

The *Quarterly* has previously recounted the tale of the Ivy League campus that almost came to the Great Valley, most recently in the double issue that commemorated Tredyffrin's 300th anniversary. Mike Bertram provided a summary of the proposal and its outcome in that issue. Bob Goshorn's article of January 1986 covered the topic in more detail. Howard Okie recorded his version in the first issue of 1942, when the nation was fully focused on the Second World War, and the ultimate fate of the Penn proposal had not been decided. The following article pre-dates all of them, coming from the University alumni publication, *The Pennsylvania Gazette*, Volume 35, Number 18, and reproduced here with the kind permission of the University of Pennsylvania Archives. You may also find the article on-line at the following address:

<http://www.archives.upenn.edu/primdocs/uplan/gazettejul11937.pdf>

While we know how the story turns out—the headquarters of Lafayette and Duportail are not home to University offices, nor do the Quakers practice football in the shadow of Mount Misery—at the time this article was written, enthusiasm for this suburban vision was unbounded. So, the next time you drive down Chesterbrook Boulevard or attend the Independence Day fireworks at Wilson Farm Park, remember the vision held those many decades ago, and think about what might have been.



APPROACH TO DUPORTAIL HOUSE

Toward Valley Forge

Today, the University of Pennsylvania looks ahead—toward its Bi-Centennial in 1940, and beyond, to a third century which shall enlarge the accomplishments and enrich the traditions of the first two hundred years.

A major objective before the University is establishing undergraduate education amid the historic surroundings of Valley Forge. This hallowed site is already part of the University's tradition. During the most critical days of the Revolution many graduates served there with distinction under George Washington. Overlooking Cressbrook Farm, which adjoins Valley Forge Park, is the noble equestrian statue of Anthony Wayne, of the Class of 1765. As the Bi-Centennial draws near, Pennsylvania invites the cooperation of its alumni and friends in opening at Valley Forge an inspiring page in its history.

The proposal is made only after long and careful consideration, to which has been applied the best genius of the University, expressed in the deliberations of a succession of Committees and Boards composed of eminent alumni, faculty members, and officers of administration, and concluded with the approval of the Board of Trustees.

Of the plan outlined in the pages which follow, it may be said: "This much it is presently practical to undertake, within the means which may with propriety be allocated to this forward-looking program, without jeopardizing the meeting of the many great obligations we have inherited with our long past." Thus one of America's oldest institutions of learning enters a new field for the enlargement of its service in the training of America's youth.

THOMAS S. GATES, *President.*

ONE of the greatest difficulties faced by American higher education in the twentieth century has been the preservation of the intimate values of the small college in conjunction with the advantages of a great university.

Universities are necessarily to be found in great cities. "In every great country," said Cardinal Newman, "the metropolis itself becomes a sort of necessary university, whether we will or no . . . Thither come up youths from all parts of the country, the students of law, medicine and the fine arts, and the employees and attachees of literature . . ."

In our own country, to mention but a few universities which are nurtured by metropolitan areas and which contribute to them, are Harvard, across the Charles River from Boston, Yale in New Haven, Pennsylvania in Philadelphia, Columbia in New York, Johns Hopkins in Baltimore, Chicago in Chicago, California and Stanford near San Francisco. Abroad, too, the university has grown up most frequently in the heart of the metropolis—in Paris, Vienna, Edinburgh, Berlin, London, and in many other cities.

MODERN EDUCATIONAL PROBLEMS

Highly desirable as it is in many ways for a university to be located in a large cultural center, there is also a danger that it may become a vast educational plant, with the individual student submerged.

Constantly increasing enrollments in almost all American colleges and universities have accentuated the tendency to put education on a mass production basis. Such overcrowding has made the granting of degrees, in many institutions, dependent, not on intellectual achievement, but on the mechanical accumulation of credits.



DUPORTAIL HOUSE FROM ARBOR

The resulting injustice to the capable student is apparent. Little encouragement is given to the more gifted to carry on independent study. Initiative, intellectual self-confidence, and a sense of responsibility—qualities essential to success in life—are sometimes not developed.

OLDER EDUCATIONAL VALUES

In attempting to solve some of these modern educational problems, many institutions have recognized the need for the restoration of some of the older educational values which obtain in small selected academic groups.

To this end several American colleges and universities have adopted educational plans and experiments. The house plan, the honors course, the tutorial and preceptorial systems, the general college, and the Chicago Plan are among those better known.

Among other institutions, the University of Pennsylvania has also been working to preserve intimate educational values.

THE OBJECTIVES

The problem has been to devise a plan modest enough in its financial requirements to claim a proper part in the University's general program, but nevertheless so significant in its character as to challenge the interest of the friends of undergraduate education in America, and accord with the

avowed desire of the alumni of the University for some substantial beginning at Valley Forge.

Valley Forge has been a touch-stone of Alumni enthusiasm ever since 1926, when Mr. Henry N. Woolman, '96 C., recognizing the problems of the larger city colleges and universities, generously offered the Cressbrook Farm of 175 acres to the University. It must be recognized that neither at the time this offer was made, nor at any time since, has there been any considered proposal to remove the University in its entirety from its present site in West Philadelphia. The contemplated usefulness of Valley Forge in the University's educational plan has been, by common consent, associated with some extension or development of the liberal arts college. Now, however, a still wider program of usefulness for Valley Forge has been developed, contributing, not only to undergraduate education, but also to the social and recreational welfare of all Pennsylvania men.

Up to the present, as is generally recognized, the time has not been ripe for the University to undertake any new responsibility, no matter how attractive. Even now the problem necessarily is to lay some firm foundations at Valley Forge, rather than to undertake too ambitious a venture which might fail of accomplishment because of its undue demands upon its potential supporters, or which in succeeding would sap the University's ability to discharge its other duties to the City, State, and Nation.



VALLEY CREEK, WILSON FARM

THE VALLEY FORGE PLAN

The plan proposed embraces two objectives:

1. The development, on a modest scale, of an educational and residential unit at Cressbrook Farm, Valley Forge, to conduct, with a limited group of freshman students, an experiment in teaching and in living; its course of development to depend upon demands created through its operation; its future to depend upon the degree of success met and the support given.
2. And, in addition, the development of this supplementary Campus at Valley Forge for the benefit of the male students of the whole University, educationally, socially, and recreationally.

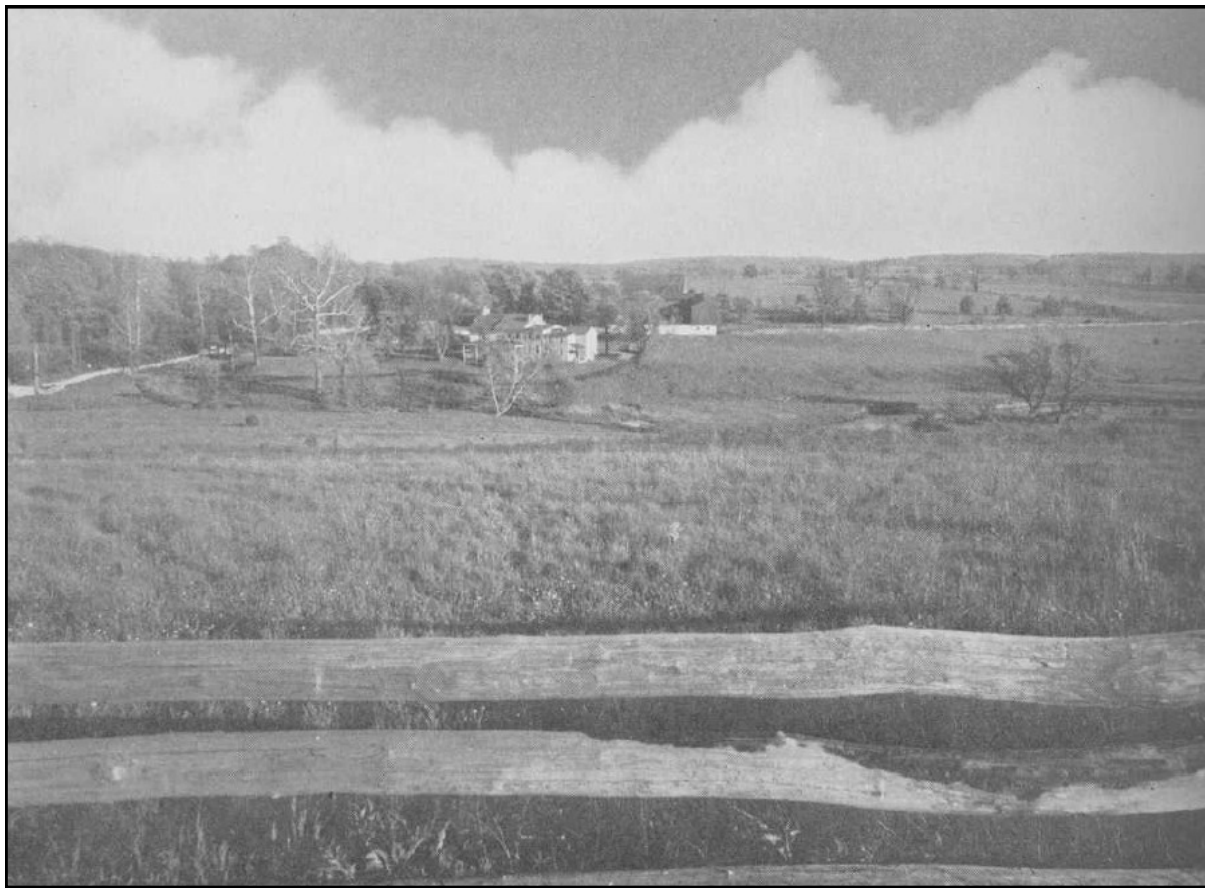
By fulfilling these aims, it is hoped that the University of Pennsylvania may show the way toward an educational development of significance.

AN EXPERIMENT IN UNDERGRADUATE EDUCATION

Valley Forge will start with a freshman class of men who meet special requirements of character and scholarship. Provision will be made for fifty students; a minimum enrollment of thirty will be necessary before the experiment is undertaken.

For admission it will be required that a student stand in the highest quarter of the school from which he comes, or that he be especially recommended by the headmaster of that school; that he make a high score in the Scholastic Aptitude Test; or that he be of such a character as to indicate special abilities to be developed.

Since the program can be accomplished most successfully, at least in the beginning, if the students constitute a homogeneous group, studying the same subjects, the curriculum will be so arranged as to place emphasis upon American History, Government, and English, subjects which, while not requiring costly equipment, are basic in preparation for enlightened American citizenship. Other courses to be added will be selected from the standpoint of their value as the foundation of a liberal education.



LOOKING TOWARD LAFAYETTE HEADQUARTERS, WILSON FARM

Those admitted will be enrolled as students in the College, but the curriculum will be so arranged that men desiring and qualified to do so may transfer to the Wharton School at the beginning of the sophomore year.

THE CULTURAL SIGNIFICANCE

Establishment of an educational unit at Valley Forge, with American history and American culture as basic subjects of study, is in harmony with recent suggestions by leading educators to make the study of America, its history and culture, the basis of a liberal arts education in American colleges and universities. In the past such traditional disciplines as the classics, mathematics, and philosophy provided a unified body of subject matter for a liberal education which modern university curricula, in their abundance and diversity of courses, now seem to lack.

But many modern students find the traditional disciplines, however universal their teaching, far removed from the life and the problems of contemporary America. Investigation into complex modern social and economic problems, often without reference to any broad unifying cultural pattern, has become increasingly popular.

Without seeking by any means to ban the study of the great cultures of the past from modern university curricula, a solution to this educational problem may be found in the direction pointed by Emerson more than a hundred years

ago in his spirited affirmation of the central importance for thinking Americans of devotion to American culture.

The University of Pennsylvania is particularly qualified, through its historic background and tradition, to give the study of our national cultural heritage the prominent place it deserves. The Valley Forge Project may well develop into one of the important centers of a significant educational movement to unify our American intellectual tradition, making the study of our native culture, and a comprehension of our history and political development, the basis of university training for enlightened American citizenship.

CLOSE TOUCH WITH THE PHILADELPHIA CAMPUS

This educational experiment for freshmen at Valley Forge has been so planned as to combine the advantages of the faculty, the library, and other facilities of the University in Philadelphia with the additional benefits of individual, personal guidance by outstandingly qualified teachers at Valley Forge.

To this end a frequent schedule of motor transportation will make the city campus readily accessible to members of the Valley Forge unit, enabling them to attend classes not taught at Valley Forge, to listen to lectures in American History and Government by senior professors at the University, and to use books at the University Library that are not available at Valley Forge.



HILLSIDE, WILSON FARM, LOOKING TOWARD LAFAYETTE HEADQUARTERS

The Valley Forge Campus is about 22 miles from West Philadelphia and can be reached readily by automobile over good, main roads in about 40 minutes. The Devon Station of the Pennsylvania Railroad is only fifteen minutes by bus from the Headquarters House, and the Valley Forge station of the Reading Railroad is not further away.

This close connection with the University in West Philadelphia will also enable Valley Forge students to participate actively in athletic, social and extra-curricular activities centering about the city campus.

A Valley Forge student will not be prevented from going out for an athletic team or for campus publications. In fact, the facilities and activities of the city campus will be quite as accessible to the Valley Forge group as they are to many students who commute each day between the University and their homes.

INDIVIDUAL INSTRUCTION

While the parent campus will be readily available, the most important part of the work of the group will be done at Valley Forge. The work will be carried on under the supervision of preceptors in residence there, men carefully selected, preferably from the University's own faculty, for personality and teaching ability. Instruction will be given individually and in small group conferences, sufficiently flexible to be adapted to the particular needs and aptitudes of the student. Primary emphasis will be placed upon the

cultivation of intensive observation, independent thinking, and power of analysis.

In the social sciences, the lectures in Philadelphia will furnish inspiration and a general outline; but within the scope of the courses, the teachers at Valley Forge will be free to depart from traditional routine to attain the desired objectives. In written English, which this group will study entirely at Valley Forge, there will be an opportunity, not merely to relate the work to the social studies, but also to provide for the individual student a writing laboratory of an unusual kind which may lead to significant results.

ADVANTAGES

Such a plan will blend the advantages of social life in a small collegiate community, amid stimulating surroundings, with a close intellectual relationship of students engaged in common objectives. Its success will depend, largely, upon the leadership and enthusiasm of the teachers selected for the project and the responsiveness of the students to the opportunities which the program presents. Close association between student and teacher, under ideal living conditions, will undoubtedly stimulate intelligent thinking, stir interest in creative scholarship, and develop character and leadership.

Such a plan will mark an important step forward in adapting a large university to the needs and the abilities of the individual student.

FOR THE BENEFIT OF THE WHOLE UNIVERSITY

The Valley Forge plan embraces, as its second purpose, the opening of new advantages for male students of the whole University. The objective is to supplement at Valley Forge the present recreational and social facilities of the University in Philadelphia, to the end that lifetime habits of sport and recreation may be developed. In this manner, desirable intellectual relationships may be fostered between students and faculty, as they could not be merely through classroom and laboratory courses.

One of the great needs of the University is for additional recreational facilities. The provisions of the campus in Philadelphia are sufficient for the satisfactory operation of the University's system of required physical education, and in some respects there is opportunity to indulge in physical education beyond this; but facilities for leisure-time activities are comparatively meagre.

NEW OPPORTUNITIES

It is to meet this need that the University plans the creation of new opportunities for sport and recreation at Valley Forge.

In addition to the opportunities for natural and informal outdoor recreation, the plan provides for the construction of tennis and squash courts, the laying out of a cross-country course in track, a baseball diamond, and a football field for pre-season training of the varsity teams and for intramural contests. Provision for other outdoor sports is also part of the plan.

For the educational benefit of the whole University, as distinct from the limited freshman unit, it is hoped to provide informal, extracurricular seminars and group discussions of students and faculty members at Valley Forge, and to furnish a working library of fundamental sources and of general literature. Members of the University's faculty eminent in their fields of learning, leaders of thought from elsewhere, statesmen, and preachers will be brought to Valley Forge for short periods to exert their influence and inspiration upon student audiences in a way not often provided in the routine of classroom and laboratory.

THE SOCIAL SIDE

Socially, opportunities for development are equally manifest. Superior as are the cultural facilities of a University located in a large city, and the opportunities it presents for practical contact with business and industry, the social side of undergraduate life is often limited and dependent upon the individual. This is not a hardship for students whose homes are nearby; but others are thrown upon their own resources with insufficient provision of recreational or social opportunities.

It is believed that the Valley Forge Campus will prove a strong attraction to large numbers of students, particularly during afternoons, weekends, and vacations, so that its use will become a habit and a custom. The opportunities thus presented should not only strongly interest present stu-

dents, but also prove a strong inducement to young men to come to the University.

ALUMNI GATHERINGS

The site will also be of special utility during the summer and early fall for alumni gatherings. There is the possibility that special seminar courses, designed to supplement a residence period of one or two weeks, may be held, offering attractive opportunities for alumni groups to renew college associations amid pleasant surroundings.

By thus furnishing a common meeting place for all Pennsylvania men, Valley Forge, it is hoped, will become a symbol of Pennsylvania unity and tradition, linking a great past with a promising future. In recognition of the contribution of various alumni bodies to the development of this plan, and their expected support of it, it is certain that the sons of alumni, who possess the required educational qualifications, will be particularly welcomed to enrollment at the new school.

There is the further possibility for alumni that the new plant may be available each year as an Annual Forum, for the discussion of economic and social topics, under the leadership of prominent members of the faculty.

LAND AND BUILDINGS

The University now owns, by virtue of Mr. Woolman's gift, the Cressbrook Farm of 175 acres, fronting on the Devon Road and embracing part of the encampment of the Revolutionary Army.

The simple and dignified stone farm house, characteristic of Pennsylvania rural architecture of early days, the older part of which was occupied by General DuPortail, chief engineering officer on Washington's staff, is still standing, in a fine state of preservation. The other buildings on the farm include a large frame barn, susceptible of alteration for the purposes of the present plan, and some out-buildings.

The adjoining Wilson Farm is so controlled that it can be acquired; its additional 148 acres are vitally needed to provide an adequate tract for the development of the plan; and it has the additional important advantage that it includes the headquarters house occupied by General the Marquis de Lafayette. These two national monuments will make this campus of unequalled historic interest. Both will be utilized for administrative purposes.

The farms comprise an almost level tract of more than 300 acres, strategically situated with reference to main highways, but removed from encroaching development, adequate for the proper location and separation of the largest conceivably desirable groups of college buildings (it has been demonstrated that all of the buildings of Princeton University in their present arrangement could be placed on the Cressbrook Farm tract alone), leaving ample room for playing fields and other needs of a self-contained college community. There is some pleasant old woodland in the rear of the farms, and between them and the adjoining Val-

ley Forge Park flows the Valley Creek, of historic memories. Behind the Creek rise the elevations of Mount Joy and Mount Misery, dominating the whole Valley Forge scene.

Few American colleges are blessed with campuses of like natural attractiveness and of greater potential architectural beauty.

Providing a modest beginning to the Valley Forge program, the Cressbrook buildings will, with necessary adaptation and an additional residential building, meet the immediate educational requirements, while the Wilson Farm buildings will be converted to recreational, seminar, and social uses.

THE COST

So far as possible the enterprise at Valley Forge will be made self-supporting. For the educational unit, the fees charged will be in the neighborhood of \$1,250 a year. The keynote of the whole program will be simplicity. There is no thought of elaborate groups of buildings or burdensome provisions of any sort. The future development will be gradual and will not be a tax upon the University and its regular functions. Expansion will come as additional funds are obtained. The charm and quaint nobility of the DuPortail House itself best represent the motif that is in mind.

A fairly large investment is required, however, to make a beginning. The Wilson Farm must be acquired to supplement the Cressbrook Farm. Besides this, a sum must be sought for improvements and changes essential at the outset, including a minimum provision for initial operation.

The immediate financial requirements for the Valley Forge plan, as summarized by the Valley Forge Board of Trustees, are as follows:

For the acquirement of the Wilson Farm, including the Lafayette Headquarters	\$175,000.
For the educational program*	325,000.
For the recreational program : including the construction of playing fields, landscaping of the tract, and the installation of roads, water supply, electricity, sanitation, and similar services at Valley Forge	<u>100,000.</u>
TOTAL	\$600,000.

* *This includes:*

Reconstruction of the barn on Cressbrook Farm into an assembly hall, commons room with kitchen, gymnasium, locker rooms, and seminar quarters .

Construction of dormitory facilities, to house 50 undergraduates and resident faculty members ; these facilities to be planned so that they may be harmonious with the spirit of Colonial simplicity appropriate to the site and to the kind of institution contemplated, and likewise planned and placed with a due regard to future developments.

Adaptation of the DuPortail House for faculty residence and administrative purposes.

Equipment, maintenance, and operating charges for the educational unit.

Such a provision will mean that a real beginning can be made on the development of Valley Forge as a supple-

mental campus of the University. The University must count on the support of its alumni and friends, and the friends of education generally, in the raising of this initial fund.

THE BI-CENTENNIAL

It is for these reasons that Valley Forge has been placed among the special projects on the University's program to raise a Bi-Centennial Fund in anticipation of the celebration of its two hundredth anniversary in 1940. That financial program, in its entirety, embraces the raising of \$12,500,000 for the development of the University's endowment and of its physical facilities. A considerable part of the total fund needed is to be devoted to the improvement of teaching in the undergraduate schools; and thus the College, the Wharton School, and the other schools should be greatly stimulated. In these supplementary benefits, the Valley Forge unit will share. Those who wish to lend their direct support to the Valley Forge project should so indicate on their pledge cards.

Nothing could be more appropriate, as the University looks forward to its Bi-Centennial anniversary, than this plan for the development of educational work at Valley Forge. The University of Pennsylvania, fourth of America's Colonial institutions of higher learning, witnessed the birth of the American nation and of American freedom almost upon the edge of its own earliest campus. In those days, as now, the University was confronted by serious questions of social and political organization, in which the men of the University played a distinguished part.

In this American setting is provided an opportunity, such as Benjamin Franklin furnished to the thoughtful members of the American colonies nearly two hundred years ago, to enter upon a new and useful educational venture.

A NEW ARM OF EDUCATION

No plan of the University in modern times, perhaps, has had inherent in it the educational significance and opportunities which lie in this proposed development at Valley Forge. Here is a plan for embarking upon a new experiment in undergraduate education which should do much to restore the old values of the small educational group intimately associated and closely guided.

Indeed, the plan's effects are likely to reach beyond the group studying at Valley Forge. The constant flow of selected young men of talent and training from Valley Forge to the University in Philadelphia should further stimulate and invigorate activities there, enriching the intellectual life of every department in the University.

From the development of Valley Forge as a rallying point for all Pennsylvania men, the entire alumni body stands to benefit.

Out of the relatively small investments contemplated, which can be made only after the funds are available for the purpose, should grow a new arm of the University of Pennsylvania and of American education whose potentialities are today beyond the range of prediction.