the Humanities at CUNY, will speak on *Multiculturalism and the Bill of Rights* at the 10th Annual Dean's Forum of the School of Arts and Sciences, to be held Thursday, March 31, at 8 p.m. in B-1 Meyerson Hall.

The Forum's founder, Former SAS Dean Joel Conarroe, will introduce Mr. Schlesinger at the forum, where Dean Rosemary Stevens will present 20 outstanding graduate and undergraduate students for Dean's Scholars awards.

## FY95 Budget Plans:

### Open Meeting March 16

*To the University Community:*

As in previous years, we are holding an open meeting of faculty, staff and students to review with you the planning for our 1995 Budget, including the recommendation on tuition and fees, and to respond to any questions you might have about these matters.

We invite you to join us at the session, to be held from 1 to 2 p.m. on Wednesday, March 16, in the auditorium of the Nursing Education Building.

— Marvin Lazerson, Interim Provost



*The Faculty Senate Succession, left to right: Gerald Porter, soon to be past chair; incoming chair Barbara Lowery, and chair-elect William Kissick, who will serve as chair in 1995-96. They take their new titles on April 27. The Faculty Senate Chair also chairs the Steering Committee of the University Council, and the three chairs together comprise a Consultative Committee which meets monthly with the President and Provost. See other officers, below.*

## SENATE

From the Senate Office

## Faculty Senate Officers for 1994-95

No additional nominations were received by the deadline and therefore the Senate Nominating Committee's slate of nominees is hereby declared elected. Effective April 27 the Faculty Senate Officers for the coming year will be:

<i>Chair:</i>	Barbara J. Lowery (nursing)
<i>Past Chair:</i>	Gerald J. Porter (mathematics)
<i>Chair-elect:</i>	William L. Kissick (molecular & cellular engineering)
<i>Secretary:</i>	Donald H. Berry (chemistry)
<i>Past Secretary:</i>	Dawn A. Bonnell (materials science & engineering)
<i>Secretary-elect:</i>	Meredith Bogert (restorative dentistry)

*Newly elected as at-large members of the Senate Executive Committee for 3-year terms:*

Ivar Berg (sociology)	Robert F. Lucid (English)
Ellen Prince (linguistics)	Cynthia Scalzi (nursing)

*For a 1-year term:*

Gail B. Slap (medicine & pediatrics)	Henry Teune (political science)
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*Newly elected as assistant professor member of the Senate Executive Committee for a 2-year term:*

Kathleen McCauley (cardiovascular nursing)

*Newly elected to the Senate Committee on Academic Freedom and Responsibility for 3-year terms:*

Charles Bosk (sociology)	Vicki Mahaffey (English)
Gail B. Slap (medicine & pediatrics)	

*Newly elected to the Senate Committee on Conduct for 2-year terms:*

John A. Lepore (civil systems)	Karen Buhler Wilkerson (nursing)
Sally H. Zigmond (biology)	

*Newly elected to the Senate Committee on the Economic Status of the Faculty for 3-year terms:*

Laura L. Hayman (nursing)	Robert C. Hornik (communication)
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The terms of the new Faculty Senate Officers and the newly elected members of the Senate Executive Committee begin with the taking up of new business at the Senate Executive Committee meeting scheduled for April 27, 1994. The terms of the newly elected members of the Committees on Academic Freedom and Responsibility, Conduct, and Economic Status of the Faculty begin on May 1. Full committee memberships will be published this fall in *Almanac*, or please contact Faculty Senate Executive Assistant Carolyn Burdon, 15 College Hall/6303; tel: 898-6943; e-mail: burdon@pobox.upenn.edu.

## One College That Sees Undergraduate Life Whole

The 1970 Task Force recommended the integration of undergraduate education at the University of Pennsylvania ... (nevertheless) no integration of undergraduate education has occurred. We believe that the integration of undergraduate education deserves the most serious study.

(Therefore) we recommend that the Steering Committee of University Council, in consultation with the deans of the undergraduate schools promptly establish a select panel to consider the integration of undergraduate education. The panel should include knowledgeable representatives from all Schools which are significantly involved in undergraduate education. The panel should assess the advantages and disadvantages of integrating undergraduate education and report its findings and conclusions to University Council.

—1978 Task Force on University Governance May 3, 1979

...the goal of “seeing life whole” will only be attained when it is effectively institutionalized with sufficient concreteness to ensure that implementation follows rhetoric. Clearly, no one school can achieve this. Likewise, experience has shown that the internal dynamics and priorities of the individual schools are too strong—and too diverse—to permit the schools operating collectively to achieve this aim. Finally, it would be inappropriate for the Provost to attempt to achieve them by administrative fiat. Thus there remains a need for a ‘fifth force’ in undergraduate education, a locus, focus, and facilitator of the kinds of initiatives that have failed to reach fruition in the past and that would foster greater cohesion throughout the undergraduate experience.

— *Interim Report, The University's  
New Five Year Planning Process February 28, 1989*

The call for the integration of undergraduate education at Penn is not new. It was suggested in 1970 and again in 1978. During the 1980s, however, it was decided that the schools were ‘too strong and too diverse’ to permit integration. Instead ‘a fifth force,’ the residential living programs, was proposed as an alternative to integration. Rather than achieving the desired goals the fifth force has further fragmented undergraduate education since it has not been tied closely to the four undergraduate schools. The residential living programs have made an important contribution to the intellectual life of the University; however, that contribution needs to be well coordinated with the other aspects of undergraduate education.

I believe that it is now time to take a systemic approach to undergraduate education and form a common structure led by an undergraduate dean who would have full financial and administrative responsibility for all aspects of undergraduate education and would sit as a peer with the other 12 deans. Those undergraduate programs currently administered by VPUL should be transferred to the dean of the new undergraduate school. Responsibility for the VPUL programs that support graduate education should be transferred to the Vice Provost for Graduate Education.

There is already, at least for the first two years, *de facto* integration. During freshman and sophomore year most Penn students take a remarkably similar course schedule, live together in the dorms and participate in the same extracurricular activities. Learning takes place out of class as well as in class, in extracurricular activities and in informal discussions. Advising takes place in faculty offices, in residences and through peer interactions.

Power at Penn is closely related to control of finances. For the dean of the undergraduate college to be a strong advocate for education he or she should, like all other deans, control 80% of the tuition paid by the undergraduate students and 100% of the external funds it could raise. An integrated undergraduate college would present a strong focus for development efforts to support undergraduate education.

Faculty would continue to receive primary appointments in the existing schools. Those schools would have responsibility for appointments, promotions and other personnel matters as well as graduate education. Financial transfers to the other schools will be made to support the costs of instruction. By controlling this process the dean would be able to provide a positive incentive for quality instruction and involvement in undergraduate education. The dean of the undergraduate school would contribute to personnel decisions by providing recommendations on matters such as teaching and service to undergraduates.

The dean would have no interest in promoting the finances of one school over another and the existing (perceived) restrictions on course enrollments outside a student’s home school would disappear. A strength of Penn is the proximity of the professional schools and liberal arts. Students should be encouraged to explore widely throughout the University as well as to participate in interdisciplinary programs. Artificial constraints to such exploration should be abolished.

Following the *Handbook* (page 19) the Faculty of the undergraduate college “... shall set its regulations for instruction of students and requirements for degrees in course and in faculty” as well as “determining the quality of the student body.” The Faculty of the new school will include members of the Faculties of the schools that currently have undergraduate programs as well as others from throughout the University. Responsibility for the major programs would remain with the individual departments and programs. An attempt should be made to move toward a common academic experience for the first two years. Such an attempt must be balanced with the need for certification in fields such as nursing and engineering.

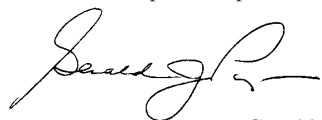
The competitive advantage that the Wharton School provides should be built upon. A smaller number of students should be admitted directly into business majors while the opportunity to enter these programs based upon academic performance is provided to a larger number of students. Hopefully this would ameliorate the situation where many students apply to SAS with the intention of transferring to Wharton. It should be recognized that all programs and departments have a limit on the number of majors that can be accepted and that it may be necessary to limit acceptance into the major.

The new school would, of course, be larger than the existing SAS. Size would be a serious disadvantage of integration unless positive steps were taken to diminish the psychological size of the college. An important step toward this goal would be the establishment of two year residential colleges. Each college would have no more than 400 students and would have self-contained dining facilities. It would be expected that all undergraduates would live in a residential college for their first two years at Penn. In particular, fraternity and sorority rushing would be deferred until second semester sophomore year. A master and faculty fellows would be associated to each college. Advising during the first two years should be centered in the residential college. Academic advising after the first two years should be centered in the department of the major. Students could maintain a relationship with a college after their sophomore year or could transfer to a thematic college which could be either virtual or physical.

The recently released report of the Commission on Strengthening the Community contains proposals on residential life and advising. In addition, Provost Lazerson has recently discussed tying the activities of the VPUL more closely to the undergraduate schools. Undergraduate education needs to be viewed as a whole; it would be a mistake to undertake change on a piecemeal basis. The proposals contained above provide only an outline of a comprehensive plan to restructure undergraduate education. Much work is required to fill in details, provide a transition from the current structure and raise funds to support our vision of residential colleges.

I call upon the Provost in consultation with the deans of the undergraduate schools to establish promptly a Task Force of faculty, students and academic administrators to plan for the integration of all aspects of undergraduate education. The Task Force should include knowledgeable representatives from all Schools that are significantly involved in undergraduate education and should have a broad mandate to consider all aspects of undergraduate education.

To attract the best undergraduates to Penn we must build upon those strengths that are unique to Penn. An integrated undergraduate program that draws upon the resources of the entire University while maintaining the intimacy of a small college will place us in strong competitive position. We must act to capitalize upon this advantage; our future depends upon it.



— Gerald J. Porter (gjporter@math.upenn.edu)

From the Senate Office

Actions Taken by the Senate Executive Committee  
Wednesday, March 2, 1994

**1. Handbook for Faculty and Academic Administrators.** The Chair reported that it is likely that the next edition of the Handbook for faculty distribution will be merged with the Policies and Procedures publication since there is a substantial overlap between the two publications. The Handbook will be available electronically through PennInfo later this spring.

**2. Access to Electronic Services.** The following resolution was passed unanimously:  
E-mail and electronically stored information are essential to the research and instructional activities of all faculty. The Faculty Senate urges that all schools within the University make available a computer and PennNet connection for each member of the faculty.

**3. Revision of the Just Cause Procedures.** Stephen Burbank reported that recommendations would be made by the end of the year. One option being explored is that of offering the respondent the choice of being heard either by a school tribunal or by a University wide tribunal.

**4. Academic Planning and Budget Committee.** The Past Senate Chair reported that next year's budget is still work-in-progress, with chronic problems in undergraduate financial aid in evidence. No figures on faculty salary increases have yet been determined. A major concern is that of implementing the 5% annual reduction in administrative costs. The goal was announced by the last administration but no plans were made. It is essential that this work get underway, and it must be implemented in the schools, not just in the central administration. The five-year plan of the School of Nursing is held as a model for such plans.

SEC discussion focused on the mandate for a 5% annual reduction of administrative costs. The committee must work to ensure that the new administration accepts this process. Although growth of the central administration has been the most visible, it is important that the schools also reduce costs. The provost must get the process started by bringing some pressure to bear on the schools.

**5. Capital Council Report.** The Past Senate Chair reported that Capital Council approved plans for planning for the Medical Center Biological Research Building II.

**6. Senate Committee Vacancies.** Nominations were made to committees for 1994-95.

**7. Academic Calendar.** The Committee received a report from the Senate Committee on Students and Educational Policy that recommended support for the SCUE proposal on the Academic Calendar (*Almanac* November 23, 1993). The SCUE proposal recommends two semesters with 67 days each, preservation of the fall break in October, and six days for reading period, including two weekend days.

Discussion in SEC favored most of these goals, with the notable exception of reducing the days of instruction in the second semester. SEC voted to support the student proposal with the exception of the proposal to remove three days of instruction from the second semester calendar.

**8. Report of the Commission on Strengthening the University Community.** Recommendation B1 instructs the Provost to appoint an ad hoc committee on faculty roles and responsibilities to define University values, including standards of faculty conduct; and to envisage the ways that teaching and research are related to constructive engagement in the life of the University community and the wider community. The general reaction was unfavorable to this proposal. SCAFR has the formal responsibility as part of its charge. Defining standards of conduct seems to be a dangerous enterprise. Further discussion of the report was curtailed by the arrival of the Provost.

**9. Discussion with the Provost.** The first question directed to the Provost concerned the progress of the 5% annual reduction in administrative costs. Provost Lazerson confirmed that little progress has yet been made. In theory the process should begin in the central administration, which is expected to serve as a model for cost reduction in the schools. This has not happened. Furthermore, the Provost does not exercise a great deal of leverage on the deans. Cost reductions are coming; there will be fewer staff a year from now.

Changes will occur in the regular activities of faculty to include more service-oriented activities that will benefit the institution. The University needs to be more creative in managing a reward system for service activities.

**10. University Council.** The question of continued participation in University Council was discussed. The general feeling is that over the last couple of years Council has been generally constructive, particularly as a public forum with constituency representation for serious discussion of significant ideas. The consensus is that SEC should remain in University Council.

A discussion was begun on the proposed restructuring of University Council. It was noted that faculty participate more than students on Council committees while students participate more than faculty on the Council. Discussion will continue at the next SEC meeting.

The Annual Meeting of the Faculty Senate is

April 20\*, 1994

3:30 - 5 p.m.

Room 109, The Annenberg School for Communication

\* not April 29 as given in *Almanac* March 1.

**Corrections:** Reuben *Kron*, not Cohen, was nominated to the Board of the University Chapter of the AAUP ("Slate for Campus AAUP," February 22, 1994). March 1's front-page story on the \$1.7 million gift for Minority Permanence said, "Last year 28 students held Fontaine Fellowships." More accurately, last year 28 students *received* Fontaine Fellowships; the total *held* was 95.

# Speaking Out

## Monochromatic Conservatism?

Colin A. Hanna (Class of 1968) uses the proposed abolition of the Religious Studies Department to complain about an alleged shocking lack of "intellectual" diversity at the University ("A Monochromatic Liberalism," *Almanac* February 15, 1993). He urges that we compare the "philosophical positions" of Penn faculty and students on the military, foreign policy, income distribution, the existence of God, etc., with "the rest of the nation," implying that this would demonstrate the truth of his own complaint.

But how does Mr. Hanna know what these differences are? Has he made, or can he cite, any such study of Penn versus national "intellectual" diversity of opinion? If not—and I am pretty sure, given his references to "lock-step liberalism" and the water buffalo case, that he is merely offering a Rush Limbaugh-type conservative outburst—his letter is a sad reflection on the Penn educational experience. One would have hoped for a greater respect for evidence, and perhaps a bit more loyalty to the University shown in Hanna's uncritical citing of the "national derision" it has suffered at the hands of the *Wall Street Journal* and other forces of *establishment* political correctness.

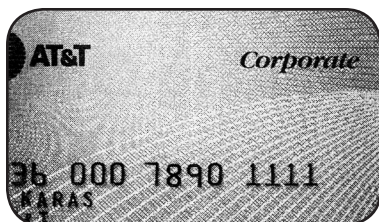
Mr. Hanna is also not too logical. If the University has been captured by the forces of godlessness, as he implies, the Religious Studies Department might also be corrupted: it may be focusing on texts about the difficulty rich men might have in entering the Kingdom of Heaven. Perhaps he should be pleased at the elimination of such a threat.

A standard form of conservative aggression in our time is the attack on institutions harboring dissident thought for alleged "unrepresentativeness." Military takeovers in Latin America have invariably been followed by the cleansing of universities in favor of a forcibly imposed respect for "God, Country and Tradition," and for the enforcing army. In the United States, conservatives have carried out a systematic campaign against the "liberal culture" of mainstream media reporters and entertainers, conveniently ignoring the locus (and "culture" and politics) of their owners, managers, and sources of funding (corporate advertisers). For universities, conservatives ignore the relative affluence of students and faculty, the huge proliferation of "free enterprise chairs" and Olin Foundation lectureships, and the growing dependence of faculty on corporate funding of research. Focus instead is on PC trivia that they can interpret as supporting the conservative agenda.

I wish that Hanna were right about the University being a hotbed of unrepresentative thought. It does allow dissent, but I am afraid that market processes are doing their work here as elsewhere.

—Edward S. Herman  
Professor Emeritus, Finance





### AT&T Calling Card: A Billing Problem

AT&T has advised the University that Corporate Calling Card calls appearing on the December 27, 1993 American Express statement were rated incorrectly due to a system error. The February 25, 1994 American Express statement contains adjustments to correct this error. The adjustments consist of two line items: 1) full credit for each misrated call from the December statement, and 2) a charge for each call at the corrected rate. The AT&T credits appear on the American Express summary pages of your statement, while the corrected charges appear on the AT&T portion of your bill.

If you have already been reimbursed for the business calls billed on your December statement, you must subtract each AT&T credit from the "Total AT&T" amount that is listed at the top of the AT&T portion of your bill to calculate the amount of the current calls. Also, you must make any adjustments for personal calls as usual. Please include all pages of your American Express statement that show AT&T credits and charges when requesting reimbursement for the calls.

AT&T has assured the University that the system error has been corrected. Your patience with this situation is appreciated. Please contact me at 898-3307 if you have any questions regarding your statement, or if you would like help in calculating your reimbursement.

— Lyn Hutchings, Travel Administrator

### Service for Mr. Carre: March 21

A memorial service for Edwin V. Carre, Jr., a Trust Administrator in the Treasurer's Office who died on February 4, will be held on *Monday, March 21* at 4 p.m. in the Club Room of the Faculty Club.

### Death of a Graduate Student

**Hava J. Krasniansky Gelblum**, a Ph.D. candidate in architecture, died at HUP on February 24 at the age of 56. A survivor of the Holocaust who escaped Czechoslovakia with her family in 1948, Ms. Gelblum had lived in Haifa until she was 24 and served as a sergeant in the Israeli army.

For the past three decades, Ms. Gelblum lived in Philadelphia where she was an interior designer and architect, initially independently and then as a member of Kling Architect & Engineers and for Interspace.

After taking her bachelor's degree in architecture from Penn in 1976 and a master's in architecture from Drexel in 1979, she had returned to Penn to pursue a doctorate in health-care facility design.

Ms. Gelblum is survived by her husband, Peter; her daughter, Daphna; and son, Ehud.

Family and friends are in the process of establishing a fund for a prize at GSFA to be given in her memory. Contributions can be sent to Jeannette Flam at 102 Meyerson Hall/6311.

## An Introduction to Student Services: First in a Series

Dear Colleagues,

When you suggest to a student that the University Counseling Service might be a good resource to turn to (remembering that they offer help for everything from procrastination to career indecision to complicated personal problems), both you and the student might wish to know exactly what is waiting, besides a kind welcome, on the second floor of the Mellon Bank Building. Here, then, is a brief sketch of the gateway into counseling at Penn.

(Please consult the *Faculty Resource Guide to Student Services* for steps to take in a real crisis. The information below is not meant for psychiatric emergencies.)

When a student calls the University Counseling Service (898-7021), the receptionist will set up the first appointment. For those with a problem that needs immediate attention, an on-call counselor is available every day and will meet briefly with such students to determine if they need a full appointment immediately or can wait to be scheduled. Even the standard first appointment is usually offered within two or three days. (After hours, students calling the service will hear a message that provides 24-hour emergency numbers for crisis assistance.)

The first session at the Counseling Service, called the Intake, is designed to gather information and obtain a clear picture of the student's problem so that an appropriate referral, within the Service or to some other agency, on- or off-campus, may be made. At the end of this session the intake counselor will discuss with the student the next step. If counseling in the University Counseling Service seems best, a counselor whose gender, age, specialty, and the like will be most likely to suit the student's need will call the student to make an appointment. To maintain confidentiality, and with the student's permission, this counselor will simply leave his or her name and telephone number and make no reference to the fact that the call is coming from the Counseling Service. This appointment often will take place within a week of the Intake, but during the times of peak usage students will generally be placed on the wait-list unless it is clear that any delay would be detrimental. Even wait-listed students should expect to be contacted within two weeks and are encouraged to call and ask to speak to the Associate Director, Dr. Leonard Miller, to let him know if new problems have increased the urgency of their need. Once an appointment is made, should the student feel, then or later, that the problem cannot wait for the assigned hour, he or she should call the Service to discuss the possibility of an earlier appointment. (Do encourage your students to let the counselor know the degree of urgency they feel: what is a manageable wait for one student may be unbearable for another dealing with a similar problem.)

Students should plan to arrive at the office 10 or 15 minutes before their Intake appointment (or at their convenience any time before) for they will be asked to fill out some forms and will want to read the handout that explains the range of services in Counseling Service and offers reassurance about matters of confidentiality and staffing that many students have in mind when they come for help. The forms that students are asked to fill out are optional and are kept confidential. They include general identifying information, a problem checklist, and a weekly schedule and help the counselor get to know something quickly about the student, allow the Service to keep track of the kinds of problems that bring people to their door, and thus help in matters of hiring, workshop planning, and the like.

Students should realize that the University Counseling Service is a resource used by hundreds and hundreds of students every year and that the counselors are chosen for their experience in dealing with the academic and personal issues students so often encounter during their years at Penn. If a student wonders whether the Counseling Service would be a good place to turn, here is a useful guideline: "If something is on your mind that troubles you, interferes with concentration, or in any way interferes with your comfortable academic or personal progress, the Counseling Service is worth consulting."

Because any faculty member referring a student to the University Counseling Service may have information about the urgency of the case and may also feel relieved to know that a student has taken advantage of the service, it is a good idea to ask any student one refers for permission to check with the service to make sure that the scheduling of the initial appointment goes smoothly. The student will have to fill out a release of information form at the Counseling Service for the counselor to give out any information, and students are often willing to do so. Of course a faculty member can always consult with the University Counseling Service at any time on the best ways to assist a student who is experiencing difficulty in a course. Thus University Counseling Service can provide help to faculty and students alike.

I hope this message proves useful.

— Alice Kelley, Associate Professor of English and Faculty Liaison to Student Services

### For Graduate Students and Postdocs: March 22

The Vice Provost for Graduate Education and Career Planning and Placement will sponsor an academic career conference, *Establishing Yourself in Academe: A Program for Graduate Students and Postdocs*, 4-6:30 p.m. on Tuesday, March 22 in Houston Hall. To register, call 898-7530. The conference features:

*Your First Teaching Job: Starting It Right*; Ines Salazar, assistant professor of English; 4 p.m., Smith-Penniman Room.

*College and University Teaching: A Sampler of Settings*; Betsy Bowden, professor of English, Rutgers; Scott McRobert, assistant professor of biology, St. Joseph's University; Mary Ann Macartney, assistant professor of English, Rosemont College; 4:30 p.m., Benjamin Franklin Room.

*Moving from Student to Colleague: Networking and Conferences*; Susan Watkins, associate professor of sociology; Jonathan Smith, assistant professor of computer and information science; 5:30 p.m., Benjamin Franklin Room.

# The Research Foundation: March 22nd Deadline

## The Research Foundation

### Statement of Purpose

The Research Foundation encourages the exploration of new fields across a broad spectrum of disciplines. In doing so, the Foundation expands opportunities for faculty to attract support and resources from external sources while encouraging work in fields that are traditionally under-funded.

The Foundation supports two levels of grants. The first level, Type A grants, provide support in the range of \$500 to \$5,000. The second level, Type B grants, provide support in the range of \$5,000 to \$50,000. The standard application for a Type A grant is briefer than that for a Type B grant, reflecting respective funding levels. However, the review criteria for Type A and Type B grants are similar, and several general factors are considered in evaluating an application for either type of grant. They are:

- Its contribution to the development of the applicant's research potential and progress.
- The quality, importance and impact of the proposed research project.
- Its potential value for enhancing the stature of the University.
- Its budget appropriateness in terms of the project proposed, including consideration of need and availability of external support.

### The Application Process

The Research Foundation Board will review both Type A and Type B applications in the fall and spring of each academic year. Applications for the fall cycle are due on or before November 1 of each year, while spring cycle applications are due on or before March 15\* of each year. All research projects involving human subjects or animals MUST receive Institutional Board approval PRIOR to funding. Questions concerning humans/animal research should be directed to Ruth Clark at 898-2614. All research projects involving the use of hazardous or biohazardous materials must receive approval from the Office of Environmental Health and Safety (OEHS) prior to initiation of experimentation. Questions about this approval process should be directed to Harriet Izenberg at 898-4453.

An original and ten copies of both Type A and Type B proposals should be submitted to the Office of the Vice Provost for Research, 217 College Hall/6381.

\* Extended this year to March 22.

**Ed. Note:** For Fall Cycle awards of the Research Foundation, please see page 6.

**Type A** proposals should contain a brief description of the research and the specific needs which the grant will cover. The proposal should include:

- I. Cover page(s)
  1. Name, Title, Department, School, Campus Mailing Address, Signatures of Department Chairperson and Dean.
  2. Title of proposal.
  3. Does the project utilize human subjects or animals?
  4. Does the project involve the use of any of the following:
    - potentially infectious agents including human blood, blood products, body fluids or tissues?
    - in vitro formation of recombinant DNA?
    - hazardous chemicals (acutely toxic chemicals, reproductive hazards, carcinogens)?
  5. Amount requested.
  6. 100-word abstract of need.
  7. 100-word description of the significance of the project for the educated non-specialist.
  8. Amount of current research support.
  9. Other pending proposals for the same project.
  10. List of research support received during the past three years. Include funds from University sources such as schools, department, or Research Foundation.  
If you were funded by the Research Foundation in the last three years, please submit a brief progress report with publications and grants proposed or received (no more than one page).
  11. A one-page biographical sketch of the investigator(s) listing educational background, academic positions held, and five recent publications.
- II. A back-up of the 100-word abstract in the form of a three or four page mini-proposal.
- III. A budget list that justifies the specific items requested and assigns a priority to each item. Budgets should not exceed a two-year maximum time period.  
Categories of Research Foundation support for Type A proposals will focus on:
  - Seed money for the initiation of new research.
  - Limited equipment requests directly related to research needs.
  - Summer Research Fellowships, with preference for applications from Assistant Professors.
  - Travel expenses for research only.
  - Publication preparation costs.

**Type B** proposals are limited to ten single spaced pages in length. The following format is suggested for Type B proposals:

- I. Cover Page(s)
  1. Name, Title, Department, School, Campus Mailing Address, Signatures of Department Chairperson and Dean.
  2. Title of proposal.
  3. Does the project utilize human subjects or animals?
  4. Does the project involve the use of any of the following:
    - potentially infectious agents including human blood, blood products, body fluids or tissues?
    - in vitro formation of recombinant DNA?
    - hazardous chemicals (acutely toxic chemicals, reproductive hazards, carcinogens)?
  5. Amount requested.
  6. 100-word abstract of need.
  7. Amount of current research support.
  8. Other pending proposals for the same project.
  9. Listing of publications and research support, including titles, amounts, and grant periods, received during the past three years. Include funds from University sources such as schools, department, or Research Foundation.
  10. A brief curriculum vitae for the principal investigator.
- II. Introduction (two to three pages)  
Statement of the objectives and scholarly or scientific significance of the proposed work.
- III. Methods of Procedure (three to four pages)  
Description of the research plan and methodologies to be employed.
- IV. Description of the significance and impact of the project.
- V. Description of how a Research Foundation grant will facilitate acquisition of future research funds.
- VI. Budget (one page) two year maximum. Each budget item should be listed in order of priority. Categories of Research Foundation support for Type B proposals focus on several areas of need. These are:
  - Matching funds, *vis-à-vis* external grant sources.
  - Seed money for exploratory research programs.
  - Support for interdisciplinary research initiatives.
  - Faculty released time.

Requests for student tuition and dissertation fees will not be considered by the Foundation.

## Research Foundation Awards, Fall Cycle 1993

Rita Balice-Gordon, Biology, SAS, *Activity Dependent Mechanisms Underlying Synapse Formation and Maintenance*.

Rita Barnard, English, SAS, *Shopping for Images: American Women Writers and Consumer Culture*.

Haim Bau, Mechanical Engineering & Applied Mechanics, SEAS and Jay Zemel, Electrical Engineering, SEAS, *A Precision Saw System for Microfabrication*.

Dan Ben-Amos, Folklore and Folklife, SAS, *Festschrift for Dr. Kenneth Goldstein*.

Dan Ben-Amos and Dov Noy, Folklore and Folklife, SAS, *The Folktales of the Jews*.

Lee Cassanelli, History, SAS, *The Impact of Somali Diaspora Communities on Regional and National Identities in Somalia, 1890-1990*.

Charles Clevenger, Pathology & Lab Medicine, Medicine, *Isolation of the Human Prolactin Receptor Locus and cDNA*.

Jeffrey Cohen and Julia Moore Converse, GSFA, *Graced Places: The Architecture of Wilson Eyre: A Collaborative Project of Documentation and Presentation*.

R.J. Composto and J. B. Rothman, Materials Science and Engineering, SEAS and L.E. Sneddon, Chemistry, SAS, *SIMS Analyzer for PHI 600 Scanning Auger Multiprobe*.

John Crawford, Psychology, SAS, *Anatomical and Neurophysiological Substrates for Processing Communication Sounds in the Vertebrate Auditory System*.

Hai-Lung Dai, Chemistry, SAS, *Ultrafast Laser Spectroscopy on Metal and Semiconductor Surfaces*.

Daniel Deudney and John Ikenberry, Political Science, SAS, *The Politics of the Western System of Democratic States*.

Carol Deutsch, Physiology, Medicine, *Role of K<sup>+</sup> Channels in T Lymphocyte Function*.

Francis Diebold, Economics, SAS, *Business Cycles: Expansions, Contractions, and Co-movement*.

Gary Dubin, Medicine, Medicine, *Animal Immunization Studies with the Herpes Simplex Virus Type 1 gH-gL Glycoprotein Complex*.

Nader Engheta, Electrical Engineering, SEAS and Edward Pugh, Jr., Psychology, SAS, *Upgrade to Imaging Analysis System in Polarization-Difference Imaging*.

Peter Felsburg, Clinical Studies, Veterinary Medicine, *Model of X-Linked Severe Combined Immunodeficiency*.

John Fischer, Materials Science and Engineering, SEAS and Andrew McGhie, LRSM, SEAS, *Acquisition of Modulated Differential Scanning Calorimetry as a New Technique in Materials Research*.

David Goldhamer, Cell & Developmental Biology, Medicine, *Skeletal Muscle Formation and the Developmental Regulation of the Human myoD Gene*.

Farah Jasmine Griffin, English, SAS, *Who Set You Flowin?: The African American Migration Narrative*.

Melvyn Hammarberg, American Civilization, SAS, *World View and Experience Among the Latter-Day Saints*.

Lynda Hart, English, SAS, *International Women's Theater: Feminist Perspectives*.

Saleem Kassam, Electrical Engineering, SEAS, *Multi-Channel Data Acquisition System for Imaging Arrays*.

Ellen Kennedy, Political Science, SAS, *Democracy Against Liberalism: The Political and State Theory of Carl Schmitt*.

R.H. Koch, Astronomy & Astrophysics, SAS, *Hardware Upgrading of Capability to Model Stellar "Winds"*.

Per Krusell, Economics, SAS, *Investment-Specific Technological Change and Economic Growth*.

Phoebe Leboy and Irene Kazhdan, Biochemistry, Dental Medicine, *Transcriptional Regulation of Osteoblast Differentiation*.

Marsha Lester, Chemistry, SAS, *Intermolecular Interactions of Hydroxyl Radicals on Reactive Potential Energy Surfaces*.

James Lok, Pathobiology, Veterinary Medicine, *Genetic Regulation of Developmental Arrest in Parasitic Nematodes*.

Mark Low, Statistics, Wharton, *Confidence Sets for Function Estimation Problems*.

Scott Mackler, Medicine, Medicine, *The Effects of In Utero Cocaine Exposure on Gene Expression in the Mouse Embryo*.

George Mailath, Economics, SAS, *An Evolutionary Approach to Endogenous Interactions*.

Roberto Mariano & Tayyeb Shabbir, Economics, SAS, *The Dynamics of Asian Financial Markets and Contributions to Economic Growth*.

Cynthia Otto, Clinical Studies, Veterinary Medicine, *Expression of Recombinant Feline Tumor Necrosis Factor (rFeTNF) in a Baculovirus System and the Development of a Monoclonal Antibody to Feline TNF*.

Roberta Pearson, Communication, Annenberg, *General Custer and Popular Culture: The Representation of Race, Gender and History*.

Holly Pittman, History of Art, SAS, *Seals and Sealing Practices at Old Babylonian Sippar*.

Robert Ricklefs, Biology, SAS, *Phylogenetic Analysis of Mangroves Using DNA Sequencing*.

Rafael Rob, Economics, SAS, *Innovation and Market Structure Under the Presence of Network Externalities*.

Lawrence Rome, Biology, SAS, *Design of the Muscular System*.

Neal Rubinstein, Cell & Developmental Biology, Medicine, *Normal and Abnormal Responses of Skeletal Muscle to Thyroid Hormones*.

Michael Ryan, Van Pelt Library, *Enhancing Access to Codex Manuscripts of the Late Medieval Through Early Modern Periods*.

Peggy Sanday, Anthropology, SAS, *Acquaintance Rape and the College Sexual Culture*.

Vivian Center Seltzer, Social Work, *Cross Cultural Study of Teenage Perception on Future Adult Life*.

Raymond Shapiro, Psychiatry, Medicine, *Identification of a Susceptibility Gene Locus for Autism*.

Bruce Shenker, Pathology, Dental Medicine, *Upgrade of the SDM Flow Cytometry Facility*.  
Neil Shubin, Biology, SAS, *A Genetic Approach to the Evolution of Fins and Limbs*.

Susan Silverton, Oral Medicine, Dental Medicine, *Pagetic Bone Cells and Osteoclastic Bone Resorption*.

Nancy Spinner, Pediatrics, Medicine, *Analysis of a Translocation Breakpoint in Alagille Syndrome*.

Craig Stevens, Radiation Oncology, Medicine, *Genetic Control of Cell Senescence in Primary and Human Papilloma Virus Immortalized Human Fibroblasts*.

Bayard Storey, Ob/Gyn, Medicine, *Optimization of Cryosurvival of Human Spermatozoa*.

Paul Taubman, Economics, SAS, *Collection and Socioeconomic Analysis of Data on a New Sample of Male and Female Twins*.

Edward Thornton, Chemistry, SAS, *Extended Molecular Dimensionality: A General Solution for Construction of Large Molecular Scaffolds*.

Jeffrey Tigay and Barry Eichler, Asian and Middle Eastern Studies, SAS, *Publication Costs for The Bible and Its Afterlife*.

Raymond Townsend, Renal Medicine, Medicine, *Metabolic Effects of Antihypertensive Drug Therapy*.

Lorraine Tulman and Jacqueline Fawcett, Nursing, *Functional Status Outcomes in Female Cancer Patients*.

Kenneth Ugen, Medicine, Medicine, *Genetic Immunization Against HTLV-1 Infection*.

Donald Voet, Chemistry, SAS, *The X-Ray Structure of Yeast Inorganic Pyrophosphatase and Its Mutants*.

Joan Marie Von Feldt, Rheumatology, Medicine, *Cognitive Deficits in SLE Patients: Correlation of Brief Exam with Formal Neuropsychiatric Testing*.

Richard Waterman, Statistics, Wharton, *Improving Maximum Likelihood Estimation*.

Siegfried Wenzel, English, SAS, *Medieval Sermon Literature*.

Ruth York, et al, Nursing, *An Examination of Resources Needed to Improve Access to Prenatal Care*.

### Cystic Fibrosis Test for Couples Planning a Baby

If you are pregnant or planning to have children in the future, you should consider having a test to determine your risk of having a child with cystic fibrosis (CF). CF is the most common serious inherited disease among white children. It affects one in every 2,500 babies born in the United States; and in most cases, there is no family history of the disease. One out of every 600 couples is at risk of having a baby with CF.

The University of Pennsylvania Medical Center is offering a simple test that can determine your risk of having a baby with CF. The initial test is free for couples who volunteer, and are eligible to participate in a study. To be eligible, neither partner can have a family member, living or deceased, with CF. The woman must be either not pregnant or less than 15 weeks pregnant. In addition, due to an extremely low CF carrier risk in African American and Asian/Asian American couples, testing in these groups is not recommended.

For further information or to enroll in the study, please call me at 662-3232.

—Rose Giardine, Genetic Counselor

### Vanpool Spaces: Drexel Hill/Lansdowne

The Drexel Hill/Lansdowne vanpool has spaces available for people who would like to get to campus safely, in comfort and hassle-free. Door-to-door pick up in rain, sleet or snow, and the price is right: If you want to drive, your ride is free.

For information, call Donna Cameron at 898-7858.





## Ibeji: Celebrating West African Dance

The Ibeji dance troupe, under the direction of founders Jeannine Osayande and Hodari Banks, will perform African and African-rooted dance and music in the University Museum's Harrison Auditorium, Sunday, March 20, at 3 p.m. Tickets: \$10, \$8 for members, students and senior citizens, \$5 for children 5-12. Ticket info: 898-4890.

**About the Crime Report:** Below are all 18th District Crimes for the period February 21 to 27, 1994 and all Crimes Against Persons and Crimes Against Society listed in the campus report for the period February 28 to March 13, 1994. Also reported for this period were Crimes Against Property including 57 thefts (including 6 burglaries, 14 of auto, 8 from auto, 4 of bicycles); 16 incidents of criminal mischief and vandalism; 1 of trespass and loitering; 2 of forgery and fraud. The full reports can be found in Almanac on PennInfo. — Ed.

## The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of February 28, 1994 and March 13, 1994. The University Police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

### Crimes Against Persons

**34th to 38th/Market to Civic Center:** Robberies (& attempts)—4, Simple assaults—1, Threats & harassment—2

03/01/94	5:02 PM	Nichols House	Unwanted phone calls received
03/04/94	12:48 AM	Birthday Dorm	Complainant assaulted by roommate
03/04/94	9:03 PM	200 Block 37th	Robbery by unknown actors
03/06/94	4:07 AM	3604 Chestnut St.	Robbery by male w/starter pistol/arrest
03/07/94	10:35 AM	Faculty Club	Manager received harassing phone calls
03/09/94	11:38 PM	36th & Sansom	Robbery at gunpoint by males
03/12/94	3:00 PM	Botanical Garden	Bike taken from juvenile

**38th to 41st/Market to Baltimore:** Sexual assaults—1, Robberies (& attempts)—5,

Simple assaults—1, Threats & harassment—3			
02/28/94	2:13 PM	4000 Blk Chancellor	Robbery by male
02/28/94	11:16 PM	40th & Chestnut	Robbery at gunpoint
03/01/94	4:17 PM	3901 Walnut St.	Threats by ex-employee's family
03/02/94	1:21 PM	313 S. 41 St.	Numerous hang up calls received
03/02/94	10:58 PM	200 Block 41st	Harassment by unknown male
03/02/94	11:06 PM	200 Block 40th	Complainant grabbed on buttocks
03/03/94	2:20 AM	4013 Chestnut St.	Complainant sustained injury to eye
03/07/94	7:18 PM	16 S. 40th St.	Unknown male took handbag/contents
03/08/94	8:12 PM	300 Block 41st	Robbery of cash at gunpoint
03/10/94	2:53 AM	3800 Block Walnut	Student robbed at gunpoint

**41st to 43rd/Market to Baltimore:** Robberies (& attempts)—2

03/03/94	8:57 PM	4100 Block Locust	Attempted robbery of delivery person
03/05/94	9:04 PM	4200 Block Walnut	Robbery by males w/knife/arrest

**Outside 30th to 43rd/Market to Baltimore:** Aggravated assaults—1, Threats & harassment—2

02/28/94	3:52 PM	15th & Spruce St.	Unknown male followed complainant
03/02/94	1:25 AM	42nd & Woodland	Officer assaulted at PPD car stop
03/03/94	5:56 PM	105 E. Cliveden	Harassing letters received

### Crimes Against Society

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

03/12/94	8:27 PM	3400 Block Sansom	Suspect acted disorderly/cited
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**30th to 34th/Market to University:** Disorderly conduct—1

03/11/94	9:49 PM	Lot # 5	Male urinated/caused disturbance
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## 18th District Crimes Against Persons

February 21 to 27, 1994

Schuylkill River to 49th Street, Market Street to Woodland Avenue

Totals: 11 Incidents, 1 Arrest

Date	Time	Location	Incident	Arrest
02/21/94	3:24 AM	1220 S. 45th St.	Aggravated Assault	No
02/21/94	9:14 PM	4600 Chester St.	Robbery	No
02/22/94	10:05 PM	4204 Chester St.	Robbery	Yes
02/23/94	7:50 AM	4600 Market St.	Robbery	No
02/23/94	6:48 PM	1300 Hanson St.	Rape	No
02/23/94	7:10 PM	400 S. 46th St.	Robbery	No
02/24/94	1:15 PM	4600 Larchwood St.	Robbery	No
02/24/94	7:20 PM	4108 Spruce St.	Robbery	No
02/24/94	11:54 PM	3900 Chestnut St.	Robbery	No
02/27/94	4:29 AM	4629 Baltimore Ave.	Aggravated Assault	No
02/27/94	2:10 PM	4300 Baltimore Ave.	Aggravated Assault	No

# Update

MARCH AT PENN

## CHANGE

**16** The location of *The AMA and Health Care Reform*; George Lundberg at 4:30 p.m. is the *Medical Alumni Hall, 1 Maloney, HUP (LDI)*.

## EXHIBIT

**21** *Thesis Exhibition*; artwork by graduating GSFA students; reception, March 25, 6-8 p.m.; Meyerson Hall Galleries. *Through April 1*.

## FITNESS/LEARNING

All workshops at Biomedical Library, Johnson Pavilion. Registration: 898-5817 or email [campbell@pobox.upenn.edu](mailto:campbell@pobox.upenn.edu).

**16** *Reference Manager/Endnote Plus Software for Mac demonstration*; 2-4 p.m.

**17** *Medline on the PennData System: An Introduction*; 1-3 p.m.

**22** *Accessing Biomedical Information Using the Internet*; 9 a.m.-noon.

## TALKS

**16** *The Mouse t complex: Segregation Distortion, Male Infertility Genome Function*; John C. Schimenti; Jackson Laboratory; noon; Hirst Auditorium, Dulles, HUP (Reproductive Biology).

*Current Trends in Environmental Consulting: Attitudes and Opportunities*; Kent Patterson, Environmental Resources Management; 8 p.m.; Room B2, Vance Hall (Two Shades of Green).

**18** *77-Year-Old Woman With Painless Jaundice*; G. Scott Long, medicine; noon; Agnew-Grice Auditorium, Dulles, HUP (Medicine).

**21** *Guerra y cultura: los intelectuales y el fin de siglo*; Arcadio Diaz-Quiñones, Princeton; 4:30 p.m.; Room 543, Williams Hall (Latin American Cultures, Romance Languages).

**22** *Mechanisms Responsible for the Conversion from Chronic to Acute Coronary Heart Disease Syndrome*; James T. Willerson, University of Texas; 8 a.m.; Medical Alumni Hall, Maloney, HUP (Medicine).

*Calcium Inactivation of SR Calcium Release in Frog Skeletal Muscle Fibers*; W. Knox Chandler, Yale; 4 p.m.; Physiology Library, Richards Building (Physiology).

**Deadlines:** For May at Penn: April 12. For the weekly update: every Monday, one week prior to the week of publication. Information can be sent via e-mail, campus mail, via fax or hand carried.



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### At the Arthur Ross Gallery

A century ago Wilson Eyre (1858-1944) achieved wide renown as a domestic architect, designer of gardens, gifted draftsman, founding editor of *House and Garden*, and teacher of design and drawing at Penn—a teacher who advised his students, “Do not have theories. No artist has any business with them. If you don’t work from *inspiration*, you can get no aid from theories.”

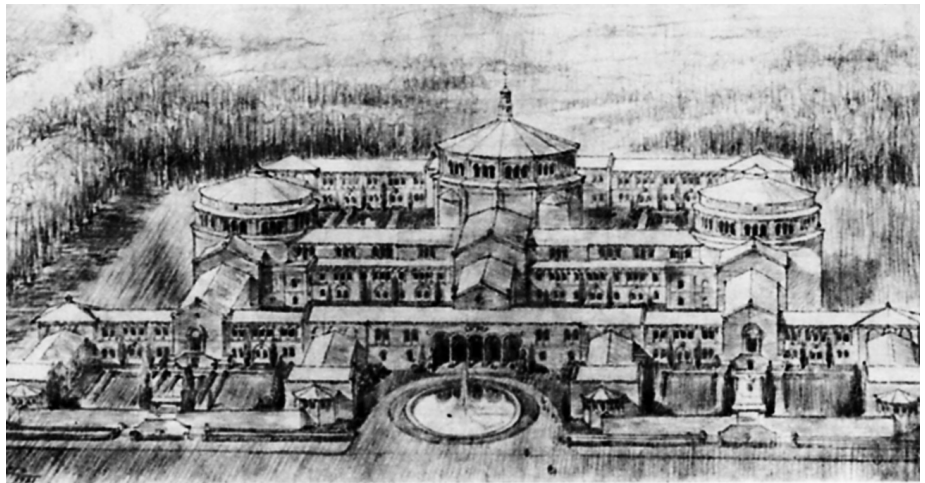
One of the most inspired buildings on campus is an Eyre (*right*), and so are some of the best-loved off-campus Penn properties, such as the Mask and Wig Club and the David Pepper House at Morris Arboretum, now Thomas Sovereign Gates Hall.

This Saturday, March 19, the Arthur Ross Gallery opens an exhibition of his work called *Graced Places: The Architecture of Wilson Eyre*. The show runs through May 1, long enough to be seen by architects from around the world who will attend the Society of Architectural Historians’ international conference April 27-May 1.

Over 150 of Wilson Eyre’s drawings will be on display along with scrapbooks, historic photographs, early journals, furniture, and artifacts. The drawings come largely from Penn’s Architectural Archives, which organized the exhibition and owns over 800 of them—the majority donated by Eyre’s younger sister, the sculptress Louisa Eyre.

Guest curator for the exhibition is Dr. Jeffrey A. Cohen, an architectural historian and editor whose Penn dissertation addressed many of Eyre’s early urban residences. The installation by Mark Alan Hewitt and Harris Steinberg is inspired by Eyre’s architectural designs from the turn of the century, incorporating colors used in his Arts and Crafts tilework and architectural elements that evoke Eyre’s house and garden designs.

Some of Eyre’s work from the late Victorian era will be presented via computer, at stations where the user can call up supporting visual and textual documentation that will complement the drawings and describe each of Eyre’s commissions through interactive illustrated databases. Mark Aseltine, director of computing at GSFA, designed the program, using Apple Computer’s Hyper-card. This program will be the basis for what the Architectural Archives Director Julia Moore Converse calls a long-needed comprehensive catalogue of Eyre’s work. — M.F.M.



### The Museum: One of Eyre’s ‘Graced Places’

In October of 1893, the building committee for the proposed Free Museum of Science and Art argued for a larger rather than a smaller scheme, on the grounds “it was easier when dealing with large men to do large things than small ones.” With Philadelphia still riding the crest of optimism engendered by the Centennial, and the continuing expansion of its railroad-based industry, large men were readily found to donate to and serve as directors for a Free Museum of Science and Art, which, it was hoped, would obtain the rapidly growing collections of the Archaeology Department of the University of Pennsylvania.

Unlike most socially exclusive boards, including the University’s, this committee transcended both the city’s social and cultural divisions and its parochial isolationism. Envisioned by daring men who had shaped national businesses, the building they commissioned was to be one of the largest museums in the world, fully four times larger than the portion that was eventually constructed! The present wing with its elegant pool-centered courtyard and partially completed central courtyard were to be repeated to the west. Another row of wings framing courtyards were to face south.

With City Hall dragging into its third decade of construction, it occurred to realists on the board that “it was necessary to plan the building in such a way that portions might be erected from time to time, each portion being complete in itself.” They suggested that brick be used so that the building could be erected at “as small a cost as might be consistent with dignified results.” With these rather broad guidelines, the committee took another gamble and appointed a committee composed of the architectural faculty of the Department of Architecture—Wilson Eyre, Jr., Walter Cope and Frank Miles Day—to produce designs for the museum. Though they had worked together as founders of the T-Square Club, the three firms had never practiced together. Funds were raised, and a matching grant was obtained from the state; the city gave nine acres below Spruce Street east of 34th to hold the museum and an adjacent botanical garden.

Drawings show two approaches to the problem. The more conventional took the form of a white marble classical scheme, domed in the fashion of the Pantheon and recalling traditional classical museum buildings. The alternate brick scheme has generally been assumed to be Eyre’s. He probably conceived the careful proportions and the pointillist sparkle of the brick surface accented with tile and marble mosaic. But the style selected also corresponded to the tastes of his associated architects: Day’s affection for the Italian is well known, and Walter Cope had spent the winter of 1884 in north Italy during his grand tour and had carefully drawn the elevation of the octagonal baptismal of S. Stephano in Bologna, recording both mosaic bands and tympana filled with brick mosaic “in red, white, buff, black, brown” interspersed with bits of Byzantine stonework. Authors of the period were satisfied to believe that it was the joint expression of the three firms that gave the museum such vitality, though they simultaneously wondered how three such disparate personalities had avoided conflict.

If the style was chosen to denote the unconventional nature of the architectural collections, the plan was derived from the conventional axial *parti* of the Beaux-Arts. But masked by the northern Italian style, the museum could be erected in phases as funds became available. Surprisingly, because of its original style and its evocative courtyards and pools, the building became an extraordinary success admired even by critics hard on Philadelphia design. Montgomery Schuyler saw in its Ruskinian roofs and expressive walls a “proud humility” that rested in the “homebred and vernacular air of the building.”

Given the originality of the style, it is surprising that its character has been maintained over later phases, beginning with the construction of the east wing in 1912 and continuing with the rotunda in 1923, both directed by Eyre as the surviving designer. When it was extended by Mitchell/Giurgola Architects in the 1960s, they adhered to the brick, wide joints and tile roofs, reflecting the validity of Schuyler’s report that these “constitute one of the most modern and vernacular” buildings ever done in the United States.

—George E. Thomas in *The Book of the School—100 Years*, published in 1990 for the Centennial of the University’s Graduate School of Fine Arts