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Gladly Learn and Gladly Teach: Franklin and His Heirs at the University of Pennsylvania, 1740-1976

Martin Meyerson
University of Pennsylvania

Dilys Pegler Winegrad

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Abstract

Shakespeare in *The Tempest* wrote that "past is prologue." When I returned to the University of Pennsylvania in 1970 as its president, I realized once again how much of its past - often a glorious one - had influenced its present and yet was insufficiently appreciated by many of my colleagues and by students and alumni of the University. It was intriguing to observe that this condition was shared by the citizens of Philadelphia, who were often little acquainted with their fascinating community.

Cheyney's *History of the University of Pennsylvania*, published for the University's bicentennial in 1940, like almost all university histories was a diplomatic history of the institution and a splendid one. What seemed to me to be needed was an intellectual and social history - an intellectual history dealing with ideas and scholarship, the transformation of education at a major American university, and a social history relating what was going on at Pennsylvania to the city of which it was a part, to student life and the life of the young in general, and to the cultural currents of this tempestuous new nation and its ties elsewhere in the world.

That aim remains, but it must be left to others, perhaps to some future University historian. Instead, I became more attached to the *dramatis personae* - the cast of characters in the evolution of the University - and to some extent the physical setting in which they performed. My collaborators and I could only choose a few from among many notable contributions. Within this framework, I hope we have also reflected some of the cultural sense of their times. The account which follows is uniquely that of the University of Pennsylvania, but it is something of a microcosm of the development of higher education at major independent institutions as well.

The essays are grouped according to four main periods since the University's foundation. After an introduction to the community of which the University has always been a part, we deal with the eighteenth century collegiate departments. In the nineteenth century, while the University remained small, its early scientific bent was reinforced by the prominent scientists on the faculty. The transition to the recognizably "modern" university with changes in educational philosophy as well as the introduction of new programs is described in association with the leaders who oversaw this period of change.

Comments

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GLADLY LEARN AND GLADLY TEACH

*A Clerk ther was of Oxenford also,
That unto logyk hadde longe ygo. . . .
Sowynge in moral vertu was his speche;
And gladly wolde he lerne, and
gladly teche.*

Chaucer

*Martin Meyerson and
Dilys Pegler Winegrad*

with the assistance of
Mary Ann Meyers and
Francis James Dallett

Gladly Learn and Gladly Teach

Franklin and His Heirs
at the University of Pennsylvania,
1740-1976

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Preface

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With expansion in the twentieth century, it becomes problematical to convey a sense of the University as a whole through sketches of individuals. We have nonetheless attempted to do just that by portraying divisions of the University in connection with some of their leading faculty. A final section depicts the physical surroundings in which the University has functioned and is followed by a brief epilogue. A key to a necessarily involved series of events and personalities is provided by chronologies.

Full captions accompany each illustration. Since the illustrations may be pertinent to chapters other than those in which they appear, the descriptive summary intentionally echoes portions of the text.

In *Gladly Learn and Gladly Teach* (a rubric I confess I have used earlier at Harvard and Berkeley, but not for a book), I have had delightful co-workers, three holders of our degrees who combine perspective of the past, affection for the University, and attachment to its future. In particular, I am indebted to my principal collaborator, Dilys Pegler Winegrad.

During the early course of our work, my student assistant, Arnold Eisen, was a valued goad. The manuscript has been read in whole or part and commented upon helpfully by E. Digby Baltzell, Carolyn R. Barger, Margaret Boerner Beckman, Paul W. Bruton, Thomas C. Cochran, Hamilton Y. Elliott, Jr., David R. Goddard, D. Bruce Johnstone, Joseph T. Looby, Margy Ellin Meyerson, H. Michael Neiditch, William G. Owen, G. Holmes Perkins, Louis H. Pollak, Peter Shephard, Eliot Stellar, Harold Taubin, Scott Wilds, and Francis C. Wood. Martha Pamplin Rosso and Sophie Dubil put in long hours typing the manuscript. Joel Katz carried out the graphic design of the book. Robert Erwin, director of the Press provided fruitful counsel.

But mostly the book reflects the devotion of a long and distinguished line of trustees, teachers, and scholars, students and graduates, friends and educational leaders from Franklin to Gaylord P. Harnwell who made the University of Pennsylvania what it is. I first discussed the proposed book with the late William L. Day, our chairman of the trustees. His enthusiasm reinforced the proposal. And, following the bicentennial year of the Republic, a celebration he was anticipating, I dedicate this book to him, to his successor chairmen, Robert G. Dunlop and Donald T. Regan, and the Honorable Thomas S. Gates, who had served as chairman of our Executive Board. I know of no other university which has had such thoughtful lay leadership.

It is my hope that the professors, students and graduates of our University in America's third century will have ever more reason to be proud of the University of Pennsylvania—Franklin's University.

Martin Meyerson
Philadelphia

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