JULY NUMBER.


Some Imaginative Types in American Art


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Annie Tousey's little Game. A Story

Illustration by W. T. Smedley.

In the Garden of China

Eight Illustrations by C. D. Weldon.

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The German Struggle for Liberty

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Literary Notes

Laurence Hutton.
THE UNIVERSITY OF PENNSYLVANIA.*

BY FRANCIS N. THORPE.

HE University of Pennsylvania was founded in Philadelphia, in 1740, as a Charitable School, one hundred and four years later than Harvard, thirty-nine years later than Yale. The most distinguished men active in its foundation were Dr. William Smith, its first Provost, and Benjamin Franklin, who for nearly half a century was identified with the institution as a trustee, and for a large part of that time as the President of its Board. Nine years after its foundation Franklin wrote a pamphlet relative to the education of youth in Pennsylvania, in which he advocated courses in the English language and literature; in other modern languages, particularly French, Italian, and Spanish, because they were the tongues of commerce in his day; in history, in mathematics, and in the elements of the quest from the Commissioner of Education, Washington, D. C., and therefore no extensive account of its history need be given here.

* The history of the University has recently been published by the government of the United States, in an illustrated octavo volume, obtainable on re.
applied sciences—all constituting a curriculum which, in his opinion, would qualify those who pursued them "to pass through and execute the several offices of civil life with advantage and reputation to themselves and country." Franklin tried to exclude Latin and Greek from the school. Provost Smith advocated them. By compromise, both ancient and modern languages were included in the course. Shortly before his death Franklin wrote an elaborate paper to show that his own ideas of education were the ideas of the founders of the University. As many of

later these schools were united under a charter from the Penns. The charter was renewed in 1755, with liberal modifications, the title being changed to "The College, Academy, and Charitable School of Philadelphia, in the Province of Pennsylvania." An extraordinary event hastened the prosperity of the institution. Whitefield, the apostle of a religious renaissance, came to America in 1739, began preaching in Philadelphia, and by his eloquence stirred the city. Enthusiasm moved his admirers to erect a meeting-house large enough to accommodate the crowds who would come to hear him whenever he might visit the city. Money was raised; ground was purchased; a great building was erected. Whitefield returned to England, leaving no disciple who could fill the new meeting-house with worshippers. Franklin recognized the opportunity, and the meeting-house was purchased for the Academy. The reputation of the school grew rapidly. Dr. William Smith was chosen Rector— a title soon changed to that of Provost.

In 1763 Dr. Smith went to England, and, supported by the patronage of the Archbishop of Canterbury and by the authority and permission of the crown, under letters patent from the Lord High Chancellor, there collected twenty-five thousand dollars for the school.

The four years' course of study laid down by Provost Smith was inaugurated in 1753, and was the beginning of that familiar division of studies followed ever since in American colleges and universities. The University of Pennsylvania was thus the parent of the collegiate system of this country, a system distinct

his ideas have been adopted into modern educational systems, and especially his emphasis of science, modern languages, history, political economy, and psychology, as the University has developed into a great school of science, and has of late years laid the foundations of schools of economy, history, biology, hygiene, veterinary science, chemistry, and engineering, Franklin, by many, is called the founder of the University. Probably a just statement will include the labors of Provost Smith and the ideas of Dr. Franklin as the principal initiative forces of the University.

The elementary studies pursued in the Charitable School did not meet the wants of the times, and the Academy of Philadelphia was founded in 1749. Four years

Old Surgeons' Hall, Fifth Street Below Library, 1765-1807.

* The adoption of the title Provost is evidence of the influence of the associations of leading Pennsylvania men with the University of Edinburgh, at which they had studied medicine. It is the only use of the title in an American university.
from that of any other country. Meanwhile discords arose in the Province and factions rent the school. Whigs and Tories carried the war into the college. The Provost was cast into jail for a brief time, and, it is said, met his classes there. In 1779 the State Legislature dispossessed the trustees of their charter, and created a new, a rival, institution—the University of the State of Pennsylvania. The effect of Whitefield's preaching in eradicating the animosities of religious sects, felt at the time of the purchase of the meeting-house, by which persons of different religious views were then joined as trustees, was again seen in the incorporation of this new university: its trustees were to include the President of the Commonwealth, the Speaker of the Assembly, the Chief Justice of the State Supreme Court, the Attorney-General of the Commonwealth, and the senior minister of the Episcopal, of the Presbyterian, of the German Calvinist, of the Lutheran, of the Roman Catholic churches, and thirteen other trustees, among whom were David Rittenhouse, Frederick Muhlenberg, and "the honorable Benjamin Franklin, doctor of laws, minister plenipotentiary from the United States to his most Christian Majesty."

Ten years later, about the time when Alexander Hamilton was founding the University of the State of New York, the Pennsylvania Legislature reinstated the trustees of the College, Academy, and Charitable School. The University and this restored institution had in part the same trustees, the same privileges, and the same professors. The constant confusion, the destructive factions, and the conflicting claims incident to this condition of affairs almost destroyed both institutions. At last, after years of wasted opportunities, the Legislature united them, September 30, 1791, under the title of "The University of Pennsylvania," and granted the charter which is in force to this day. The act of 1779 creating the University makes Pennsylvania the oldest University in America, the title not having been applied to Harvard till a year later.

Since the days of Franklin the University has been attended by men from 113 States and countries, and it has imparted instruction to nearly 67,000 persons. The number 66,747 means year's courses, and not necessarily individuals in attendance. Owing to the varying lengths of courses of study at times during the history of the University, two, three, four, five years, it is difficult, if not impossible, to determine from the records the exact number of individuals who have attended the University from 1740 to 1892.
ment had to be made during that time for the whole number of students in attendance, whether they remained for entire or for partial courses, the number above, 66,747, represents practically the attendance upon the University. It has graduated nearly 17,000—twice as many as Yale, and about 2500 less than Harvard. Its faculties now number 273 professors and instructors—about 35 less than Harvard, and 80 more than Yale. Its students number 2500—790 less than Harvard, and 150 more than Yale. The influence of the institution is only suggested by such a statement. It becomes clearer if the statement be made more in detail. American universities have regions of influence. First, the region of which the institution is the immediate centre, then a region usually extending directly west of that centre. Harvard and Yale have a zone of influence in all States and Territories from New England westward. The influence of Pennsylvania has been chiefly in Pennsylvania, New Jersey, Delaware, Maryland, and southern New York, which in the aggregate have sent 35,900 students. From Virginia and the States south have come more than 13,000; from the States north of the Ohio, only a few more than 1000, a small number, owing to the dominating influence there of Harvard and Yale, and to the early founding of colleges in the region, originally called the Northwest—Ohio, Indiana, Illinois, Michigan, and Wisconsin. New England has sent about 900, chiefly to the medical school; Central and South America, more than 700; Great Britain and the British Provinces more than 400. At present, examinations for admission are conducted annually in some fifteen cities of the Union, among which are Chicago, St. Paul, Bay City, Atlanta, Rochester, San Francisco, and Galveston. An examination is held also at Charlottetown, Prince Edward Island.

The explanation of this wide academic influence is found in the evolution of the University itself. It has been and is a growing institution. From the circumstances of its origin it is non-sectarian: the first American university founded without administrative relations with any religious sect. Yet from the beginning it has retained harmonious relations with the various churches, and many eminent divines of different denominations have belonged to its Board of Trustees and to its faculties. It has never had a chair or faculty of theology, but from time to time it confers the honorary degree of Doctor of Divinity upon clergymen of various denominations who seem in its opinion entitled to such an honor. Had Franklin been an active churchman, had Pennsylvania been identified a hundred years ago with a powerful ecclesiastical polity, without doubt the early influence of the University would have been as great in the West as that of Harvard or of Yale. At last the academic world has caught up with Franklin's ideas. Harvard and Yale have long been non-sectarian. Ecclesiasticism, sectarianism, are vanishing from American university life.
In 1751 Dr. Thomas Cadwalader began a course of lectures on anatomy in a private house in Philadelphia. The effort was opportune. A germ was planted. Dr. John Morgan, after spending five years with Hunter in London and with Cullen in Edinburgh, returned to Philadelphia in 1765, young and enthusiastic. He persuaded the Trustees of the University to found a Medical School, of which there was not then a single instance in America, and it was due to the school thus founded, the oldest in the land, that Philadelphia at once became the medical capital of the western continent.

A passage from Dr. John Morgan’s address “Upon the Institution of Medical Schools in America,” delivered at the College of Philadelphia, now the University, May 30, 1766, now reads like a prophecy: “Perhaps this Medical Institution, the first of its kind in America, though small in its beginning, may receive a constant increase of strength, and annually exert new vigor. It may collect a number of young persons of more than ordinary abilities, and so improve their knowledge as to spread its reputation to different parts. By sending these abroad duly qualified, or by exciting an emulation amongst men of parts and literature, it may give birth to other useful institutions of a similar nature, or occasional rise, by its example to numerous societies of different kinds, calculated to spread the light of knowledge through the whole American continent, wherever inhabited.”

The school was attended at the session of 1894–5 by 818 students, and it now has nearly 12,000 living graduates scattered throughout the world. Its faculty has included Morgan, Rush, Horner, Wistar, Wood, Pepper, Hare, Jackson, Leidy, Goodell, and Agnew. It has been a leader in the important movement to extend the course of medical education to three, and more recently to four years. So vast has been its influence that the
University of Pennsylvania is often identified with its Medical School, rather than is its Medical School identified with the University. This paradox is paralleled by the popular notion that Princeton is a theological school, Columbia, a school of mines.

Nearly all the medical schools of the West and of the Southwest were founded by graduates of Pennsylvania, and most of them have been administered by Pennsylvanians. An examination of American medical literature shows that a greater part of it has been written by Pennsylvania men than by the graduates of any other institution, and the large part of this Pennsylvanian contribution has been made by members of the Pennsylvania faculty. This momentum, early acquired by the Medical School, has developed objectively, not only in instruction, in the indirect founding of other medical schools, in the advancement of medical science by the discoveries and inventions of practitioners, but also, in 1872, in the founding of the University Hospital, "by the co-operation of the State Legislature and of persons in private life." This was the first instance in this country of the identification of a public hospital with a university. It was possible because the University holds functional relations with the State. It was intended in 1779 that the University should be at the head of the educational system of the Commonwealth. The Governor is

*A LECTURE IN ANATOMY.*

ex officio President of the Board of Trustees, and the Legislature somewhat irregularly makes appropriations for the Medical Hospital and for the Veterinary Hospital.

The School of Law was founded forty years after the Medical School. Mr. Bryce has rediscovered one of our greatest constitutional lawyers, James Wilson, a signer of the Declaration of Independence, a delegate from Pennsylvania with Franklin and Morris in the Federal Convention of
1787. Washington has recorded his own judgment of Wilson, not only in pronouncing him the ablest member of the Convention that made the Constitution of the United States, but also by appointing him an associate justice of the Supreme Court of the United States. In 1790 Justice Wilson was elected professor of law at Pennsylvania, and delivered the introductory lecture of his course before President Washington, the Cabinet, both Houses of Congress, the Governor of the Commonwealth, the General Assembly, the judges of its courts, the members of its bar, and the students of the University. Mrs. Washington and Mrs. Hamilton are mentioned among the ladies present. Philadelphia was then the national capital. The Law School so auspiciously opened is the oldest in America. It may now be said to be the only school in the country whose instruction is based on the system of common law. In other States and in other schools codes and statutes compel the course of practical instruction to be founded chiefly upon them. To what extent a law student should be grounded in the elements of the common law is disputed among lawyers. The three years' course and the large attendance at Pennsylvania are evidence that, as codes and statutes are founded on common law, legal instruction may have the same foundation.

In 1875 the School of Mines, Arts, and Manufactures, founded twenty-five years earlier, was reorganized as the Towne Scientific School, and it has been the parent of several later departments in the University—those of Science and Technology, of Architecture, of Chemistry, of Chemical Engineering, of Mechanical and Electrical Engineering, and of Civil Engineering. These departments have been founded in response to public demands, and a little more than half the attendance in the college is upon these scientific
courses. Experience at Pennsylvania suggests that as a department meets a public want, so do students enter it from distant States and countries. The old scholastic course, founded on books and ideas, rather than upon ideas and laboratories, has not been able to compete with any of these scientific courses. Whether this decay of scholasticism is to be deplored is still debated by academicians. In our universities there continues a peaceful war between the advocates of the scientific and the advocates of the purely classical courses. The public seems unconscious of this struggle, and the majority of students enter the science courses. Undoubtedly these courses are valued as avenues to gainful occupations. Most students now entering a university, conscious or unconscious, follow the advice of the Greek philosopher—"Consider the end." As ours is a material age, our university courses become in the end material courses. Perhaps a remarkable difference between the history of Yale and of Pennsylvania is explained by the difference between these universities in respect to the estimate apparently set by them on scientific and on classical studies. By scientific studies I mean those studies leading directly to entrance upon gainful occupations, as the various engineering, chemical, and architectural courses. Yale has won highest distinction in the position which her graduates have taken in public life. She has identified herself with our national life as has no other American university. With few exceptions, her graduates thus distinguished pursued general culture courses, not courses technical in their relation to gainful occupations, such as engineering, chemistry, manufacturing, or mining. She surpasses Pennsylvania in the results of these culture courses as much as Pennsylvania surpasses her in practical opportunities for studying law and medicine, afforded by contiguity to municipal hospitals and to numerous courts. The tendency towards technical courses and in the founding of technical schools has been strong at Pennsylvania for twenty-five years, and there is little doubt that the response to a public demand for such courses has been hastened by the conditions amidst which Pennsylvania is set. The technical schools at Pennsylvania may be said to be rooted in the interests of the region of country from which the University draws its greatest number of students. Manufacturing, business, mining, transportation, building, engineering, may be said to be the natural occupations of the people in the Pennsylvania belt. In 1881 Pennsylvania had 97 professors and instructors and 972 students; or 176 less in her faculty and 1528 less students than at the present time. During this period at least three universities have been founded, representing an aggregate endowment of $40,000,000: one in New Orleans, one in Chicago, and one in California. During this time universities and colleges have been greatly strengthened. This remarkable awakening of Pennsylvania after a sluggish life of almost a century is one of the educational phenomena of the times.

In 1875 the institution was moved from its ancient site near the centre of Philadelphia to the west bank of the Schuylkill, where it has acquired fifty-two acres of land by purchase or by gift from the municipality in exchange for certain academic privileges which it grants in free scholarships to graduates of the public High Schools for boys. The immediate
effect of this newness has enabled the institution to be both conservative and progressive. Its five-and-twenty buildings are new; its charter is old. Its traditions are conservative; its policy is modern. The smell of the last century is barely traceable about the place. Its laboratories are modern; its apparatus fresh from the hands of expert manufacturers. There remain in the university many curious evidences of an honorable past. Among the collections in the library are books presented by Louis XVI., including a set of the famous and now somewhat rare Encyclopédie to which Voltaire contributed, and which a century ago turned the world upside down. There is an apocryphal apparatus, said to be Franklin’s electric glass rod. There are curious instruments, made by Rittenhouse at the order of European monarchs of the last century. It seems odd that a university a century and a half old should have no academic buildings that date back thirty years. At the time of the educational revival following the civil war in America, the old universities repaired their buildings and reorganized their courses. Pennsylvania sold her ancient buildings, disposed of her old campus, acquired a new location, erected new buildings, and reorganized her courses. Her energies during the last twenty years have been constructive.

In 1878 the Dental School, now having 781 graduates, was organized with a two years’ course, lengthened, fifteen years later, to three years. Its courses have attracted students from all parts of the world; they today represent thirty-two States and Territories in the Union, and twenty-one foreign countries. Perhaps the chief claim of the school to distinction is not alone the quality of its technical instruction, but also the range of that instruction, which conduces to the advancement of the dental profession and to the health and comfort of the public by including instruction in anatomy, physiology, and chemistry.

In 1881 was established the Wharton School of Finance and Economy. The Columbia School of Political and Social Science was opened a year earlier; the Michigan School, a year later. After twelve years no better description can be given of the school than the statement of its purpose made at the time of its foundation: a school to provide young men special means of training “in the knowledge of modern finance and economy, both public and private, in order that, being well informed and free from delusions upon these important subjects, they may either serve the community skilfully as well as faithfully in offices of trust, or, remaining in private life, may prudently manage their own affairs and aid in maintaining sound financial morality.” This emphasis of the value of economic studies by its founder, Joseph Wharton, was immediately appreciated by the public, and the school is serving the purpose of its...
foundation. The Schools of History and Political Science characterize the third era in American education. The first was of theology, moral philosophy, and the classics; the second, of the applied sciences; the third, of history, social science, economics, and government. The courses in the Wharton School include logic, psychology, literature, and administrative law.

The response of the University to the demand for instruction in the principles of government in America and in its social, industrial, and political history was again made in 1891 in the establishing of elaborate courses in American History and Institutions. The essential idea upon which the courses in American History and Institutions are founded is suggested by a well-known passage from Mr. Bryce: "To the people we come sooner or later; it is upon their wisdom and self-restraint that the stability of the most cunningly devised scheme of government will in the last resort depend." A course descriptive of our State and national governments is given in the Freshman year, and a variety of courses in American political, social, industrial, and constitutional history follows in the Sophomore, Junior, Senior, and Post-Graduate years. American history is thus associated with subjects from which it has too long been separated. If American institutions receive adequate attention in academic life, we shall realize Franklin's wish for courses of study adapted to such a country as ours.

In 1882, by the generosity of J. B. Lippincott, of Philadelphia, the well-known publisher, was established the School of Veterinary Medicine, and in the following year the Veterinary Hospital. At the Veterinary Hospital nearly three thousand animals are treated annually. There is a free clinic for the treatment of animals belonging to the poor. The Veterinary School began with a three years' course, of eight months each. Until recently, except at Harvard, the course in other schools in this country was two years. The faculty consists of experts, who, having completed courses in American schools, pursued special studies abroad. The Hospital for Dogs, a separate building, erected in 1892, is unique in this country, and is more elaborately equipped than either that at Paris, London, or Berlin. Here also are held free clinics. The hospital is well patronized. It is the first of its kind in America. The School of Biology and the Graduate Department of Philosophy were founded in 1883; the School for Nurses in 1888; the School of Hygiene, the Graduate School for Women, and the School of Architecture in 1891.

The establishment of the Graduate School for Women solved, in a large degree, the question of coeducation at Pennsylvania. The urgent demand has been for admission of women to the facilities for advanced study and to the coveted degree of Doctor of Philosophy. When Colonel Joseph M. Bennett, a well-known philanthropist, began the endowment of this school, it was the initial step in a movement of great importance, which already has been followed in other institutions. All the courses in the Department of Philosophy are offered to women on the same terms as to men. The students in attendance in this department are from various parts of the world. Three fellowships have been endowed permanently (two by Colonel Bennett, one by Dr. Pepper), and several others are supported by annual contributions from generous friends of the University.

In 1892 was founded the Wistar Institute of Anatomy and Biology. This institute and the Department of Archaeology and Paleontology illustrate the peculiar relations in which the University stands to some of its integral parts. Dr. Caspar Wistar, the founder of American anatomy, was professor in the University from 1808 to 1818. In 1892 General Isaac J. Wistar founded, endowed, and erected the Wistar Institute of Anatomy and Biology in memory of Dr. Wistar. The institute has its endowment separate from University funds, but a part of its Board of Trustees are chosen by the Trustees of the University. The institute is an anatomical and biological museum. It contains the Wistar and Horner Museum and the collections made by Dr. Joseph Leidy. Its operating-rooms are constructed for the convenience of specialists making investigations in anatomy and biology, and its fellowships will encourage investigations of a high order. The institute is devoted solely to investigation. It has no classes, no courses of lectures. It is endowed and constructed to maintain a free, public, synthetic museum; one of ideas, not of specimens merely. Unlike
those in most museums, the collections are arranged in series to illustrate physiology, embryology, and development, as well as the mechanics of organisms. It is the only institute of its kind in the United States in which a large endowment is devoted solely to the promotion of advanced researches and studies in natural history. It contributes to the advancement of science in America, and, working in co-ordination with the Medical School and the hospitals of the city, it is especially helpful in the advancement of the medical and surgical sciences. The institute building was erected on land which had belonged to the University, but was transferred to the Wistar Institute for this special purpose.

By a similar co-ordination of forces the Museum of Archaeology and Paleontology was organized, affording favorable opportunities for the study of anthropology. The collections are chiefly in American archaeology, showing the development of the native races of America; in Babylonian and Egyptian antiquities, and include a unique and extensive collection of gems, already widely known as the Sommerville collection. In a great city a university must afford flexible affiliations with educational enterprises and foundations. It must become the educational centre of the municipality. A central administrative authority can thus unify and harmonize educational work which otherwise would be fragmentary and comparatively ineffectual.

Pennsylvania established university extension in America, but the University has no organic relations with the American Society for the Extension of University Teaching. The Provost of the University is ex officio President of the society. But the society utilizes the opportunities afforded by the faculties and the libraries of the University, and it has been enabled to plan and to construct its work because a few earnest professors in the University have been willing to give, in addition to their University work, courses of lectures
in extension. The American society is incorporated under the laws of Pennsylvania, and the University's relations to it are only as a source of educational supply. Probably one hundred thousand persons have attended university extension courses in and near Philadelphia during the last three years, and one excellent effect of this popular movement has been to cause many to matriculate in regular courses at the University.

Pennsylvania is gathering experience with the certificate system. Graduates of approved high-schools, normal schools, and academies are admitted to regular courses on certificate. If the preparation given at such a school proves insufficient, the school is dropped from the list. This system has the disadvantage of tending to lower the standard of admission. Its advantage is chiefly that at an early age a student may complete his undergraduate course, and in his twentieth or twenty-first year, with some appreciation of a true university course, continue his graduate studies with a purpose. In these competing times a man is compelled to start early in life would he succeed. The college boy is no exception. As the undergraduate years pass, the student the more appreciates his opportunities. The economic value of the Senior over the Freshman year is only surpassed by the economic value of the post-graduate over the undergraduate course.

The graduate school in the University, called the Department of Philosophy, was organized in 1883, and is at present attended by 161 persons, representing 38 degree-conferring institutions. In this department are conferred, on examination, the degrees of Master of Arts and Doctor of Philosophy. The University has no non-resident courses, except to the holder of the Hector Tyndall Fellowship, and confers these degrees only upon persons who have pursued, with approval, for at least two years, a principal subject and two subsidiary subjects. The work of this department is based upon the laboratory, the seminary, and the lecture, and upon the special studies and investigations of the candidate. The result of the undertaking is university as distinguished from college work. It is easier to obtain the degree of Doctor of Philosophy in a German university than at Pennsylvania. At present the number of courses offered in the Department of Philosophy is 153, in twenty-nine groups—American Archaeology and Linguistics; Assyriology; American Political and Constitutional History; Arabic Language and Literature; Botany; Chemistry; Philosophy; Comparative Philology and Sanskrit; English Philology; English Literature; Ethics; Ethiopic; European History; Experimental Psychology; Geology; Germanic Philology and Literature; Greek Language and Literature; Hebrew Language and Literature; Latin Language and Literature; Mathematics; Mineralogy; Pedagogy; Political Economy; Political Science; Physics; Romance Phi-
ology and Literature; Syriac and Aramaic Language and Literature; Statistics, and Zoology. The faculty in this department numbers thirty-eight professors and instructors. In such a department, which is the flower of the university idea, the instruction ranks with that in the technical schools; the reputation of the professors and the special opportunities for research will determine the worth of the department. As the men and women who wish to utilize such opportunities are usually poor, such a department must have fellowships. Pennsylvania is deficient in fellowships. It has six endowed and twelve honorary fellowships. The Hector Tyndall Fellowship in Physics, endowed by the late Professor John Tyndall, gives an income of $600 a year; and the incumbent may pursue his studies at any university in this country or abroad. The honorary fellowships are in the Wharton School, in American History, in Literature, and in Science. They exempt the holders from all charges for tuition, and convey some academic privileges. No want of the University is greater than the want of endowed fellowships. Indeed, it may be doubted whether without such endowments university work is possible. The reputation and influence of a school depend upon its scholars. The greater the scholar the greater the reputation and influence of the school. The time is at hand when American universities must discriminate between college work and university work. The college cannot do university work. Our universities are still doing college work. Would it not be wise for the strong universities to abolish their undergraduate departments and do university work only? The Department of Philosophy, composed of students possessed of sufficient training to enter upon special studies, would then
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PROVOST WILLIAM PEPPER.

rank as a technical school. Endowed fellowships in such a department afford opportunity for the best minds in the country to pursue culture and professional studies in a philosophical manner. Perhaps it is no libel to say that the best minds among American youth usually have the lightest purses. The English scholars who are the glory of Oxford and Cambridge were usually poor boys who won fellowships. No American university can serve the country better than to sustain fellowships, adequately endowed, permitting residence, if desirable, for a portion of the time at any European university.

Undergraduate work differs too often but slightly from high-school work. The difference consists often merely in the name, the Freshman year in the university being but a review of the last year at the high-school, with variations and new instructors. Pennsylvania, during the last ten years, has put the Department of Philosophy—the culture courses of the true university type—on a plane with its most advanced courses in the technical schools, and even high-

er, because graduates of these technical schools pursue courses in the Department of Philosophy. Practically it is difficult to distinguish between undergraduate and postgraduate courses, as many who are graduates of a reputable college are deficient in subjects completed in the undergraduate work of the university. Instead of forming a cumulative course, the undergraduate and postgraduate courses often overlap. Inadequate preparation in the fitting schools thus retards the evolution of real university life. The endowment of fellowships, to be conferred on competitive examination or on evidence of peculiar fitness in the candidate, is the only provision that can maintain university as distinct from mere collegiate work.

Pennsylvania is about passing out of the age of brick and mortar—an age in which all universities in America seem destined to linger. The next age, it is hoped, will be the age of fellowships.

The University holds organic relations to the city of Philadelphia. In 1882 fifty prize scholarships were established in perpetuity, to be awarded to male students in the public schools of the city. The City Councils have granted to the University in the aggregate about forty acres of land, so that the campus, now containing fifty-two acres, is sufficiently great to remove one barrier to the complete development of the institution. In consideration of these grants the University also maintains its library as a free public library. Its collections are extensive in law, in American history, in literature, in political economy, and in general science. The experience of the University establishes a fact of vast importance to American civilization—that our great cities afford peculiar advantages for the development of universities of a comprehensive type. A great university may be made a potent influence for wholesome municipal life.
It is a centre of learning, of practical skill, of broadening culture among the people. America is destined to be the land of large cities; with us the problems of municipal government are already paramount. Pennsylvania was the first American university planted in a large city. Its relations to Philadelphia, scientifically, socially, and as a power for culture, constitute perhaps its highest immediate influence; for there its influence is centred; its influence in other cities, States, and countries is only that of individuals, its alumni.

Like Harvard and Yale, Pennsylvania depends for its support upon the generosity of private persons. It receives some State aid for its hospital service. Private generosity is not wholly wanting. During the year closing September 1, 1894, the University of Pennsylvania acquired in lands, buildings, and money not less than one million dollars. The aggregate value of its lands, buildings, and endowment is more than five times this amount; but this equipment falls far short of being sufficient to meet the demands put upon the University at the present time.

The demands upon the institution require larger endowments and ampler funds for teaching purposes. From Towne, Wharton, Lippincott, Bennett, Wistar, Houston, and others it has received gifts and bequests which have provided buildings, or have made possible the institution of courses of study and the support of a teaching body. The result of the removal of the University in 1875 from its ancient location is the reorganization and extension of its courses, the inauguration of male technical schools, and the erection of costly buildings. Pennsylvania has lost all distinctive features as a college. It is feeling the robust strength of its new university life. In the comparative weakness of their arts courses, Columbia and Pennsylvania have paid the penalty of their advantages of location. Their college departments have been attended principally by students whose homes are in New York or in Philadelphia. A subject of perennial interest at Pennsylvania for years was dormitories. Would they strengthen the University? After exhaustive discussion of the dormitory question, and after inspection of the dormitory provisions in American and in European universities, the system finally adopted at Pennsylvania consists of a series of contiguous dormitories of moderate size, which, when completed, will enclose a large "quadrangle," each separate building accommodating, with
sleeping, study, and bath rooms, from twelve to fourteen students, and in the aggregate as many as a thousand. Fortunately the University has available for this purpose a suitable plot of ground, formerly used as the athletic field. The athletic grounds, henceforth to be known as "Franklin Field," have been located on another part of the campus, and have been adequately fitted up. This plot covers the whole space enclosed between Thirty-sixth Street, Woodland Avenue, and Spruce Street.

The separate buildings, which have no internal communication with each other, are of varied external design, while they form together a harmonious and artistic series. The occasional larger structures, including the university chapel and the university dining-hall, break what would otherwise be the too nearly uniform heights of the various buildings. The entrances to all the dormitory halls are from the quadrangle, and the windows look on the one side upon the quadrangle and on the other upon the street. A general feature of the plan is to provide a spacious study with two sleeping-rooms attached as a suite for two students; or a student may have a sleeping-room and
study to himself, suitable provision being made for bath-rooms and lavatories on each floor. The student may make his own arrangements for meals, either solitary or in common, the great dining-hall situated within the quadrangle affording every facility for either kind of living.

It is believed that the new dormitories, costing more than a million of dollars, will strengthen the University by providing for its thousands of students a healthful, congenial home during their university life.

In the end, by the resolution of educational forces beyond control of any institution, the university idea will triumph, and the struggle between college and university, which is still going on at Yale and at Pennsylvania, will terminate in an educational definition—that the University includes the college. Pennsylvania is an educational corporation which in the course of a hundred and fifty years has multiplied by division, until at present it consists of fourteen separate departments, of which the oldest, the College, is subdivided into twelve schools.

The college is struggling with the solution of the question of courses: Shall they be prescribed after the ancient scholastic order? Shall they be wholly elective? Shall they be prescribed in elective groups? Shall they be in part prescribed, in part elective? The last system is on trial. The Freshman and Sophomore studies are prescribed; the Junior and Senior studies are in elective groups.

The theory of the Pennsylvania plan is that it is better to guide a student in his choice of courses than to leave him wholly to a free election of them. The experience of the University is wider than that of a Freshman or a Sophomore. The University is trying the elective-group system lately inaugurated, and experience alone can prove its value. One advantage of the group system is its obliteration of special courses and its wise oblivion of special students. As it is inexpedient to refuse admission to the special student, the University must take better care of him than he would take of himself. Special students not qualified to enter upon university work are a hindrance to it. Mere numbers in a class do not constitute a university. Sometimes increase of numbers is decrease of true university work. In such work there is no royal road of ease. Law is the traditional, jealous mistress. University studies in special departments are equally exacting. Of the two hundred thousand students in American colleges and universities, probably not more than twenty-five hundred are doing true university work, but this company of men and women will ultimately direct American thought.

Student life at the University is itself an interesting study. Perhaps in no other American university has a strong college spirit been developed out of such diverse elements. Until now, the unifying influence of a common dormitory life has been wanting, the students having resided in their own homes or in boarding-houses. Many organizations exist among the students for social, for religious, for literary, for scientific and athletic purposes. The Philomathean and Zelosophic are the oldest literary societies in the University. Akin to these are the Franklin Debating Union; the three Law clubs; the nine Medical, three Dental, and one Veterinary societies; the Sketch Club; the Camera Club, and the Civil Engineers’ Club. The principal Greek-letter fraternities have chapters, and several of them have chapter-houses. The Mask and Wig is the dramatic club. The religious organizations are the Church Club, the Newman Club, and the Young Men’s Christian Association. An excellent index of the esprit de corps which has been developed here is found in athletics. The policy of the University authorities has been a moderate one, founded on the belief that athletics, properly regulated, have a legitimate and useful place in the student life. A committee representing all the faculties passes upon the eligibility of candidates for university teams, and maintains a careful watch over the college standing of contestants. This committee co-operates with the Athletic Association, a chartered body composed of both alumni and undergraduates; under which all branches of athletic sport are organized. The brilliant football successes of 1894, which sustained the athletic prominence of the University, were made possible only by years of faithful and arduous work on the part of this association. Its value is appreciated also in several other colleges, where its methods have been largely imitated. In the association is vested the control of Franklin Field, the two university boat-houses.
on the Schuylkill, and the training-house, in which the members of the teams and crews live together. Franklin Field was opened this year, and is one of the largest and most complete fields in the country.

Pennsylvania has emerged from its recent era of material acquisition with an equipment that needs administrative funds to secure results naturally following the educational plan, the location, and the opportunities of the institution.

All the buildings are heated by steam and lighted by electricity, from a central light and heat station belonging to the University, and the sanitary condition of each building receives constant attention. Equipment and care of this kind, though apparently of local interest only, affect the institution as a whole, and aid in defining its place among American universities. The newness of the buildings—the Medical College, the Dental College, the Veterinary School, the Biological School, the Library, the Wistar Institute, the Institute of Hygiene, the John Harrison Laboratory of Chemistry, the Howard Houston Hall for Students—has enabled the trustees to utilize all modern accessories and conveniences in their construction. At Pennsylvania, as at other American universities, the increasing expense of education has become a serious problem. Though there are 2500 men attending the University, their instruction costs more than is received from tuition fees. The annual deficiency is made up by private generosity of the members of the Board of Trustees, of the alumni, and of other friends of the institution.

The vast work done at Pennsylvania from 1881 to 1894 was the unification of courses; the erection of a score of buildings; the foundation of technical schools; the re-establishing of organic relations with the Commonwealth of Pennsylvania and with the city of Philadelphia; the collection of funds aggregating about three millions of dollars; the increase in faculties, facilities, and attendance—in a word, the reorganization, the awakening, the readjustment of an ancient university and its administration in conformity with the wants of modern times, all of which together determine the place which Pennsylvania holds in the American system of education. This work, accomplished during the provostship of Dr. William Pepper, whose resignation took effect on Commencement Day, 1894, and closed an epoch-making administration, was practically the refounding of the University on modern educational ideas. The acquisition of ample acreage in a great city was of itself a stupendous task. For this sufficient territory the University renders an equivalent to the public through its prize scholarships, its hospital service, and its free library. The unification of the technical schools as organic parts of an educational system, and the establishing of organic relations with the State and with the municipality, place the University in sympathy with the living interests of the people. There is no doubt that the typical American university will be one that co-ordinates special schools offering group-elective courses of instruction. Pennsylvania stands first in American education as the university of this type. Other and younger schools in the country have been influenced by this precedent.

With the exception of the schools of Medicine, Law, and Dentistry, all departments of the University may be said to be offshoots from the old college department organized in 1753. Throughout the changes of a century and a half, the culture courses of the Department of Arts have been taught by eminent professors, and those who have pursued them are the men who have been prominent in public affairs in the Nation, in the Commonwealth, and in the City. In private life its alumni have won distinction as physicians, surgeons, engineers, lawyers, dentists, chemists, journalists, teachers, and business men. The early emigration from New England into the Northwest, the institution of Congregationalism and Presbyterianism there, the prosperity of Eastern people in the West, and the consequent return of their sons and grandsons to Harvard and to Yale, explain, in part, the influence of these universities in the educational system of the country. Pennsylvania, after thirteen decades of preparation, unfettered by traditions, renews her youth, and begins her fourth half-century on the modern university basis, with culture courses and technical schools. The emphasis laid on literature, American history, and government, psychology, economics, biology, and the applied sciences, chemistry, electricity, and engineering, is in accord with the wants of our times. No higher service can be rendered by any American school.
than to fulfil the scope of Franklin's definition of the original purpose of Pennsylvania: a school "adapted to such a country as ours." It is believed that this is the place of the University of Pennsylvania in the American system of education. Situated in a historic city, between the North and the South, receptive to modern educational ideas, firm on its ancient foundation, administered by faithful men, the University of Pennsylvania, liberal in its policy, conservative, yet adjusted to the wants of the people, so long as it promotes the general welfare in the democracy of culture, will perform its high function in American education.