Epilogue

I shall deal with the communion of love and need, avocation and vocation. I shall argue that the liberal learning ought to be bonded with a sense of the instrumental, the utilitarian, the professional. The vocation of which I shall speak, however, is vocation more as summons or moral call rather than job alone. Of course, the case for the liberal learning, whether modified or not, has not been won. The voices—and I count mine among them—for an education which exposes students to the humanistic and scientific achievements of man's past and present, and to the various methods through which truth is sought, are relatively few. But the rhetoric of our case appears tainted to a new generation of students who often speak scornfully of learning for its own sake. ... Yet, in this and in other ways, our students have been our conscience. My answer ... is to urge that in the years ahead, we unite the profession, the calling, with the liberal learning. If we do not, we shall have failed the rightful aspirations of many of the young.

Martin Meyerson,
"Play for Mortal Stakes: Vocation and the Liberal Learning,"
Liberal Education, Vol. LV,
March 1969
Epilogue

It is never an easy matter to appraise a situation while it is in progress. This is as true of a university in its development as it is of all institutions which must constantly evolve in order to satisfy changing requirements. For the university, the difficulty is compounded because, although it stands at the forefront of change, it is more firmly anchored than most institutions in an inherited past. The forces of both the past and the future impinge upon its present—forces which the university ignores at its peril and which make that present a mix of conflicting tensions which are difficult to deal with or even to interpret or define.

Understanding the state of higher education at a given period and devising ways to renew the university are nonetheless constant necessities. Cardinal Newman’s *Idea of a University*, written midway through the nineteenth century, was one such brilliant evaluation for British universities. Some years before, Wilhelm von Humboldt had fulfilled a similar function for secondary education in Germany and helped found the University of Berlin. In our own century, an appraisal by Abraham Flexner, who had deeply affected the development of America’s medical schools and universities some years earlier, proved less fortunate since events shattered the validity of his prognostications. In 1928, while he was still looking to Germany for his model, not only scholarship but academic and civil freedom were on the verge of collapse in that country. As Clark Kerr commented in the 1960s, Flexner’s proposals were, in fact, “a valedictory to a university form which was already passing.”

At that very time, despite Flexner’s scorn of the state of higher education in the United States, the American university—that remarkable achievement of the “American century”—was evolving as a blend of the components of its inheritance. Grafting the especially American form of utilitarian education on to a combination of the English undergraduate college and the German research university produced a set of institutions in the United States with the greatest national and international significance. Over the next thirty-five years, developments which Flexner saw as a threat to the American university (developments such as professionalism) led instead to premier influence on the world’s higher education.
Among the centers of learning which attained or consolidated a position of eminence in the United States after Abraham Flexner had predicted their "eclipse" was the University of Pennsylvania, whose evolution we have attempted to evoke in the preceding chapters. In the last quarter of the twentieth century, as often in their past, the significant institutions of learning in the world find themselves faced by uncertainties which seem perennially to beset higher education. None of the current problems—certainly not financial constraint—is new at the University of Pennsylvania. The problems do differ in size and quantity, however, because society and its expectations have changed. Yet issues of governance, curriculum, scholarship, quality, and financing have always confronted the University, and their resolution has contributed to its continuous adaptation since colonial times. Change and conservation have been constant and coexistent themes throughout the development of this and every other major university, all of which share the challenge of preserving the continuities of civilization while venturing into the unknown whether in the natural or social sciences, the humanities, or the problem-solving professions. The ways the University surmounted previous difficulties provide precedents and serve as encouragement for it to build upon and transcend its traditional strengths.

Among the themes which have constantly recurred throughout our existence, none is more marked than the way divergent tensions and tendencies have repeatedly been brought into balance. Two centuries after the birth of American independence, the University of Pennsylvania continues to strive for a subtle balance among its objectives. While the aims of any complex institution, particularly of a distinguished university, are to a considerable extent the aims of its parts and of the individuals who compose it, there is necessarily a tension between such objectives and the imperative for certain central directions as well. Furthermore, current goals need to be tempered by a vision for the future. Our efforts at achieving balance are continually in process at the University between the theoretical and the applied, the graduate and the undergraduate, the broadly intellectual and the concentrated. This was at the root of the theme of "one university" which was the charge to the University's Development Commission in 1972 and, in turn, the conclusion in its 1973 report. That theme is facilitated by having a campus which, unlike many others, consolidates all its faculties on 250 acres virtually adjacent to the downtown of a great metropolis.

One consequence of the present striving for balance and one which permits us to anticipate that a new unity may be achieved is that now, more than at any time in our recent past, the boundaries among individual disciplines and professions at the University are fluid. A willingness to engage in new ventures has resulted in programs which combine medicine and economics, law and public policy, engineering and dentistry,
psychology and the arts, archaeology and metallurgy. Students have benefited from opportunities offered by joint programs which draw on the liberal arts and sciences, on the one hand, and professional fields such as those in management, technology, and health, on the other. Unlike some comparable institutions, the University has not been afraid to maintain undergraduate professional programs so long as their content is balanced by the inclusion of the humanizing character of the arts and sciences. In the seventies, the balance between the theoretical and the applied we seek at the University of Pennsylvania includes the aim of imbuing professional fields with the methods and rigorous analysis employed in more theoretical areas, while, at the same time, seeking to impart to some of the disciplines the sense of purpose traditionally the hallmark of the professions.

This concern with the applied along with the theoretical appeared early in the development of the University of Pennsylvania. In general, the weight given to each in the modern world is the reverse of what it was in colonial days. Franklin’s call for instruction in utilitarian subjects challenged the notion of learning as a finite body of knowledge and one which must be preserved and handed down in perpetuity from generation to generation. If his proposals constitute an early example of curricular reform, Franklin also helped initiate a debate which continues to occupy a prominent place in all discussions of the needed balance between general education and training in specific skills.

The danger today, however, is rather that education may become—or has become—too narrow and too applied, with the arts and sciences relegated to the periphery as insufficiently productive of the tangible results demanded by a modern world. It is to achieve a more tempered balance at the University of Pennsylvania, that a central focus for these disciplines was brought about by the creation of the Faculty of Arts and Sciences in 1974. This core division of the University gathers together what were formerly the College, College for Women, Graduate School of Arts and Sciences, as well as the social science departments of the Wharton School. We do well to remember that, in his enthusiasm for utilitarian skills, Franklin at no time rejected the existing classical tradition. What he envisioned was an expansion in learning, a program which would supplement, not replace, the more conventional classical curriculum of his day.

A variety of other current undergraduate and advanced programs are connected with our continuing aims of achieving appropriate balances between the theoretical and the applied and between general education and concentration. One of these has the object of wedding undergraduate instruction with the research conducted at the University. Through the University Scholars program started in 1974, talented undergraduates are able to combine breadth with specialized graduate or professional studies. In addition, the Benjamin Franklin Scholars program, open to a nationally
selected group, offers opportunities for research with faculty who are leaders in their fields. While these programs involve a select group of students, every attempt is made to encourage as many students as would benefit to work out individualized majors and to pursue goals of their own selection. The intent of such efforts is to enable our undergraduates to draw upon the scholarly atmosphere and the research of professors and advanced students which comprise that indispensable function at the University of Pennsylvania of creating new knowledge and testing new ideas.

The great resources of the University have been fruitfully tapped for beginning students through the establishment in 1972 of freshman seminars in traditional as well as less common areas. Students in small groups study with a variety of scholars, including faculty from divisions of the University which ordinarily do not teach undergraduates. Immediately on entering the University, freshmen are thus given an insight into the specialized kinds of research on which we especially pride ourselves. At the same time, we are attempting to create a better balance between the breadth of a general education, which in recent times at the University of Pennsylvania and elsewhere has been neglected, and the concentration so ably supplied by the disciplines and the professions. The ideal of a “university college” experience which we envision for students includes an understanding of this and other cultures, of times past and present, of the methods and achievements of humanistic, scientific and technological, and other practical learning, as well as providing for concentrations in a particular field which takes place here in an environment infused with scholarly research and advanced professional programs.

Other measures have been devised to link the curricular with the extracurricular. For example, freshman seminars are made available to the residents of Hill Hall, one of the new college houses. Part of a “living-learning” program set up in 1971, college houses are a response to the question of how best to achieve the requisite balance between the impersonality of a large institution and the advantages of preserving some of the intimacy of earlier days when the University was still small in size. As the University grew, the problem of avoiding anonymity and impersonality was not always centrally recognized, and in that era the fraternities and sororities played an important role. In addition to providing housing, the college houses and related programs of the 1970s contribute further to cultural and educational experiences. For example, the focus of Ware College House, the first result of renovating the Quadrangle, is a program on health and society. Some programs are grouped around specialized themes with the aim of encouraging students who wish to pursue a particular interest, including modern languages, the arts, black culture, international studies, and Japanese culture. They are housed in high-rise as well as low-rise buildings.
In a setting in which old divisions and isolations are being questioned, the University attempts to serve undergraduates and advanced and research students by offering them wide choices. While many students, along with some of the staff and faculty, wish to live in low-rise buildings and college houses (including the Quadrangle, modeled on some of the features of Oxbridge colleges), others prefer a home more closely resembling the apartment dwellings of the city, a fitting part of our urban campus.

In this respect, the University harks back to its origins as a small colonial college which was nonetheless an integral part of a great city. Its location has been a source of problems and enrichment from the time when Philadelphia was the metropolis of the colonies. To judge by the University's decision to change its location on two occasions before the turn of the present century, the problems faced by the cities in recent years are hardly new. And if the University's tendency to move at intervals of between sixty and seventy years was not repeated as the third such epoch elapsed, this reflects in part a change in attitude towards the community of which it is a part.

There are continuing advantages to a situation in the center of the fourth largest metropolis of the nation, within easy reach of its social and cultural offerings and only an hour or two away from the rest of that region from New York to Washington which combines the world's greatest concentration of educational resources. In the dense, cosmopolitan setting of Philadelphia, the University has developed as a sprawling campus whose architecture and landscape are evidence of a delightfully haphazard growth. Not only does it have the great advantage of housing all its major educational parts on a single campus: Pennsylvania students are also free to study at neighboring institutions as part of a cooperative program with Bryn Mawr, Haverford, and Swarthmore Colleges. Close ties have been developed with institutions overseas, and students and faculty are able to pursue their studies in Paris, Seville, and Munich as well as in Japan or Egypt or Israel or Iran. Recently, an exchange, in the truest sense of the word, has been set up with the University of Edinburgh, and for many years the fund sponsored by Sir John Thouron and Esther du Pont Thouron has enabled Pennsylvania students to study for an extensive period in the United Kingdom and has brought to our campus a select group of graduates from British universities.

The large and impersonal, the small and custom-formed, the local and the cozy, the distant and the strange—all these elements contribute to the intricate fabric of the University of Pennsylvania. As has been suggested, our aim is to balance the intimate with the cosmopolitan in such a way as to maintain something of the atmosphere of neighborhood enclaves in the heart of an academic metropolis.

From the time when the University began to grow rapidly late in the last century—it had 1,600 full-time students in 1890, 16,000 in 1976—its
student population has contributed to this rich variety. In his study of the
great American universities in 1910, Edwin E. Slosson commented on the
exceptionally diversified student body he found at the University of
Pennsylvania. Although American universities were often exclusive in
their choice of students and our own history is uneven in this respect, once
more a compensating balance and reconciliation occurred, focused between
meritocracy and democracy, excellence and equity. The University opened
its doors to the poor, to ethnic groups, to women and to blacks, with less
fanfare, occasionally begrudgingly, but often earlier than comparable
institutions.

In the course of its development, the College of Philadelphia had its
share of trauma resulting from questions of political control and support.
Nowadays, the University of Pennsylvania continues as an independent
institution with a privately rather than governmentally controlled board
relying largely for support on its students and their families, its alumni,
and foundations and friends, both corporate and individual, as well as on
endowments. But it is also a public institution. Through its education and
research, it serves its state and its nation. Its hospitals and clinics, libraries
and museum, recreational and other facilities, and to a considerable extent
the talents of its faculty and students, are widely used by the community.
In recognition of such public roles, the University receives financial
support for educational programs from the Commonwealth and much of
its research support from the federal government.

This mixed economy, balancing support from private and public
sources, is a pattern which has existed throughout most of the University’s
existence. The private funds procured by Franklin for the colonial College
were supplemented by moneys furnished after the Revolution by the
Commonwealth, which thus affirmed its support for the newly reorganized
University. Today, it is the special role of the University within the
Commonwealth that most distinguishes our mixed economy. This
relationship has been continuous since late in the last century. The
Commonwealth provides substantial support to student aid, to the museum,
to the University’s health schools, and to its general operations. Although
this amounts to a relatively small proportion of our total revenues, it
nonetheless constitutes an essential component. Unique as a system of
mixed public and private support, this relationship is being examined as a
model for other independent universities and their states.

Our efforts in seeking and spending resources, both private and public,
are guided by the aim of excellence. Professors and students alike require
for their intellectual development a shared exposure to provocative points
of view in a setting supportive of speculation and experiment as well as of
tested knowledge. A primary objective must be to preserve and enhance
our distinguished faculty—a faculty which matches devotion to students
with achievement in research and scholarship and in creative accomplish-
ment in artistic and applied fields. The professoriate requires a sustained standard of living comparable to that in other professions. At a time when this was far from being achieved, President Eliot of Harvard found solace in the thought that virtue brought its own reward. At his inaugural in 1869, he declared: "The poverty of scholars is of inestimable worth in this money-getting nation. It maintains the true standards of virtue and honor. . . . Luxury and learning," he concluded, "are ill bedfellows." A century later, the situation he sought to justify no longer existed; nonetheless, by the mid 1970s, discrepancies were growing between the incomes of professors and other professionals.

Entrance to the Museum Rotunda, circa 1950
Flanked by two stone lions, since replaced by others of cloisonné, the objects on display include eighth century guardian statues from T'ien Lung Shan, fourteenth century wall paintings from Moonhill Monastery (Honan), and, in the center of the arch, the Maitreya Buddha. A great favorite with visitors of all ages is the crystal sphere of the empress dowager dating from the nineteenth century which stands under the beautiful rotunda. It is the second largest example known.
At the same time as it seeks to maintain diversity and choice, the University must aim to apply its resources selectively. The need to reinforce those programs most vital to the academic and intellectual fabric must, in some cases, lead to substitution, however painful this may be. The pursuit of excellence is subject to obvious financial constraints. The challenge of avoiding shortsighted financial policies was never more clearly elucidated than by Edmund Burke in a letter he addressed to the Duke of Bedford towards the end of the eighteenth century:

It may be new to his Grace, but I beg leave to tell him that mere parsimony is not economy. It is separable in theory from it, and in fact it may, or it may not, be a part of economy, according to circumstances. Expense, and great expense, may be an essential part in true economy. If parsimony were to be considered as one of the kinds of that virtue, there is, however, another and a higher economy. Economy is a distributive virtue, and consists, not in saving, but in selection. Parsimony requires no providence, no sagacity, no powers of combination, no comparison, no judgment. Mere instinct, and that not an instinct of the noblest kind, may produce this false economy in perfection. The other economy has larger views. It demands a discriminating judgment, and a firm, sagacious mind. It shuts one door to impudent importunity, only to open another, and a wider, to unassuming merit.

Nothing could do the University more credit than to have our efforts succeed in guiding the allocation of resources by these principles.

The heritage of the University of Pennsylvania is long and complex. Unique in some ways, and never more so than in the balance it sets out to achieve among so many contrasting forces, its destiny is nonetheless shared by other institutions that draw upon different and varied experiences and backgrounds. Our past and present attributes are such that we at the University of Pennsylvania may properly continue to build on them, recognizing that difficult periods have often been ones in which truth and sage judgment have triumphed.

As in earlier times, our work for the future continues to be facilitated by involvement and assistance from many quarters: a faculty both distinguished and devoted; students, undergraduate and advanced, whose complaints are as many here as anywhere but who gradually acquire an affectionate attachment before they leave; a board of unsurpassed trustees; and alumni, both sentimental and watchful, many of whom remember a campus and an educational process which were very different, not so many years ago.

In recent times, the University of Pennsylvania has become much larger and more stimulating than the modest center where our cast of characters performed their diverse roles. Almost inevitably, the greatest of our teachers and leaders have heard themselves compared, on some formal
occasion, to Benjamin Franklin—considered as heirs to that particular mantle of Elijah of which his city and his university like to boast. The true heirs of Franklin, however, are not only the faculty who uphold his enthusiasm for research and education, or the trustees who continue in an office he founded, but all those who go out into the larger world from the University of Pennsylvania. For our students, graduate and undergraduate, are the special beneficiaries of Franklin’s vision, the latest links in the chain which connects us with him and with our past, and our best hopes for the future.
Chronologies

Chief Executives of the University of Pennsylvania

Benjamin Franklin    Founder
The Reverend William Smith    Provost 1755–1779
The Reverend John Ewing    Provost 1779–1802
John McDowell    Provost 1806–1810
The Reverend John Andrews    Provost 1810–1813
The Reverend Frederic Beasley    Provost 1813–1828
The Reverend William Heathcote DeLancey    Provost 1828–1834
The Reverend John Ludlow    Provost 1834–1853
Henry Vethake    Provost 1854–1859
The Reverend Daniel Raynes Goodwin    Provost 1860–1868
Charles Janeway Stillé    Provost 1868–1880
William Pepper    Provost 1880/1–1894
Charles Custis Harrison    Provost 1894–1910
Edgar Fahs Smith    Provost 1910–1920
General Leonard Wood    President-elect 1921–1922; did not serve
Josiah Harmar Penniman    Provost (Executive) 1921–1930;
                          Provost (non-Executive) 1930–1939;
                          President 1923–1926
Thomas Sovereign Gates    President 1930–1944;
                          Chairman of the University 1944–1945
George William McClelland    President 1944–1948;
                          Chairman of the University 1948–1951
Harold Edward Stassen    President 1948–1953
Gaylord Probasco Harnwell    President 1953–1970
Martin Meyerson    President 1970–
Heads of the Trustees

*College of Philadelphia*

Benjamin Franklin

President of the Board of Trustees 1749–1755 (Academy), 1755–1756, 1789–1790 (College), Trustee 1779–1790 (University)

Reverend Richard Peters

President 1756–1764

James Hamilton

President 1764–1764

John Penn

President 1764–1771

James Hamilton

President 1771–1773

Richard Penn

President 1773–1774

John Penn

President 1774–1779

Benjamin Franklin

President 1789–1790

Right Reverend William White

President 1790–1791

*University of the State of Pennsylvania*

Joseph Reed

President 1779–1781

William Moore

President 1781–1782

John Dickinson

President 1782–1785

Thomas McKean

President 1788–1791

*University of Pennsylvania*

His Excellency the Governor of the Commonwealth

President ex officio 1971–present*

William Pepper

President pro tempore in the absence of the Governor 1880–1894

Charles Custis Harrison

President pro tempore 1894–1911

Chairman 1911–1926

Josiah Harmar Penniman

Chairman 1926–1928

Thomas Sovereign Gates

Chairman, Executive Board 1928–1948

Chairman of Trustees 1945–1948

Robert Thompson McCracken

Chairman 1948–1956

Alfred Hector Williams

Chairman 1956–1961

Wilfred Donnell Gillen

Chairman 1961–1968

William Lang Day

Chairman 1968–1973

Robert Galbraith Dunlop

Chairman 1974–1974

Donald Thomas Regan

Chairman 1974–

* From 1791 to 1880 there was no elected Chairman. Meetings of the Trustees were chaired by one of those present.
Milestones

1740 Trust to establish the Charity School granted
1742 Building at Fourth and Arch Streets completed
1749 Trustees for the Academy named, with Benjamin Franklin as president
1750 Transfer made of the Charity School Building and its trust to the Academy trustees
1751 Academy opened (January)
    Free Charity School opened (September)
1755 College chartered; Reverend William Smith first provost;
    first non-sectarian college in Colonies; first scientific curriculum
1757 First College class graduated
1765 Medical School established (first in the Colonies)
1775 Continental Congress, including delegate George Washington, attends Commencement
1778 Continental Congress meets in College Hall
1779 College Charter reorganized by State Assembly; property vested in new body, University of the State of Pennsylvania; first application of the title "university" to an American institution
1780 Continental Congress attends Commencement; A.M. conferred on Thomas Paine
1783 LL.D. conferred on Washington
1784 Louis XVI donates books to University library
1787 LL.D. conferred on Lafayette
1789 (1791) Reactivation of College of Philadelphia
1789 (1794) University occupies hall of American Philosophical Society
1790 Law lectures by James Wilson, first professor of Law and one of the four original Associate Justices of the U.S. Supreme Court
1791 Act of Legislature unites University of the State of Pennsylvania and College of Philadelphia as University of Pennsylvania
1800 Purchase of "President's House," intended for U.S. President when Philadelphia was the capital
1802 (–1829) University (Arts and Medical) occupies President’s House
1813 Philomathean Literary Society
1822 500 full-time students
1829 (–1872) Occupancy of two new buildings designed by William Strickland—one for Department of Arts, the other for Department of Medicine
1836 Alumni Society of the College
1849 Delta Phi, University’s first Greek-letter fraternity
1850 Law School reorganized
1852 Professorship of Civil Engineering and Mining inaugurated
1863 Scientific “Lazzaroni” under Professor Alexander Dallas Bache bring about foundation of National Academy of Sciences
1870 Purchase of Almshouse farm in West Philadelphia as new site for University
1872 Classes begin in College Hall on new campus Department of Science established (Towne Scientific School, 1875)
1873 Athletic Association
1874 Professorship of Architecture inaugurated University Hospital (first teaching hospital owned by a university)
1875 Daily Pennsylvanian originates as University Magazine
1876 First Pennsylvania intercollegiate football game
1878 School of Dental Medicine
1879 1,000 full-time students First Pennsylvania intercollegiate crew race
1880 First Pennsylvania degree conferred on a woman
1881 Wharton School of Finance and Commerce, first collegiate school of management
1882 Graduate School of Arts and Sciences
1884 School of Veterinary Medicine
1887 University Museum (Archaeology and Ethnology)
1889  First earned Ph.D. awarded
   Mask and Wig Club
1891  Degree course in Electrical Engineering
1892  Wistar Institute of Anatomy and Biology (and Museum)
1893  School of Chemical Engineering
   Graduate School of Education
1894  Forerunner of College of General Studies for adults
1895 (–1899) Law School classes in Congress Hall (Independence Hall)
1896  Houston Hall, first Student Union in the United States
   Psychological Clinic (first in country)
1900  Association of American Universities established, University
   of Pennsylvania one of fourteen founding members
1909  5,000 full-time students
   School of Social Work (a separate school affiliated with the
   University in 1935)
1912  Thomas W. Evans Museum, School of Dental Medicine
1913  Paul Philippe Cret, Warren Powers Laird, and Olmsted
   Brothers plan for future development of buildings and
   grounds and conservation of surrounding territory
1919  10,000 full-time students
1920  School of Fine Arts
1921  Graduate Division of Wharton School
1924  Moore School of Electrical Engineering
1930  Thomas Sovereign Gates, first full-time president and chief
   executive
1932  Morris Arboretum
1933  College of Liberal Arts for Women
1935  School of Nursing (Hospital nurse’s diploma began 1886)
1937  Fels Institute of State and Local Government
1946  ENIAC, first all-electronic digital computer dedicated
1947  South Asia Regional Studies
1950  School of Allied Medical Professions
1952

New Bolton Center (large-animal division of Veterinary School)
Faculty Senate

1954

The Educational Survey inaugurated under the direction of Joseph H. Willets (completed 1959)
Ivy group established as formal League by eight institutions including University of Pennsylvania

1959

Annenberg School of Communications

1960

Laboratory for Research on the Structure of Matter

1962

Development Program of the Sixties inaugurated (completed 1969)

1963

Institute of Contemporary Art

1967

Leonard Davis Institute for Health Economics
Leon Levy Center of Oral Health Research

1971

Annenberg Center for Communication Arts and Sciences
First College House (Van Pelt)

1972

Freshman seminar program
Affirmative Action program for women and minorities
Three scientists with University of Pennsylvania ties receive Nobel Prizes

1973

Development Commission "One University" report
Boards of Overseers instituted

1974

Faculty of Arts and Sciences combining College, College for Women, Graduate School of Arts and Sciences, and social science departments from Wharton School
School of Public and Urban Policy

1975

Program for the Eighties, fund drive for $255 million, announced

1975–76

University celebrates the American Bicentennial by special convocations

1977

About 8,000 full-time undergraduates, 8,000 advanced degree students, other part-time students; 1,600 full-time faculty, almost as many part-time; 320 million dollar budget; facilities carry almost one billion dollars replacement value.
Notes

Chapter 1
5. Ibid., 8.
10. Ibid., 7-8.
11. Ibid., 23.
13. Ibid., 51.
18. Ibid., 192-193.
20. Ibid., 192-193.
22. Ibid., 60-61.
23. Franklin, Papers, III, 408.
24. Ibid., 415.
28. Minutes of the College Trustees, March 9, 1789.

Chapter 2
1. Photograph of original document in the University of Pennsylvania Archives. All original documents and biographical files are from the same source unless otherwise noted.
2. Ibid., 304-305.
6. Ibid., op. cit., 304-305.
8. Quoted by Rufus M. Jones, Minutes of the College Trustees, 1889-90, III, 399-419.
10. Ibid., 60-61.
11. Franklin, Papers, III, 408.

Chapter 3
5. Ibid., 404.
7. Minutes of the Trustees, February 4, 1758.

Chapter 4
1. The book, with John Morgan's name on the flyleaf, and a list of the first graduating class in a contemporary hand on p. 128, is in the Rare Book Collection of the University of Pennsylvania.
2. John Morgan, A Discourse upon the Institution of Medical Schools in America (Philadelphia, 1765), 32, 2.
3. Benjamin Franklin to John Morgan, February 5, 1772, Rare Book Collection, University of Pennsylvania.
Chapter 5

1. The Works of James Wilson, ed. Robert Green McCloskey (Cambridge, 1967), I, 45. The first law professorship was established at William and Mary in 1779.

2. Ibid.

3. Ibid., 7.

4. Quoted by Charles Page Smith, James Wilson, Founding Father (Chapel Hill, 1956), 211.

5. Ibid., 4.

6. Ibid., 18.

Chapter 6


3. Benjamin Rush, An Eulogium Intended To Perpetuate the Memory of David Rittenhouse, Late President of the American Philosophical Society, delivered on December 17,
Chapter 7


4. C. Seymour Thompson, “Reorganization of the University in 1828,” General Magazine and Historical Chronicle, XXXIII, no. 2 (January 1931), 182.


15. Quoted by Odgers, op. cit., 123.


20. Quoted by Odgers, op. cit., 85.


25. Varina Howell Davis, op. cit., 582.


Chapter 8


3. Leidy to Hayden, April 28 and June 7, 1863, in Reingold, op. cit., 209, 212.

4. Leidy to Meek, October 8, 1859, quoted in Osborn, op. cit., 349.

5. Philadelphia Inquirer, ca. 1930. All newspaper articles referred to are from clippings in the individual biographical folders in the University Archives.


7. “Address of the President of the Association of American Physicians,” University Medical Magazine (October 1891), 29.


9. Quoted by Osborn, op. cit., 357.

10. Ibid., 369.


Chapter 9


3. Vethake to William M. Meredith, November 27, 1852, University of Pennsylvania Miscellaneous Pamphlets, 3–5, University of Pennsylvania Library.


8. Ibid., 5, 6–7.

9. Ibid., 29n.

10. Ibid., 23, 30.


18. George W. Corner, Two Centuries of Medicine: A History of the School of Medicine, University of Pennsylvania (Philadelphia, 1965), 244.


21. Ibid., 459.

22. Ibid., 43.

23. Ibid., 56.

24. Ibid., 46–47, 59.


26. As enumerated on the invitation sent out on the occasion, these were: the University of Pennsylvania, the American Philosophical Society, the Historical Society of Pennsylvania, the College of Physicians, the Franklin Institute, the Academy of Natural Sciences, the Pennsylvania Academy of the Fine Arts, the Law Academy. See Thorpe, op. cit., 236.


31. Joseph Wharton to the trustees, (March 1, 1881), Agreement, Joseph Wharton and the Trustees of the University of Pennsylvania (1923), 10.


37. William Pepper, "Higher Medical Education," Two Addresses Delivered before the Medical Department of the University of Pennsylvania on October 1, 1877, and October 2, 1893 (Philadelphia, 1894), 14–15.

38. Quoted by Thorpe, op. cit., 227.

39. Ibid., 203.

40. Ibid., 229–230.

41. "The Ideal University," address to the alumni of Columbia University, 1890, ibid., 286.


44. Diary, June 13, 1886, quoted by Thorpe, op. cit., 213.


46. Thorpe, op. cit., 525.
Chapter 10

5. Public Ledger, April 22, 1917.
7. Sara Yorke Stevenson, The Free Museum of Science and Art, Department of Archaeology and Paleontology of the University of Pennsylvania, pamphlet (November 18, 1899), 2.
11. Ibid., 10, 9.
12. Thorpe, op. cit., 125.
14. Minutes of the Trustees, September 4, 1877.
15. Emily L. Gregory to Ella Weed, dean of Barnard College, May 6, 1893, "in answer to a question how I obtained a fellowship in Penn. Univ. previous to the time when women were admitted there." Communication from Julie V. Marsteller and John W. Chambers, Barnard College, Columbia University.

Chapter 11

3. Corner, op. cit., 222.
4. Annual Report of the Provost to the Board of Trustees, 1899-1900 (Philadelphia, 1900), 23.
5. Corner, op. cit., 208.
8. Ibid., 235, 252.
10. Ibid., 229-231.
13. Quoted by Corner, op. cit., 234.
15. Isaac Starr, "A Memorial Written for the Medical Faculty of the University of Pennsylvania," in Annals, 88.
18. Isaac Starr in Annals, 8.
20. Quoted by Wearn in Annals, 45.
23. Schmidt in Annals, 22.
24. Wearn in Annals, 45.
27. Starr in Annals, 7.
28. Annals, 50.
30. Ibid.
31. Letter from President Roosevelt to Dr. A. N. Richards, Richards Memorial Room in the University of Pennsylvania School of Medicine.
32. Vannevar Bush, Remarks Made at a Dinner in Honor of Alfred Newton
Richards, Given to a Group of His Friends by the Board of Directors of Merck & Co., Inc., May 25, 1959 at the Philadelphia Club, 3; Bronk, op. cit.
33. John T. Connor in Remarks Made at a Dinner in Honor of Richards, 7.
34. Displayed in the Richards Memorial Room.
37. Schmidt in Annals, 26.
39. Chester S. Keffer, “Dr. Richards as Chairman of the Committee on Medical Research,” Annals, 66.
40. British Medical Journal, op. cit., 79.
42. Corner, op. cit., 299-300. The remarks were made by Surgeon-General Norman Kirk.
43. Connor in Remarks, 9.

Chapter 12

2. The Wharton School: Its First Fifty Years, 1881-1931 (University of Pennsylvania, 1931), 16.
5. Samuel McCune Lindsay, “Tribute,” 355, 357.
8. Ibid., 25.
12. Fox, op. cit., 43.
13. Ibid.
15. Ibid., 2-3, 5.
17. Tugwell, op. cit., 185-186.
22. Samuel McCune Lindsay to Ernest Minor Patterson, May 7, 1955, James biographical folder, University Archives.
29. Examiner, Lancaster, Pa., April 11, 1904.
32. Lindsay, “Tribute,” 355.
34. Public Ledger, April 6, 1917.
35. Fox, op. cit., 126-127.
37. Tugwell, op. cit., 189.
40. Fox, op. cit., 95-96.
42. Patten, The New Basis of Civiliza-

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3. Pepper, op. cit., 47.
5. Legal Intelligencer, September 20, 1850.
10. Undated newspaper clipping, Roberts biographical folder, University Archives.
16. Erwin N. Griswold, “Owen Roberts as a Judge,” Memorial Issue,
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3. Apart from gaining first place on entering the Ecole des Beaux-Arts in 1896 and winning the Paris prize, he had won the Rougevin Prize and the Grande Médaille d’Emulation at the Ecole (1901).
9. Quoted by White, ibid., 27.
13. Paper read before the Philadelphia
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(University of Pennsylvania, March 26, 1974), 1.
42. “Comments on Architecture by Louis Kahn,” Light Is the Theme: Louis I. Kahn and the Kimbell Art Museum (Fort Worth, 1975), 22, 43.
44. Scully, Kahn, 10.
47. Kahn, “Form and Design,” 151.
50. Kahn, “Form and Design,” 149.
52. Hughes, op. cit., 60.

Chapter 15

4. Ezra Pound to Roy F. Nichols, April 8, 1936, Rare Book Collection, University of Pennsylvania.
6. Ezra Pound to Roy F. Nichols, June 18, 1935, Rare Book Collection, University of Pennsylvania.
7. Nichols, A Historian’s Progress, 68.
10. Ibid., 30.
12. Ibid., 91.
17. Potter, op. cit., 20.
19. Ibid.
26. Ibid., 105.
41. Jeannette P. Nichols, op. cit., 52.
42. Cochran, op. cit., 139–140.
44. Potter, op. cit., 8.
46. Nichols, “Politics as Played when Philadelphia was the National Capital, 1790–1800,” Address to The Athenaeum of Philadelphia (1956), 5.
47. Nichols, A Historian’s Progress, 17.
50. Nichols, A Historian’s Progress, 12.
Chapter 16

2. Plaque dedicated to Albert Monroe Wilson in College Hall, where the cornerstone is also on display.
4. Stillé to Frederick Fraley, Esq., chairman, Trustees Committee on Endowment, September 26, 1868. Minutes of the Trustees, October 6, 1868.
5. The terms of the sale were established by an ordinance of Select Council of the City of Philadelphia, approved by Daniel M. Fox, mayor, December 18, 1869.
15. Tatum, op. cit., 122.
16. Ibid., 119.
17. Ibid.
20. Ibid., 7.
23. A Brief History, 7.
24. Peter Sheperd, Landscape Development Plan, University of Pennsylvania, prepared by the Center for Environmental Design, Graduate School of Fine Arts, University of Pennsylvania and submitted to President Martin Meyerson, February 1977.
25. A Brief History, 38.
26. Report to the Board of Trustees, 13.
27. Report submitted to the president by the Trustees' Committee for the Physical Development of the University of Pennsylvania, October 25, 1946, reprinted in A Brief History, 40.
28. Ibid., 38.
30. Cret et al., Report to the Board of Trustees, 7.
31. Other members of the committee were Henry Pemberton, followed by Harold Manley, vice-president for financial affairs, and EPC chairman John C. Hetherston, vice-president for coordinated planning.
32. Development Plan, 35.
33. Tatum, op. cit., 136.
35. Quoted by E. Bigelow Thompson in "Shall Old Penn, Founded by Franklin, move to Valley Forge?" Boston Transcript, November 10, 1928.
39. Ibid.
40. Repplier, op. cit., 379.
42. Ibid., 345.
43. Ibid., 363.

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The Authors

Martin Meyerson is president of the University of Pennsylvania and a university professor. Educated at Columbia and Harvard, he began teaching at the University of Chicago and subsequently joined the faculty of the University of Pennsylvania. Although he left Philadelphia to become Frank Backus Williams Professor of city planning and urban research at Harvard and the first director of the M.I.T.-Harvard Joint Center for Urban Studies, he could not resist returning to what he believes he was the first to describe as “America’s most livable city” and “America’s most balanced university.” He was gone for a baker’s dozen of years which he spent as teacher and administrator in Cambridge, Berkeley (dean and acting chancellor), and Buffalo (president), but he describes the most important events of his life, including his successful courtship of his wife to be, Margy, as taking place in Philadelphia. Author of books and articles, lecturer, and consultant here, abroad, and to the United Nations, he belongs to the American Philosophical Society and the American Academy of Arts and Sciences (he chaired its Assembly on University Goals and Governance and serves on the Editorial Board of its journal Daedalus). His directorships have ranged from the International Association of Universities, the Philadelphia Museum of Art, and the National Urban Coalition, to various scientific, professional, religious, industrial, and governmental agencies including the Center for Environmental Studies in Great Britain.

Dilys Pegler Winegrad is assistant to the president for special projects at the University of Pennsylvania. A graduate of Lady Margaret Hall, Oxford, a student of history and literature (particularly the work of Montaigne), she holds a Ph.D. in romance languages from the University of Pennsylvania and has taught at Bryn Mawr College and Haverford College. Now a U.S. citizen, she stoutly claims descent from a Welsh patriot slandered in one of Shakespeare’s historical plays.

Mary Ann Meyers holds an A.M. and a Ph.D. in American civilization from the University of Pennsylvania, where she has been a member of the staff of the president.

Francis James Dallett, archivist of the University of Pennsylvania, was educated at Haverford College and the University of Pennsylvania, from which he received an A.M. in American civilization.