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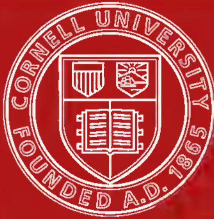

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BUREAU OF EDUCATION
CIRCULAR OF INFORMATION NO. 2, 1887

THE STUDY OF HISTORY IN AMERICAN COLLEGES AND UNIVERSITIES

BY

HERBERT B. ADAMS, Ph. D.
ASSOCIATE PROFESSOR OF HISTORY IN THE JOHNS HOPKINS UNIVERSITY

WASHINGTON
GOVERNMENT PRINTING OFFICE
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"I have a belief that one of the best ways to master a vast subject is to take one part of it and learn to understand it intelligently in its obvious bearings, and then another part, and then still another; and if we shall then put these known parts side by side in our minds and compare them together, their resemblances and their differences, their accidents and their essentials, we may come to discover the underlying principle which gives unity to the whole subject."—WILLIAM PRESTON JOHNSTON, President Tulane University, New Orleans. Address on "Education in Louisiana," National Educational Convention, Topeka, Kans., July 15, 1886.

"The best investment which can be made of the people's money is in the endowment of institutions of learning. They yield a heavy return, if intelligent loyalty and patriotism and purity in public life have any value."—Hon. ISAAC H. MAYNARD, Assistant Secretary of the Treasury. Address, Amherst College, June 29, 1887.

*"I would urge upon the Government of the United States, and upon the Government of the States, the necessity of providing by law for the admission of students that have taken scientific courses in statistics as honorary attachés of, or clerks to be employed in, the practical work of statistical offices. * * * The statistician writes history. He writes it in the most concrete form in which history can be written, for he shows on tablets all that makes up the Commonwealth."*—CARROLL D. WRIGHT, Commissioner of the U. S. Bureau of Labor. Address to the American Historical and American Economic Associations, in joint session at Harvard University, May 24, 1887.

"Nor must we omit to mention, among the benefits of education, the incalculable advantage of training up able counsellors to administer the affairs of our country in all its departments, legislative, executive, and judicial, and to bear their proper share in the councils of our national government; nothing more than education advancing the prosperity, the power, and the happiness of a nation."—THOMAS JEFFERSON. Report to the Legislature on the site of the University of Virginia, 1818.

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LETTER.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., April 18, 1887.

The Honorable THE SECRETARY OF THE INTERIOR,
Washington, D. C.:

SIR: The accompanying monograph, prepared at the request of the Bureau of Education by Dr. Herbert B. Adams, of Johns Hopkins University, relates to the methods of studying history in American colleges and universities. The subject is treated from an historical point of view, and is a substantial contribution to the history of the higher education in the United States. Doctor Adams' sketch of William and Mary College, Circular of Information No. 1, 1887, with its practical suggestions for reviving political education throughout our country, was preliminary to this larger report, which is designed to promote the study of history as a basis for political science.

In December, 1885, a circular letter was issued from this Office inquiring into the present condition of historical studies, not only in colleges and universities, but also in high schools, normal schools, institutes, academies, etc. The returns, while extensive, were on the whole unsatisfactory. In a few instances there were encouraging signs of good work in both higher and secondary training, but the general results indicated a serious absence of proper historical instruction in all grades of American education. By my advice the tabulation of statistical returns was restricted to institutes of the college and university grade. The question of secondary education in history demands special treatment and a study of the best methods now in use in the German gymnasia, the French lycées, and the English public schools.

From the unsatisfatory nature of the great mass of statistical returns, Doctor Adams was driven to another method of treating his subject—to a descriptive statement of the best experience of a few representative institutions in different parts of the country, based upon an original and independent study of documents, official reports, and catalogues. Harvard, Yale, Columbia, and Cornell were selected to represent the best Eastern and Northern experience in the teaching of history; the University of Michigan worthily stands for the great West; while the young Johns Hopkins University represents the historical spirit of the New South. At this latter institution studies are in preparation upon Jefferson and the University of Virginia, and the History of Higher Education in North and South Carolina and Georgia.

The best colleges for women have been included in the present monograph, namely, Vassar, Wellesley, Smith, and Bryn Mawr.

Many other institutions are brought into rapid review by means of the statistical tables appended to this report, and representing returns actually made to this Office. Other colleges are mentioned in a special inquiry into the subject of American History in our Schools and Colleges, contributed to this report, at the request of Doctor Adams, by Dr. Francis N. Thorpe, Fellow of the University of Pennsylvania. An account of the Study of History and Political Science in the Washington High School, by Dr. E. R. L. Gould, formerly Fellow of Johns Hopkins University, concludes the report. Doctor Gould's account shows what can be done for the development of secondary education in history and economics, and what actually has been done in the Federal capital under the auspices of the Government.

In this monograph, prepared by Doctor Adams, theoretical and ideal views of historical training have been carefully avoided. The writer has deliberately confined his attention to select chapters of actual American experience, and to things done or attempted by particular institutions and individuals, whose work he has studied from authentic records. He has thus opened up a new line of inquiry, namely, the history of academic departments.

History is simply the record of human experience, whether in physics, politics, economics, ethics, or education. History has been called philosophy teaching by example, or, as teachers say, by object-lessons. Doctor Adams has applied the historical method to the discovery of the most approved methods of teaching history and of organizing historical departments in our American schools and colleges.

One of the most suggestive and noticeable features of his work is the attempt to illustrate by photo-engravings and diagrams the actual environment or library surroundings of certain schools of history and politics. In these modern days the college or university library has been brought into close *rapport* with department work by means of an ingenious system of seminary or class libraries in the very room where students meet. This suggested the introduction of the laboratory method for the study of history and other moral sciences. The growing value of historical and political studies, and the importance of promoting them throughout the country, as a means of strengthening good government and good citizenship, I need not emphasize.

I beg leave to recommend the publication and illustration of this report on "The Study of History in American Colleges and Universities" as a most valuable contribution to the history of higher education in the United States.

Very respectfully, your obedient servant,

N. H. R. DAWSON,
Commissioner.

Approved.

H. L. MULDROW,
Acting Secretary.

HISTORY IN AMERICAN COLLEGES AND UNIVERSITIES.

CHAPTER I.

HISTORY AT HARVARD UNIVERSITY.[1]

The growth of historical studies at Harvard College is a subject of special educational interest, for it illustrates a process of academic development which is now in progress throughout the country at large. This process marks the rise of modern studies, as distinguished, on the one hand, from classic humanism, our inheritance from the Renaissance, and, on the other, from theological training, our inheritance from the Middle Ages.

The study of history at Harvard College began in connection with natural science, as one of the two most insignificant features of that scholastic and theological system which Harvard College was founded to perpetuate. The recognized branches of education, including philosophy, language, mathematics, history, and natural science, were all tributary to the interests of the established church of New England and to the training of the Puritan clergy. With the emancipation of the classics from the dominion of theology, history was set free from one mistress only to become the willing handmaiden of another. Once a slave to teaching Jewish antiquities, history, in the second stage of its existence at Harvard, became the medium of teaching Greek and Roman antiquities in a curriculum where classical studies, or humanism, ultimately proved the dominating power. For nearly two centuries history held a dependent position at Harvard College. Not until the year 1839 was this subject placed upon its own footing and allowed to advance along modern lines. The history of the rise of historical studies in Cambridge to their present eminence is worthy of close examination.

THE SCHOLASTIC SYSTEM OF EARLY HARVARD.

The earliest account of the course of study pursued at Harvard College, which was founded in 1636, is in a tract called "New England's First Fruits," originally published in 1643, reprinted in parts by the

[1] The writer first treated the subject of historical work at Harvard in the Johns Hopkins University Studies, vol. ii, pp. 87–94. Portions of the present chapter appeared in the magazine called *Education* for May and June, 1886, but they have been revised and extended so as to represent the present status of history at Harvard.

Massachusetts Historical Society in the first volume of its Collections, and in full by Joseph Sabin, in 1865. The tract consists of two parts, the first relating to the progress of missionary work among the Indians, and the second to the progress of education in New England, with special reference to Harvard College. The curriculum of study is described in a scholastic way, which, at first reading, is almost as confusing to a modern student as the modern elective system would be to a Puritan divine. In order to make the scholastic scheme more easily intelligible, it has been reduced from a descriptive to a graphical form, which, by historical courtesy, may be called the first "Tabular View" of Harvard College.

Among the points worthy of attention in this curriculum are: (1.) The course of study was for three years, and was arranged for the so-called First, Second, and Third Classes. The First *Classis* was of third-year men. (2.) The attention of each class was concentrated for an entire day upon one or two studies, with "theory" in the forenoon and "practice" in the afternoon. (3.) Monday and Tuesday were devoted to philosophy, including logic and physics for the first year, ethics and politics for the second year, with arithmetic, geometry, and astronomy for the third year. All this work was done in morning hours. In the afternoon came philosophical disputations for each class in his own field of study ("every one in his art"). (4.) Wednesday was Greek day for all classes. First-year men studied etymology and syntax in the forenoon and practiced the rules of grammar in the afternoon; the Second Class studied prosody and dialects from 9 to 10 a. m., and practiced "in Poesy" after dinner; third-year men did likewise in the theory and practice of Greek composition, prose and verse. (5.) Thursday was devoted to the "Eastern tongues," with the theory of Hebrew, Chaldee, and Syriac grammar in the morning, and practice in corresponding Biblical texts in the afternoon. (6.) Friday was given up to rhetoric. All students were taught the principles of rhetoric, and all were required to practice English composition, and once a month to declaim. (7.) Saturday, at 8 o'clock in the morning, all the students were taught "Divinity Catecheticall," and, at 9 o'clock, "Common Places." These latter were common topics of scholastic discussion and digests of doctrine, argument, or opinion.[1]

---

[1] In the Cyclopædia of the Sciences, published at Lyons, 1649, all branches of knowledge are treated under the head of *Loci Communes*, in special chapters, with such titles as *Loci Ethici, Loci Oeconomici, Loci Politici, Loci Theologici, Loci Jurisprudentiae, etc., etc.* Lord Bacon, in the fifth book (cap. 5) of his "Advancement of Learning," says: "There can hardly be anything more useful even for the old and popular sciences than a sound help for the memory; that is, a good and learned digest of Common Places. I am aware, indeed, that the transferring of the things we read and learn into commonplace books is thought by some to be detrimental to learning * * *"; but, says Bacon, "I hold diligence and labour in the entry of common places to be a matter of great use and support in studying." Thus we see the connection between the mediæval idea of a well-ordered digest of knowledge, and the modern commonplace book or note-book.

THE FIRST "TABULAR VIEW" OF HARVARD COLLEGE, 1642–'43. BY H. B. ADAMS.

["The times and order of their Studies unlesse experience shall shew cause to alter."]

Days of the Weeke.	8th Houre.	9th Houre.	10th Houre.	1st Houre.	2nd Houre.	3rd Houre.	4th Houre.
	First Yeare.	Second Yeare.	Third Yeare.		First Yeare.	Second Yeare.	Third Yeare.
2nd Day.	Logick first three quarters. Physicks last quarter.	Ethicks and Politicks at convenient distances of time.	Arith. & Geom. three first quarters. Astronomy the last.		Disputes.	Disputes.	Disputes.
3rd Day.	ditto.	ditto.	ditto.		ditto.	ditto.	ditto.
4th Day.	Greeke, Etymologie and Syntax.	Greeke. Prosodia and Dialects.	Greeke. The 3rd yeare perfect their theory before noon.		Greeke. Practice the precepts of Grammar.	Greeke. Practice in Poesy, Nonnus, Duport, or the like.	Greeke: Exercise style, Composition, Imitation both in prose and verse.
5th Day.	Hebrew Grammar.	Chaldee.	Syriack.		Practice in the Bible.	Ezra and Daniel.	Trestius' New Testament.
GENERAL EXERCISES FOR ALL CLASSES.							
6th Day.	Rhetorick to all at the 8th houre.	Declamations. Every schollar once a monthe.	The rest of the day *vacat** *Rhetoricis studiis.*				
7th Day.	Divinity Catecheticall to all.	Common Places to all.		History in the winter. The Nature of Plants in the summer.	* *Vacat* is here used in the sense of *is reserved for* rhetorical studies.		

(8) The last and least place in this otherwise excellent curriculum was given to history and nature. At 1 o'clock Saturday afternoon, immediately after the 12-o'clock dinner, and at the fag end of the week, the students were taught history in the winter and the nature of plants in the summer. *Historia civilis* and *Historia naturalis* were close companions in all early academic courses, and they have remained associated in some American colleges down to very recent times. At Harvard history and botany were probably consorted upon scholastic grounds; but it is interesting to note that the summer season was assigned to botany, thus implying botanical practice as well as theory. (9) The absence of Latin from the entire plan of study is noticeable, and is explained by the fact that students were required to speak Latin in the class-room and in the college yard. Latin was the main requirement for admission to Harvard College. The rule was: "When a schollar is able to understand Tully [Cicero] or such like classicall Latine author extempore, and make and speake true Latine in verse and prose *suo ut aiunt Marte*, and decline perfectly the paradigim's [*sic*] of nounes and verbes in the Greek tongue: Let him then and not before be capable of admission into the colledge." Such classical preparation was given to boys by the ministers in and about Cambridge, who were well-educated Englishmen and talked Latin with their pupils. There was also by the college "a faire Grammar Schoole, for the training up of young schollars, and fitting of them for academical learning." (10) The relative importance of the various branches of academic discipline, as indicated in this original curriculum of Harvard College, appears to have been as follows: First, philosophy (logic and physics, two hours; ethics and politics, two hours; disputations, six hours); altogether, ten hours a week. Greek came second, occupying, with New Testament Greek, seven hours. Rhetoric (the writing and speaking of the mother-tongue) enjoyed the third place of honor, employing six hours. Oriental languages held the fourth place, occupying five hours a week. Mathematics stood next in order, with two hours. The catechism and commonplaces were equally favored with an allowance of one hour. History and botany were put on half allowance, each with one hour a week for a half-year. (11) Altogether in the scholastic week at Harvard College, in 1642–'43, there were thirty-three hours of theory and practice, averaging eleven hours a week to each class. (12) Saturday afternoon was a half-holiday, except that the first hour of it was improved by the college, possibly with the hope that, after an introduction to history in winter and to the nature of plants in summer, students would further improve these fields of study during the remainder of the afternoon.

The following rules with reference to examinations and the bestowal of degrees in early Harvard are not without interest:

"The summe of every lecture shall be examined, before the new lecture be read."

"Every schollar, that on proofe is found able to read the originals of the Old and New Testament into the Latine tongue, and to resolve them logically; withall being of godly life and conversation; and at any publick act hath the approbation of the Overseers and Master of the Colledge, is fit to be dignified with his first degree."

"Every schollar that giveth up in writing a System, or Synopsis, or summe of Logick, naturall and morall Philosopy, Arithmetick, Geometry, and Astronomy: And is ready to defend his Thesis or positions: Withall skilled in the Originalls as abovesaid: And of Godly life and conversation: And so approved by the Overseers and Master of the Colledge, at any publique act, is fit to be dignified with his 2d degree."

These are the ancient and scholastic foundations of Harvard College. Ability to translate passages of the Bible from the Greek, Hebrew, and Aramaic into Latin, and to expound Biblical texts, were the main requisites for the Bachelor's degree. A scholastic digest of logic, ethics, physics, mathematics, etc., with ability to defend theses, superadded to the above Biblical training and approved piety, secured to the candidate the degree of Master of Arts. It is easy to scoff at such scholastic and theological training, but it certainly made well-trained men, good in their art, as are the Jesuit Fathers of to-day, whose education is conducted after these ancient scholastic methods. Latin, Greek, logic, philosophy, and mathematics are good foundations which can never be shaken. All our modern studies—history, politics, modern languages—are building, whether consciously or unconsciously, upon classical humanism, superimposed upon a mediæval system of discipline. While rejoicing in the modern superstructure of the temple of learning, we should never ignore its historical ground-plan.

SURVIVAL OF HISTORY FOR TWO CENTURIES.

There is no reason for believing that the standing of history in the curriculum of Harvard College was very much improved for two centuries after these scholastic foundations. Josiah Quincy, in his "History of Harvard College" (I, 191), says: "The principles of education established under the authority of Mr. Dunster" (the first president[1]

[1] In 250 years there have been twenty-two presidents of Harvard, an average length of service of eleven years. President Edward Holyoke was longest time in office, thirty-two years; Cornelius Conway Felton, the shortest, two years. The first graduate of Harvard who was president was Leonard Hoar, 1672–1675, at which time the office was regarded as a "bed of thorns;" one writer saying, "That academic sceptre has more of solitude than charms, more auxiety than profit, more trouble than remuneration." Increase Mather was the first native American who became president. The first president, Mr. Henry Dunster, 1642–1654, was probably thirty years of age at the time of his appointment, but nothing definite as to his age is known. With that exception, President Eliot is the youngest person ever elected to the presidency. The following table gives a complete list of the presidents:

Name.	Age when elected.	Term of service.	Age at death.	Name.	Age when elected.	Term of service.	Age at death.
Henry Dunster	30	1640–'54	49	Samuel Langdon	54	1774–'80	74
Charles Chauncy	62	1654–'72	81	Joseph Willard	43	1781–1804	64
Leonard Hoar	42	1672–'75	45	Samuel Webber	47	1806–'10	51
Urian Oakes	44	1675–'81	49	John Thornton Kirkland	40	1810–'28	70
John Rogers	52	1682–'84	54	Josiah Quincy	57	1829–'45	84
Increase Mather	46	1685–1701	84	Edward Everett	52	1846–'49	61
Samuel Willard	62	1701–'07	68	Jared Sparks	60	1849–'53	77
John Leverett	45	1708–'24	62	James Walker	59	1854–'60	80
Benjamin Wadsworth	56	1725–'37	68	Cornelius Conway Felton	53	1860–'62	55
Edward Holyoke	45	1737–'69	79	Thomas Hill	44	1862–'68	.....
Samuel Locke	54	1770–'73	72	Charles William Eliot	35	1869–	.....

of the college, 1640–'54), were not "materially changed during the whole of the seventeenth century." As far as history is concerned, President Quincy might have safely added the entire eighteenth century with equal truth. Upon those venerable broadsides, which served as catalogues for the Faculty and students of Harvard College until the year 1819, there is to be found no curriculum of study, but in the year 1820, in the "Course of Instruction for Undergraduates," this condition of things emerges from the depths of nearly two centuries. In the forenoon of Saturday the Freshmen practice declamation and recite history and Adam's "Roman Antiquities" through the year. At the same time, the Sophomores are reciting from Tytler's "General History, Ancient and Modern," followed by declamations and English compositions. The advance from an after-dinner's exercise in history during the winter, and botany during the summer, for all classes, to forenoon recitations, one hour a week by Freshmen in classic history, and by Sophomores in general history, is not great but noteworthy.

There is plainly a case of survival in this Saturday's exercise, in this continuance of history for one hour on the last day of the week, in connection with ill-favored antiquities, hated themes, and tiresome oratory,—modern substitutes for "Divinity Catecheticall" and other "Common Places." For nearly two centuries before 1820, and for many years afterward, the custom of a Saturday's exercise in history, whether ancient, modern, or universal (as a matter of fact, chiefly *classical*), was religiously kept up at Harvard College, doubtless to the grief of students in all generations. Like the catechism, history was a theological inheritance, a portion of the original scholastic endowment, and it was even more faithfully maintained. Dr. Peabody recently assured the writer that history at Harvard was always taught on Saturday morning by the Freshman tutor. In 1832 the doctor himself was "tutor to Freshmen," as appears by the catalogue for that year. In addition to his duties as regular tutor in mathematics and special instructor in *Hebrew*, he taught Tytler's "General History, Ancient and Modern," to Freshmen one hour a week, at eight o'clock Saturday morning, through the year, and covered the subject.

Another interesting scholastic survival, more direct perhaps in point of method than the teaching of history by text-books, is the course of historical *lectures* advertised for Seniors in the third term of the year 1820 by the "Professor of Ecclesiastical History." The latter branch was not as yet a distinct department in the Divinity School, but it was a recognized part of theological discipline, and was given not only to theologues, but to Seniors in their academic course. The catalogue for 1820 says that "students attending lectures are to be frequently and regularly examined by the professors on the subjects treated." This old scholastic method, the same now in our best institutions of learning as it was in Harvard in 1820, is plainly the survival of that good old custom described in "New England's First Fruits" (1643), which quotes the

Harvard rule of that time, when nearly all instruction was by lectures: "The summe of every lecture shall be examined before the new lecture be read." It is interesting to note that the ancient custom is still observed at Harvard College, although not in German universities (except in private quiz-classes). At Harvard, the old-fashioned theological course on ecclesiastical history, still open to the academic department, has become, in the hands of Professor Emerton, pupil of the late Professor Droysen, of Berlin, the medium of teaching the most modern views of mediæval history and of the relations of church and state.

THE FIRST PROFESSORSHIP OF HISTORY AT HARVARD, 1839.

It was not until the year 1839 that the first professorship in history was instituted at Harvard College. It was the first distinct endowment of that special branch in any American college, and it led the way to the recognition of history as worthy of an independent chair in all our better institutions of learning. The first incumbent of the McLean Professorship of Ancient and Modern History was Jared Sparks, A. M., who was at that time living in Cambridge and engaged upon pioneer work in the field of American history. He had finished the "Life of Washington" in 1837, and was already well known for his zeal and success in furthering historical study. In 1832 he had given the annual oration before the Phi Beta Kappa Society of Harvard College upon "The Study of American History." Copious extracts from this discourse were published in the "Boston Book" in 1837, and in "The American Museum" in 1839. At the time of his appointment to the McLean Professorship, Jared Sparks was probably regarded as the best representative of history in America. It is interesting and important to remember that, in the calling of Jared Sparks to the McLean Professorship, there was a decided recognition of the importance of the special idea which he represented, the idea of American history. Although Cornell University was the first institution in America to establish a special chair for this branch of historical instruction, the most important to Americans, Harvard College was the first to bring American history into decided prominence by the encouragement of original lectures upon this subject by Professor Sparks.

The development of the historical department of Harvard College from classical foundations to an American superstructure by Professor Sparks is worth studying with some care. First, let us note that the new professor did not attempt to disturb the groundwork already laid by generations of tutors in classical history. Such text-books as Adam's "Roman Antiquities" continued in use. Books even more specifically classical than Tytler's "General History" were introduced; for example, Keightley's Histories of Greece and Rome, with occasional variations in favor of Heeren's "Politics of Ancient Greece" and Schmitz's "History of Rome." The foundations of the historical department were left substantially as they were laid upon classical bed-rock. The service of

Professor Sparks to Harvard College consisted in strengthening work already begun and in further upbuilding the same toward specialization. He erected modern history upon ancient foundations, and made America "the roof and crown of things."

The first steps in the upbuilding process may be briefly indicated as follows: The improvement and specialization of text-books, begun in the Freshman class, was extended to the Sophomores. Tytler's "General History" and Mueller's "Universal History" were soon replaced by such works as Sismondi's "Fall of the Roman Empire" and Guizot's "History of Civilization in Europe." In 1840 the Junior class, for the first time, began to receive historical instruction. Lectures were given on modern history by Professor Sparks, who that year brought out a Cambridge edition of Smyth's "Lectures on Modern History to the Close of the American Revolution" (the work really extends from 476 A. D. to the year 1791). These lecture-notes by Smyth, with additions and a list of books on American history by Professor Sparks, went through three American editions at Cambridge within the space of eleven years. The book remained the *Vade Mecum* of the Junior class throughout Jared Sparks' entire professorship of ten years. It probably did more than any other one authority for the propaganda of modern history in America. It was the literary bridge by which the first American professor of history connected the political life of the Old World with that of the New. In 1841, history, already a prescribed course for Sophomores, was offered as a joint elective to Sophomores and Juniors, the work offered being Hallam's "Constitutional History of England." This was the first appearance of English history as a special course at Harvard College, and it antedates the first special course in American history by one year.

FIRST ELECTIVES AT HARVARD.

Electives at Harvard were not the original product of the historical department, although the latter has done as much as any other to further them during the past twenty years. President Eliot, in his annual report for 1883–'84, has traced the development of the elective system from the year 1824, when "Juniors could choose a substitute for thirty-eight lessons in Hebrew, and Seniors had a choice between chemistry and fluxions" (page 7). The system of electives is entirely a modern growth in this country, and it has been determined by modern studies. "Election began early, but the modern languages were almost the only materials with which to effect substitutions" (page 7). The credit of initiating and supporting the voluntary principle in the choice of studies at Harvard was chiefly due, in the early days of the elective system, to Professors Ticknor and Longfellow. In the college catalogue for 1841–'42, history and natural history are, indeed, the only courses specifically mentioned as "elective courses,"—a fact which at first made the observer wonder whether that first pair of elective affinities, history and

botany, after remaining unfruitful for nearly two hundred years, were now to become the first parents of an elective system; but it soon became clear, from an original plan published in President Eliot's report (page 13), that these "historical" electives were only fruits of a general system introduced in 1841, "by far the broadest plan which had been enacted up to that time." It also became clear that, whatever his professional course, "President Sparks was a decided opponent of the elective system. He came into office in February, 1849, and within a year attacked the system energetically through both the corporation and the faculty" (President Eliot's report, 1883–'84, page 17).

FIRST REQUIREMENTS IN HISTORY AND GEOGRAPHY.

To Professor Sparks' régime belongs the institution of historical requirements for admission to the Freshman class. In the year 1846 occurs the first mention of a matriculation examination by the historical department. The subjects required were Worcester's "Elements of Ancient History" and Worcester's "Ancient Geography." Hitherto for many years Worcester's "Ancient and Modern Geography" had been part of the requirements of the mathematical department, but, in 1846, the subject of geography was intrusted to the historical department, in which keeping it has since remained. It is interesting to observe that after 1846 historical atlases are frequently required in connection with Freshman and Sophomore historical courses. Butler's "Ancient Atlas" was the standard for Freshmen in their classical history; while the Sophomores employed Worcester's "Historical Atlas" in connection with their Sismondi, Guizot, or Robertson's "Introduction" to his "Life of Charles V," which were the favorite text-books for that class, as Smyth's "Lectures on Modern History" was the approved manual for Juniors during the Sparks régime. Since his time the study of geography has been more and more emphasized in connection with the historical courses at Harvard. Looking over the printed examination papers for admission to the college, and at the conclusion of class courses in history, the observer will not fail to notice the evident stress laid upon map-drawing, physical and political, and the ingenious questions for determining and combining historical and geographical knowledge. Since the year 1846, ancient history and geography have continued to be the chief requirements of the historical department for admission to the college. Within the last twenty-five years these classical requirements have occasionally been increased by chapters from Freeman's "General Sketch of European History"; but, in general, the subjects prescribed by the historical department for the entrance examination have remained as they were originally proposed, ancient history and geography, although more advanced text-books are now recommended. In 1886 the history of England and of the United States was proposed as a possible substitute for Greek and Roman history.

INTRODUCTION OF AMERICAN HISTORY BY PROFESSOR SPARKS.

The first appearance of American history in the curriculum of Harvard College, and the first indication that this subject was recognized as a specialty by any American institution of learning, was in the year 1842, when Jared Sparks, already three years installed in his professorial chair, began to lecture to Seniors on American history. Into this special field of instruction he put henceforth his best energies. Having taken good care to strengthen existing foundations by the proper tutoring of Freshmen in Heeren's "Politics of Ancient Greece" and Keightley's "Rome"; of Sophomores, in Sismondi and Guizot; of Juniors, in Smyth and Hallam, authors who lay chief stress on English history, Professor Sparks now proceeded to teach his own American specialty, chosen while yet a Unitarian clergyman in Baltimore and a chaplain of Congress some twenty years before. The influence of his then proximity to the city of Washington, and of acquaintance with public men like Chief Justice Marshall, Justice Story, John Quincy Adams, Henry Clay, and Judge Bushrod Washington (owner of the Mt. Vernon Papers), in determining the life-work of Jared Sparks, is sufficiently well known; but the application of this impulse towards American history to Senior classes at Harvard college has not received the recognition it deserves. His work was the very first beginning of academic instruction in the history of this country. It was the dawn of independent historical scholarship in an institution where text-books and Old-World authorities had hitherto reigned supreme. It was another Declaration of American Independence, of which there have been and will be many assertions—ecclesiastical, political, economical, intellectual, and social. That the impulse towards American history, first derived from the head-center of American politics, should have been administered to Harvard by one of her own theological sons and former scholastic tutors, is an evidence of intellectual evolution no less natural than fitting.

PROFESSOR SPARKS' LECTURES.

Professor Sparks' lectures on American History at Harvard College passed through an evolutionary process, the original germs of which are no longer to be discovered. But among his private manuscripts, preserved by his family in Cambridge, there is a collection of lectures upon the above subject, elaborated for the Lowell Institute in Boston, and for other popular audiences, as indicated by the dates of delivery. In all probability these public lectures are but the popularization of academic materials first used for lectures to the Senior classes of Harvard College. The manuscripts, clearly written and neatly arranged, cover a wide range of topics, relating chiefly to the American Revolution. Although not elaborated to such a degree as to satisfy Mr. Sparks that they were fit for publication, they afford excellent evidence as to the solid character and original nature of the professor's academic

work. Quite independent of the chapters relating to the American Revolution in Sparks' "Life of Washington," these manuscript materials are to be viewed not only as the fittest survival of his academic lectures, but as the embryo of a proposed work on the American Revolution, which Jared Sparks had hoped to develop in his later years.

The idea of "A New History of America" was conceived by Jared Sparks about the time he closed his Baltimore pastorate in 1823. In 1824 he thought of a "History of Republican Institution in North America." The notion of a great work, to which the "Life of Washington" and numerous contributions to American biography were to be only tributary, took different shapes at different periods of his life, but it gradually centered upon the period of American Independence, and more especially upon the "History of the Diplomatic Relations of the United States during the War of the Revolution." To some such end were directed the chief energies of Mr. Sparks' later life, and particularly that period of it which followed his connection with Harvard College, where he remained professor of history until 1849 and continued as president, still lecturing on history to Seniors, until compelled by ill health to resign in 1853. From that time until the day of his death, in 1866, he never ceased to cherish his early dream. His vast collection of historical manuscripts, the property of the library of Harvard College, is at once a perpetual suggestion of his original idea, and an eloquent tribute to the college which first recognized the independent worth of American history. The unfinished lectures by Jared Sparks, the outgrowth of his college work, will perhaps some day be secured and placed in the college library in connection with the historical manuscripts. The idea contained in the lectures was designed to leaven the whole lump of manuscript materials. If Jared Sparks had not been disabled by an acident in 1851, which made note-taking almost impossible, the world would have probably heard more of this Harvard leaven, called "Lectures on American History."

Jared Sparks' professorship at Harvard College was epoch-making for American history rather than for historical teaching. It was understood from the outset that his chief energy was to be expended in lectures to the Senior and Junior classes. He himself says of his appointment, "Mr. Quincy said it was not proposed that I should have anything to do in the way of teaching by recitation from books. Occasional examinations and lectures were proposed. For anything else I am not to be responsible. Let the tutors drill the boys." And the tutors did it. It may be asserted with considerable confidence that practical historical teaching at Harvard College remained upon its ancient tutorial basis where Professor Sparks found it. He took it for granted that Juniors and Seniors had been fairly well drilled in the facts of general history during the first two years of their college course. His main object was to communicate instruction by lectures, "and not merely to discipline the students in the habit of study, which has been

done sufficiently in the early part of their college life." Every college or university professor of history will sympathize with Mr. Sparks' view, and be glad to see it put into practice. Professor Sparks did his own work thoroughly and conscientiously, but he did not expect much from "the boys." Like them, he thought examinations a good deal of a bore. He was a genial, kindly, and extremely popular man, both as professor and as president. When he came into the latter office, the students felt that he was on their side. While president he continued to lecture more or less on American History. Mr. Sparks' interest in his pupils was social and humane rather than pedagogical. His thought was not so much the historical training of American youth as the writing of history for the American people. His was a large and generous idea, and in all of his published work he has deserved well of his country; but the idea of the practical teaching of history, even of America, was yet to evolve from the tutorial system of Harvard College.

SURVIVAL OF THE TUTORIAL SYSTEM.

The functions of teacher and professor cannot be permanently separated. To be sure, in Germany, the two offices have been differentiated by the gymnasium and the university; but, in the latter, in recent times, there is a manifest return to old-fashioned tutorial methods in the institution of the so-called *Seminar*, where professor and student are once more brought together as master and pupil. Harvard College has never departed altogether from the scholastic system upon which the institution was founded. In the maintenance of the *classis*, the lecture-system, tutors, examinations, and recitations, as well as of religious exercises, and of moral restraints, this American university has held fast things that are good. In importing the German *Seminar*, young Harvard instructors have secured only a secular evolution of that old theological and tutorial system, once the common property of England and Germany, and described for New England, in 1642–'43, among the "Rules and Precepts that are observed in the Colledge":

"Every schollar shall be present in his Tutor's chamber at the 7th houre in the morning, immediately after the sound of the bell, at his opening the scripture and prayer, so also at the 5th houre at night, and then give account of his own private reading as aforesaid in particular the third ['reading the scriptures twice a day'], and constantly attend lectures in the hall at the houres appointed. But if any (without necessary impediment) shall absent himself from prayer or lectures, he shall be lyable to admonition, if he offend above once a weeke."

Here are theological germs of the modern system of scholastic training. Here are tutors and pupils in the closest class relations. Here are chamber conferences on private readings. Here, also, is the lecture system, with religious exercises, and even licensed "cuts."

The tutorial system has survived at Harvard, and in all American colleges, down to the present day. The system has been variously modi-

fied in different institutions. It has given rise to "instructors," "assistants," and "advisers"; but the original and essential pedagogical idea has never departed from the tutorial office. The tutor's business is and ever has been to teach and guide, as did the Grecian *Παιδαγωγός*. At Harvard, as elsewhere, the best practical teachers have evolved from the tutorial system. If one looks backward through Harvard catalogues for a period of thirty-five or forty years, he will discover that the present academic staff is largely of tutorial origin. From Dr. Peabody and President Eliot,[1] who began their official connection with the college—the first in 1832, and the second in 1854—both as tutors of mathematics, down to the most recent appointments of instructors and assistant professors, this statement will in general hold true. Harvard, founded "to advance learning and perpetuate it to posterity" (see New England's First Fruits), has always remained a training school for pastors and teachers. It has always recruited its professors chiefly from tutorial ranks. Its record of academic service affords striking evidence in favor of professorial appointments upon the basis of successful experience as subordinate teachers. While promotions for genius or exceptional merit must always be admitted in any good administration, even at the expense of seniority and faithful service, yet, on the whole, the history of Harvard, and of most American college faculties, is a history of the gradual advancement of tutors by a system of collegiate service, which is to universities what a progressive civil service would be to the State and nation.

As we have already seen, the germs of historical instruction at Harvard were first planted by tutors as early as 1642. The scholastic plant was kept alive by the Freshmen and Sophomore tutors for more than two centuries. It began to flourish with the coming of Professor Sparks, who began his academic career at Harvard as tutor of Mathematics. The tutors continued to do the practical work of teaching History. "Let the tutors drill the boys," said Mr. Sparks. Who were the men who performed, during his régime, this pedagogical work in the historical department? There were various tutors for Freshmen and Sophomores in History during the professorship of Jared Sparks, but there are two names that deserve special mention, for they stand for the chief pioneers in the historico-political work of the present generation of Harvard teachers. The two names are Francis Bowen and Henry W. Torrey.

PROFESSOR FRANCIS BOWEN.

Francis Bowen is now the "Alford Professor of Natural Religion, Moral Philosophy, and Civil Polity." His present title indicates the somewhat mosaic character of his professional work, but it by no means represents the variety of subjects which Professor Bowen has taught since he began his pedagogical career at Harvard College as tutor.

[1] Mr. Eliot became Assistant Professor of Mathematics and Chemistry in 1858; Assistant Professor of Chemistry in the Lawrence Scientific School in 1861.

There is hardly any subject in the ordinary range of academic instruction which he has not at one time or another represented. He was tutor of Greek at Harvard as early as 1835. He edited an excellent edition of Virgil, which was still in use when the writer graduated from Phillips Exeter Academy in 1868, when Francis Bowen was one of the regular examiners of that institution. He has taught Mathematics, Natural Philosophy, Mental and Moral Philosophy, and written text-books on Ethics, Metaphysics, and Logic. He has taught Political Economy and written a text-book upon that subject. For years as tutor and professor he represented Civil Polity at Harvard College, and his text-book, called "American and English Documents of the Constitution, from Magna Charta to the Constitution of 1789," was the very first attempt to make known to our youth the foundations of Anglo-American constitutional liberty from original texts. He anticipated by many years the idea of Bishop Stubbs' Select Charters, illustrating English Constitutional History. Like Jared Sparks, Mr. Bowen had a special predilection for American History. He wrote four of the volumes in Sparks' Library of American Biography, viz, Steuben, Otis, General Lincoln, and Sir William Phips. Like Sparks, he also edited a popular European text-book of History, with an American supplement. If Smyth's Lectures on Modern History, brought out by Mr. Sparks at Cambridge, served to connect American and European History, Weber's Outlines of Universal History, edited and enlarged by Francis Bowen, brought together the Old World and the New in the most ancient and in the most modern sense of those terms. Bowen's edition of Weber was introduced into the Harvard College curriculum in 1853 as the historical text-book for Freshmen. Probably no text-book of universal history has, on the whole, served so many students so well in Germany, England, and America as that manual written by Georg Weber, for many years lecturer on History and superintendent of schools in Heidelberg. The work has passed through many German editions. The American adaptation of this German work by Francis Bowen is still thought by some teachers to be one of the most comprehensive and convenient text-books of General History. Professor Bowen also brought out an American edition of De Tocqueville's Democracy in America, revised from Reeve's translation and supplemented by fresh materials from De Tocqueville's later writings. The country at large owes a great debt to Francis Bowen for his pioneer work in preparing the way for the present general study of History and Civil Polity. Harvard College, in particular, is indebted to him for valuable tutorial work in Historical and Political Science as well as in the many other branches which he was required by the needs of his time to represent. So closely was Mr. Bowen identified with the teaching of American History and American Political Economy that while yet a tutor he was naturally looked upon as the successor of Professor Sparks. After the latter was made president, in 1849, Francis Bowen, who had been absent from

the college since 1839, appears in the college catalogue for 1850 as "McLean Professor of Ancient and Modern History, and Instructor in Political Economy." In 1853 he was appointed "Alford Professor of Natural Religion, Moral Philosophy, and Civil Polity," succeeding in that chair Professor James Walker, who became president of the college upon the resignation of Mr. Sparks.

Professor Bowen's interpretation of the duties of the Alford Professorship of Natural Religion, Moral Philosophy, and Civil Polity was very favorable to a broad construction of the subject last named. Evidently Politics, Political Economy, and History were by no means least in Mr. Bowen's philosophical estimation. Among his courses announced in 1853, we find not only Reid's Essays, Stewart's Philosophy, and Whewell's Elements of Morality, but also McCulloch's Edition of Adam Smith's Lectures on Political Economy, Kent's Commentaries (Vol. I), and lectures on the English and American Constitutions. In fact, the main philosophical work of Professor Bowen for the Senior year was political and economic. Philosophy proper, for the most part, was taught in Junior year. Forensics also appear to have been under the charge of Mr. Bowen, and Guizot's History of the Origin of Representative Government in Europe was taught by him to the Seniors in 1853. The next year Bowen's Lowell Lectures were added to the Junior work, and the Federalist to the Senior work. In 1855 came Bowen's Ethics and Metaphysics for Juniors. From the time of President Sparks' resignation, in 1853, until 1857, when Mr. Torrey entered upon the duties of the McLean Professorship of Ancient and Modern History, there was only one tutor regularly appointed to represent this entire field. This was James Jennison, "Tutor in History and Instructor in Elocution." The Freshmen had one term in Felton's edition of Smith's Greece, the Juniors enjoyed one term of English History, and the Seniors one term of United States History. Undoubtedly, the chief burden of sustaining historical and political studies at Harvard College during this interval fell upon Professor Bowen, and he carried the burden well.

Professor Bowen's American Political Economy and his Documents of the Constitution were introduced into the Senior curriculum in 1856; but from this time on, there being now a regular professor of History, Mr. Bowen's work took a more purely philosophical character. It is interesting to trace in old college catalogues the steady drift of his later teaching toward the history of philosophy and the constant progress in his class methods. Adopting new text-books at the expense of his own, keeping ever abreast with the times, Professor Bowen stood at the head of the philosophical department of Harvard College for thirty-three years. A glance at recent philosophical courses at Harvard will show that he has expounded French philosophy through the aid of French texts, and studied in the original with his classes the most modern German philosophy. He continued for many years to teach

Political Economy, but finally handed over this subject to his successor in that field, Prof. Charles F. Dunbar, who was appointed in 1871, and who of late years has enjoyed the co-operation of younger men, notably Dr. F. W. Taussig and Assistant Professor J. Laurence Laughlin, in the teaching of Economics.

PROFESSOR HENRY W. TORREY.

Mr. Torrey began teaching at Harvard College in 1844, as tutor in History and Political Economy and instructor in Elocution. He taught these subjects in the college with decided success until 1848, when he took charge of a private school in Boston. Mr. Torrey was succeeded in his tutorial and elocutionary work by Francis J. Child, who, graduating from Harvard in 1846, first became tutor of Mathematics, in which position he served until 1848, when he became tutor of History and Political Economy. He dropped the latter subject in 1849, and soon after dropped History also. He went abroad for the sake of study at Göttingen, where he prepared for the "Boylston Professorship of Rhetoric and Oratory," to which he was appointed in 1851.

In 1856 Mr. Torrey received the appointment to the McLean Professorship of Ancient and Modern History, which position he held until 1886. He spent the year 1856–'57 chiefly in Europe. He began in 1857 his professorial work with the Seniors, teaching them, the first term, Greek History from Felton's edition of Smith, and, the second term, the History of the United States. This combination of Ancient and Modern History, by means of representative courses, is an idea which can be applied to great advantage in colleges where one man is required to occupy the entire field of History. There remained, however, at Harvard, during the early part of Professor Torrey's régime, a Freshman tutor of History, who had two recitations a week, usually in several divisions, as was the rule in the days of Professor Sparks, when Mr. Torrey himself served as tutor. James Jennison, A. M., was tutor of History and Elocution from 1851 until 1860, when his functions were distributed, he himself retaining Elocution and Edwin Hale Abbott receiving History, with the addition of Greek and Latin. From this time until the year 1867 there was no special instructor of History. This fact marks a survival of the original connection between the historical and classical departments. At Harvard College historical instruction for Freshmen long remained upon classical foundations. In these modern days the elements of Greek and Roman History have been crowded back into the preparatory school, where they more properly belong. To secure this end, gradual modifications of the historical requirements for admission to the college were made, with the approbation of Professor Torrey. In 1861, Smith's Smaller History of Greece, or Sewell's History of Greece, was substituted for that part of Worcester's History which related to the above subject. In 1862 the outlines of Roman History were added to the requirements, and, since then, with slight variations

of policy, the classical ground was, until lately, maintained as a *sine qua non* of historical matriculation. The conditions now are: Either (1) History of Greece and Rome; or (2) History of the United States and of England.

The following works serve to indicate the amount of knowledge demanded in History: Smith's Smaller History of Greece (to the death of Alexander); Leighton's History of Rome (to the death of Commodus); Higginson's Young Folks' History of the United States (to the end of Chapter XXI); and Johnston's History of the United States for Schools (beginning at § 269); Guest and Underwood's Handbook of English History (to the year 1793).

The following selections are recommended for additional reading, and are made the basis of optional questions in the examination.[1]

For Greek History: Curtius, History of Greece, Book I, ch. 1, Book II, ch. 4, and Book III, ch. 3.

For Roman History: Beesly's The Gracchi, Marius, and Sulla; Tighe's Development of the Roman Constitution.

For American History: Lodge's English Colonies, Chapters II and XXII; Morse's John Quincy Adams, Chapters II and III; Josiah Quincy's Figures of the Past.

For English History: Macaulay's History of England, Chapters I and III.

The first advance in the historical requirements for admission to Harvard College led the way to a higher order of instruction in Classical History than was possible under the old régime. Thus not only were more scholarly authors, such as Grote and Gibbon, employed in Greek and Roman History, but the classical and even the modern languages were made, more and more, the means of interpreting ancient life. These improvements in the teaching of Classical History at Harvard College will be considered in greater detail in connection with the work of Professor Felton and Professor Gurney.

Professor Torrey's own work as an historical teacher may be divided into two periods: (1) from 1857 to 1870; (2) from 1870 until his retirement in 1886. The reason for this division lies in the limitation which Mr. Torrey set upon his labors after President Eliot came into office and began to strengthen the teaching force of the historical department by the promotion of Mr. Gurney to the position of University Professor of History, and by the appointment of Henry Adams to be Assistant Professor. These two men represented, in their work, great sections of History. Mr. Gurney occupied the field of Classical History, particularly that of Rome. Mr. Adams stood (1) for Mediæval History and (2) for American History. Professor Torrey took Modern Europe. The work of this professorial triumvirate, and of the men who were associated with them, is the foundation of the present historical department of Harvard College.

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[1] Candidates who take the questions on the selections are allowed to omit some of the questions on the corresponding Manual.

From 1856 until 1870 is the period during which Professor Torrey represented general European History, not only in name as "Professor of Ancient and Modern History," but in fact. It has been already stated that in 1857 he taught the History of Greece and of the United States to the Senior class. This is at once the beginning and end of European History. The main work of Mr. Torrey during the above period of fourteen years was between classical and modern extremes, but with an evident leaning to the modern side. He soon resigned Classical History to tutors and to the classical department. In the latter field Mr. Gurney was advanced from his first position as tutor of Latin and Greek in 1857 to the position of an Assistant Professor of History in 1868. Thus the classical side of History was made strong. To fill the gap between the Græco-Roman world and American History, Mr. Torrey proceeded to build upon the foundations already laid by tutorial experience. He taught, year after year, such well-approved books as Guizot's History of Civilization in France and Europe, Robertson's Introduction to the Life of Charles V, Arnold's Lectures on History, Hallam's Middle Ages, Stephen's Lectures on the History of France, Michelet's Summary, and De Tocqueville's Ancien Régime. All of these writers were not taken in any one year, but perhaps two of them in one term, by Seniors, who had another term for English and American Constitutional History, either singly or in combination. The standard text-books in the Anglo-American field varied from time to time, but among them were Bowen's Documents of the Constitution, Hallam's and May's Constitutional History of England, Mill's Representative Government, The Federalist, Story's Commentaries on the Constitution, Sheppard's Constitutional Text-Book, Eliot's History of the United States, and Pomeroy's Commentary on the Constitution. Here are two main lines of work: (1) in General European History, and (2) in the Constitutional History of England and the United States. Professor Torrey, from the very beginning of his career, laid great stress upon English and American history, yet the main current of his teaching was in the line of general European History. The latter course was always required of the Seniors down to the year 1870, whereas toward that time English and American Constitutional History began to be offered as electives. Philosophy and Political Economy, under Professor Bowen, and History, under Professor Torrey, were the Senior strongholds of required work, but, at the same time, it should be said, these were always attractive courses. In 1869–'70 the required class-work in History and Philosophy was three hours a week for each. Both departments offered a Senior elective of two hours a week. When we consider that in required courses the classes recited in divisions, each taking an hour of the professors' time, we shall realize that a good deal of work was done by Professors Torrey and Bowen. The work was chiefly in the conduct of recitations and in the familiar exposition of historical and philosophical subjects. Once a week for many years a formal lecture was given in Harvard

Hall to Seniors by Professor Torrey or Professor Bowen. This was one popular feature of a general system of faculty lectures to undergraduates—a system which developed in 1869–'70, with the coming of President Eliot, into University[1] courses of lectures by persons of distinction from outside the walls. It is noticeable during this period, from 1857 to 1870, that Professor Torrey's work was entirely with the Senior class. The Freshmen had classical history with their tutors. The Sophomores had more or less of it in classical texts with the use of Grote, and, after the appointment of Professor Gurney in 1868, of Mommsen and Gibbon. The Juniors had historical electives in Greek and Latin texts. Altogether, the classical foundations were well laid. The Middle Ages were not made prominent, although they were represented as well as circumstances at that time allowed. Professor Torrey's own historical predilections are strongly indicated in the college catalogue as early as 1868, when his required Senior work was defined as "Modern History."

In the year 1870 History became an elective for the Senior class, and Mr. Henry Adams was made Assistant Professor, Mr. Gurney being advanced to the position of University Professor of History. A better distribution of labor and a better arrangement of historical studies were the natural results of these changes. Mr. Torrey, true to predilections already manifest in his work before the year 1870, now began to restrict his teaching to Modern European History. He resigned the mediæval field to Mr. Adams, as already he had left the classical field to Mr. Gurney. Henceforth we find Professor Torrey's historical work divided into three main courses, each of three hours a week. These courses he was accustomed to vary in successive years. The divisions were: (1) Modern History, the seventeenth and the first half of the eighteenth centuries; (2) Modern History, chiefly of France and England, from the middle of the eighteenth century; (3) Diplomatic History, or the History of Modern Treaties since 1648, with the Elements of Public International Law (*e.g.*, Woolsey's). In this connection it is interesting to note that Professor Torrey early adopted the idea of teaching Modern History with the aid of French texts.

For a time Mr. Torrey retained English and American Constitutional History, but of late years more and more of this modern work has been handled by Mr. Macvane, made University Professor in 1886, who has been doing much of that fundamental work in general European History,

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[1] The system of outside lectureships was inaugurated at Harvard University by President Eliot in 1869–'70. Without regard to dates, we have noted the following: Samuel Eliot, LL.D., of Boston, was invited to lecture on the "History of the Nineteenth Century"; Professor James Hadley, of Yale College, on "Roman Law"; Charles Callahan Perkins, A.M., of Boston, on the "History of Ancient Art"; Ralph Waldo Emerson, of Concord, on "The Natural History of the Intellect"; Chauncey Wright, of Cambridge, on "Psychology"; John Fiske, of Cambridge, on "Positive Philosophy"; William Dean Howells, of Cambridge, on "New Italian Literature"; Oliver Wendell Holmes, jr., LL.B., on "Jurisprudence."

mediæval as well as modern, which Professor Torrey always found necessary, and without which more special courses are, for most students, a delusion and a snare. At one time Professor Torrey employed the valuable services of Dr. Edward Channing to aid in the diplomatic course, particularly upon the History of Modern Treaties, but Dr. Channing has lately been engaged by the university for the colonial field of American History. One new and highly suggestive course of instruction Professor Torrey developed in recent years, that, namely, on the Forms of Government and Political Constitutions, particularly in Continental Europe, since 1789. This signifies Comparative Constitutional History, or what Mr. Freeman calls Comparative Politics, for which broad field of study there is a most hopeful future.

EXAMINATION IN MODERN HISTORY.

(Seventeenth century and first half of the eighteenth.)

Professor Torrey—1873.

N. B.—A number marked with an asterisk may be substituted for the same number without it, but for no other.

1. The constitution, functions, and pretensions of the French Parliaments (*Parlements*).

1* The elements of the power and greatness of Louis XIV.

2. Sully and Colbert.

2*. Compare Henry IV and William III.

3. The habeas corpus act of 1679; its provisions and the necessity of them. How far was it improved by the act of 56 George III?

3*. Three Triennial Acts; severally under Charles I, Charles II, and William III. The Septennial Act.

4. "Three great coalitions, three long and bloody wars in which all Europe from the Vistula to the Western Ocean was in arms, are to be attributed to William's unconquerable energy. * * * His public spirit was a European public spirit. * * * He did never, to the end of his life, become either a Whig or a Tory."

"In spite of his people, he resolved to make them great and glorious; to make England, inclined to shrink into her narrow self, the arbitress of Europe."

4*. Account for the low rank held by England as a European power under the first four Stuarts (severally), and for the high rank held by her under Cromwell, under William III, and under Anne.

5. Write briefly on *six* of the following: (1) Eliot, (2) Falkland, (3) Hyde, (4) Chillingworth, (5) Wentworth, (6) Danby, (7) Harley, (8) Atterbury, (9) Hoadley.

6. Define, explain, or describe *six* of the following: (1) Two Convention Parliaments; (2) Petitioners and Abhorrers; (3) The case of the Seven Bishops; (4) Compounders and Non-Compounders; (5) The affair of Magdalen College; (6) Act of Grace; (7) Tenure of Judicial Offices; (8) Oath of Abjuration (1702); (9) The Conferences of Gertruydenberg.

7. Describe any three noted impeachments or bills of attainder. State accurately the distinction between these two ways of proceeding against an offender. Why is one of them prohibited by the Constitution of the United States?

8. Arguments for and against the Treaty of Utrecht.

EXAMINATION IN MODERN HISTORY.

(From the middle of the eighteenth century.)

Professor Torrey—1873.

N. B.—A number marked with an asterisk may be substituted for the same number not so marked. No other substitution can be made.

1. Mr. Pitt, in 1783, in 1792 (and the next following years), in 1801.

1 *. George III and the Coalition Ministry ; George IV and the Catholic question; William IV and the Melbourne Ministry.

2. Protection of fugitive foreigners in England. Give some instances. Point out any legislative departure from the usual course. Refer also to the noted act of Congress of 1798. Extradition and its limitations in England and the United States.

2 *. "Chatham sleeps near the northern door of the church, in a spot which has ever since been appropriated to statesmen, as the other end of the transept has long been to poets. Mansfield rests there, and the second William Pitt, and Fox, and Grattan, and Canning, and Wilberforce." Show, not too vaguely, the claims of these men to this honor.

3. The overthrow of the slave trade and of slavery in England and elsewhere under English rule, as also in the United States, so far as it has been recognized or effected by formal judgments, by direct legislation, or by constitutional provisions. Give the history of that clause in the Constitution which begins with these words: "The migration or importation of such persons."

4. Compare in character and details the reform act of 1867 with that of 1832.

4 * What temporary incapacity has been created under a clause of the Constitution of the United States by the recent raising of the salaries of the justices of the Supreme Court? In what manner has the constitutional power "to provide for calling forth the militia" in certain cases been exercised? Name an instance in which the Government of the United States was called upon to protect a State against domestic violence?

5. Our relations with France in 1798-1800, and in 1831-'36?

5.* The treaty of Washington in 1842; its occasion and its terms. The Oregon question and its settlement in 1846; refer to subsequent controversy and its recent adjustment (1872).

6. Connect circumstantially together the annexation of Texas, the Mexican war, and the compromise of 1850.

7. Briefly specify, describe, or explain *six* of the following: (1) The American loyalists; (2) the duration of the period of the Confederation; (3) the mode of ratifying the Constitution; (4) Washington's first cabinet; (5) the armed neutrality of 1780; (6) Napoleon's continental system; (7) the embargo; (8) the disposal of the public deposits.

8. 1794 (constitutionally); 1798 (Ireland); the first day of this century; 1806 (as to two statesmen); 1811-'20; 1827 (as to another statesman); 1828 and 1829 (in connection); 1829 and 1846 (by analogy); 1789 and 1830; 1858 (India). Take *six*.

PROFESSOR FELTON AND GREEK HISTORY.

The old alliance between the classical and historical departments at Harvard was destined to bear good fruit in the development of classical history as a distinct branch of historical instruction. Greek and Roman history had always been taught in elementary ways, as introductory to General History; but Cornelius C. Felton, Eliot Professor of Greek Literature, 1832-'60 (tutor in 1829), introduced the

idea of teaching Classical History from the original sources. His edition of Selections from the Greek Historians was used for many years at Harvard College in the Freshman and Sophomore classes as one of the principal text-books. Herodotus and Thucydides were the chief historians read. Professor Felton's interest in the historical bearings of his Greek courses is shown, not alone by his text-book of Greek historians, which went through many editions, but by his revision of Smith's History of Greece for class use at Harvard. Felton's edition of Smith appears in the college catalogue for successive years after 1855. The introduction of Grote's History of Greece, Vol. XI, as required reading in connection with Sophomore Greek (Demosthenes), is further evidence of Professor Felton's historical tendencies in the conduct of his department. He was in position to give a still more decided impulse to the study of Classical History by means of original sources, when in 1860 he became president of the college. He died in 1862, and was succeeded by President Hill (1862–'68). Long after President Felton's death, we find his idea of Ancient History through Greek Texts still prominent in the college catalogues. Felton's Selections from Greek Historians and Smith's History of Greece continued in use for many years, doubtless with the approbation of his immediate successor in the department of Greek Literature, Professor William W. Goodwin. It is characteristic of the broad historical sympathies of Professor Felton that he was inclined to admit Modern Greece within the range of historical vision. His lectures before the Lowell Institute on Greece, Ancient and Modern, indicate this fact. It would be interesting to know whether he was influenced in these modern views by his long association with a native Greek, Evangelinus A. Sophocles, who, in 1847, became tutor in Mr. Felton's department, and was made University Professor of Ancient, Byzantine, and Modern Greek the very year that Professor Felton became president of the college. President Felton published a companion volume to his Selections from the Greek Historians, entitled Selections from Modern Greek Writers. It is easy to fancy that, in the choice of these modern selections, he had the counsel of Professor Sophocles. It is noteworthy, in conclusion, that Felton's Selections from the Greek Historians are still in use in American Colleges. An excellent revised edition (Boston, 1885), prepared by Professor Fernald, of Williams College, keeps the valuable work of Professor Felton still before the minds of American youth.

The extension of Professor Felton's idea of teaching Classical History by means of classical texts was very natural, and perhaps necessary. The connection between the Greek and Latin departments in this matter was very close, for in 1865, while Felton's Selections from the Greek Historians was still in use, "Roman History" was announced as an elective for the first term of Junior year, through the Greek medium of Plutarch. "Ancient History in Greek," *i. e.*, Thucydides, Books I, II, V, VI, VII, and portions of Grote, V, VI, VII, constituted another

Junior elective, taught by Professor Goodwin. The second term, Junior year, "Roman History," *i. e.*, Tacitus, Suetonius, and Velleius Paterculus, was offered by Professor Lane as an elective. "Ancient History" is advertised for Juniors through the Greek medium of Polybius and Plutarch, taught by Professor Sophocles. The Sophomores have "Roman History" as a required study, but no original texts are mentioned. Sophomores also have, as electives, Felton's Greek Historians and Demosthenes, with portions of Grote's History of Greece (Vol. XI, Chaps. 86–90). From about the year 1865 there seems to have been a marked tendency to combine the study of History with the study of Languages, ancient and modern. Not only were Greek and Latin authors announced as "Ancient History," but from this time on, French was made to serve the purpose of teaching Greek History to Freshmen. The announcement of "History in French, Histoire Greeque par Duruy" appears in the college curriculum for several years. The idea of History through the medium of a modern language was soon extended from Greek to Roman, then to Mediæval History, for, in 1869, Histoire Romaine par Duruy and Histoire du Moyen Age par Duruy, were introduced, respectively, into the Freshman and Sophomore required courses. In 1869 a special tutor was appointed in History and the Modern Languages, which was an entirely new aspect of the old historico-linguistic alliance.

PROFESSOR GURNEY AND ROMAN HISTORY.

The development of Roman History in connection with the classical department is well illustrated by the academic work of Professor E. W. Gurney. He began his official connection with the college in 1857 as tutor of Greek and Latin. The next year he was designated tutor of Latin, and remained in this position until 1863, when he was made Assistant Professor of Latin. In 1867 he was appointed Assistant Professor of Philosophy, and the next year he became Assistant Professor of History. In 1870 he was made University Professor of History and Dean of the Faculty. As in the case of Professor Felton, there was undoubtedly a tendency toward History in the very nature of Mr. Gurney's classical work. Clearly it was his position as tutor and Assistant Professor of Latin which first determined his interest in Roman History, Roman Law, and Institutions.

Professor Gurney's distinctively historical work began with the introduction of such advanced text-books as the Student's Gibbon, using about twenty selected chapters, and Rawlinson's Manual of Ancient History, or the History of Rome down to the death of Augustus. The use of one or the other of these text-books, two hours a week, for the first half year, constituted the required work in Roman History. The class recited in divisions. In 1872 an elective in Roman and early Mediæval History was offered to Juniors, twice a week. Selections from Mommsen's History of Rome and from Gibbon's Decline and Fall of the Roman Empire formed the groundwork of this class-course. From such

beginnings Professor Gurney gradually worked out for his students a course, two hours a week, on later Roman and early Mediæval History, from Augustus to Charlemagne, with especial reference to Institutions. Alternating with this course, every other year, was one on Roman History to the fall of the Republic, with special reference to the development of Political Institutions in Greece and Rome. He also developed a special course in Roman Law (Inheritance), based on the Institutes of Gaius and Justinian, and on selections from the Digest. In this latter field of Roman Law,[1] Professor Gurney enjoyed the coöperation of Assistant Professor Ernest Young, who lectured on Obligations and Procedure and the Law of Property.

EXAMINATION IN ROMAN HISTORY.

[For Sophomores, first half year; required course of two hours a week.]

Professor Gurney—1873.

The first question and seven others, to be selected at pleasure, were to be answered. The dates of events were always to be given.

1. Draw a map of Italy showing its chief physical features and ancient political divisions. Mark upon it the sites of *Tarentum, Capua, Sentinum, Luceria, Heraclea, Præneste, Beneventum*, and the courses of the rivers *Liris, Metaurus, Volturnus.*

2. Give an outline of the history of the Samnites before and after their first encounter with the Romans; likewise of the connection of other peoples of Italy with the Samnites in their resistance to the Romans.

3. Give, in chronological order, an outline of the wars or other circumstances which led to the reduction to the condition of Roman provinces of *Sicily, Sardinia, Spain, Africa, Macedonia, Asia, Gaul, Syria.*

4. Give, in chronological order, an outline of the chief wars in which the Romans were engaged during the century preceding the battle of Actium.

5. Give a list of the emperors from Augustus to Commodus (with the dates of their accession), and mention, in chronological order, the most important wars of this period.

6. Give an account of the Roman Constitution under the kings.

7. The series of laws (between the years 500 and 300 B. C.) by which the Plebeians were put upon a political equality with the Patricians.

8. The origin and constitution of the *Comitia Curiata;* of the *Comitia Centuriata* (in its original and in its remodeled form); of the *Comita Tributa;* and of their respective functions under the Republic.

9. When and under what circumstances were the offices of *Consul, Prætor, Ædile, Quæstor*, and *Tribunus Plebis* respectively created, and what were their several functions?

10. How was the *Senate* constituted? What part did it take in the administration of the State, and how did its power become predominant?

11. What were the purposes of the Roman system of colonization, and at what periods was it most fully carried out? What were *Coloniæ Civium Romanorum* and *Coloniæ Latinæ?* What were *Fœderatæ Civitates* in Italy; how were they governed; and what were their relations to Rome before the year 90 B. C.?

12. What was the position of the *Provinces* in relation to the management of their own affairs and to Rome? How were taxes in them collected? From what forms of

[1] Lectures on Roman Law were given to the students of Harvard College in 1870–'71 by Professor James Hadley, of Yale College.

injustice did they especially suffer, and what remedies had they? What effect on the Provinces had the establishment of the Empire?

13. What was the *Ager Publicus?* What were the principal laws passed concerning it, and what important part did it play in the history of the Republic?

14. State as clearly and fully as you can the causes which led to the downfall of the Republic and the establishment of the Empire.

15. Give as complete an account as you are able of the theory and practice of the Roman Constitution under Augustus.

EXAMINATION IN ROMAN AND EARLY MEDIÆVAL HISTORY.

Professor Gurney—June, 1873.

1. "It might be maintained that the whole history of a state is the record of a series of differentiations of special organs to meet special needs." Point out in detail how the development of the Roman republican magistrates illustrates this statement.

2. "The Senate, a body of life peers, freely chosen by the people, had always been the vital institution of republican Rome. The popular assemblies had always been insignificant by the side of the Senate; but, by the constitution, the rabble of Rome could at any time take into their own hands legislation and government." Comment in detail upon each statement in this passage.

3. "The first Gracchus, with perfectly pure intentions, showed them the way to do this. The second Gracchus formed this city rabble into a standing army of revolution." Show as clearly as you can the relations of the Gracchi to the Revolution.

4. "It was the necessity of defending the state against its foreign enemies that caused the fall of republican institutions. It was not aristocratic privilege, but aristocratic feebleness, that the people rebelled against. The two parties at last were the Senate and the army." Illustrate fully these statements from the history of the last century of the Republic.

5. "In the place of anarchy the Empire brought centralization and responsibility. To the Roman world it gave internal tranquillity; to the government a more equitable spirit." Give an account of the Imperial institutions which will show how these ends were accomplished.

6. "It would be a convenient thing if we could accustom ourselves to the notion of a second Roman Revolution, beginning with the death of Marcus Aurelius and ending with the accession of Diocletian. In the convulsions of this revolutionary period we are able to discern the difficulties with which the Imperial system had to cope." Illustrate this passage fully from the history of the period.

7. "Rome was saved by Diocletian from partition among viceroys; but it was a temporary arrangement, and gave place to the permanent institutions of Constantine. The Empire was no longer Roman by nationality, nor in the sense of possessing the political institutions which had originally belonged to Rome. The Senate as an organ of aristocratic opinion had practically disappeared, and the life-president had become a Sultan. A principal feature of this age is the enormous multiplication of offices and officials, a bureaucracy formed after the military model." Explain each of these statements in detail.

8. "In the age of the degenerate sons of Theodosius, the barbaric world decisively encroaches on the Roman. The Empire is plundered under cover of a commission from the Emperor himself. Rome is sacked. Most of Gaul, Spain, and Africa are torn from the Empire. Barbaric chieftains make and unmake the Emperors of the West." Give a succinct account of the series of events here alluded to.

PROFESSOR HENRY ADAMS.

In 1870, the year after President Eliot came into office, Henry Adams, son of Charles Francis Adams, was appointed Assistant Professor of History. That same year, also, Mr. Gurney was advanced from the

position of Assistant Professor to that of University Professor of History. The significance of Mr. Gurney's appointment we have already noted. Mr. Adams' appointment marks the beginning of a new epoch in the historical department of Harvard College. It may be characterized as an epoch of institutional studies, chiefly in the Frankish, German, and early English fields. It was pioneer work at Harvard, and it led to the first really original researches in History by Harvard students.

The Essays in Anglo-Saxon Law, which were published in 1876, and which were dedicated to President Eliot as the first-fruits of his administration, comprised absolutely original investigations by Mr. Adams, on "Anglo-Saxon Courts of Law," and by his most advanced students, Ernest Young, on "Anglo-Saxon Family Law," Henry Cabot Lodge, on "Anglo-Saxon Land Law," and J. Laurence Laughlin, on "Anglo-Saxon Legal Procedure." These Harvard studies were republished in England, and have been received with great favor by specialists in the early history of institutions.

It is not without profit to inquire into the foundations of this original work represented by Professor Adams at Harvard. It was based upon an elective course in Mediæval History, three hours a week, comprising lectures and the use of such standard authorities as Hallam's Middle Ages; Bryce's Holy Roman Empire; Kohlrausch's or Menzel's History of Germany; Stephen's, Sismondi's, Michelet's, or the Student's History of France; and Milman's Latin Christianity. It was a general course, covering, when fully developed, the history of Europe from the eighth to the sixteenth century. It connected, on the one hand, with Professor Gurney's work in Classical and later Roman History, and, on the other, with Professor Torrey's courses in Modern European History. The character of the knowledge required in the early part of this course, before it was fully expanded, is indicated by the following examination paper, which was set in June, 1872:

EXAMINATION IN MEDIÆVAL HISTORY.

Professor Adams—June, 1872.

Map of France and Germany. Mark the provinces:

(1) Picardy. (2) Navarre. (3) Champagne. (4) Poitou. (5) Gascony. (6) Anjou. (7) Provence. (8) Maine. (9) Armagnac. (10) Guienne. (11) Arelat, or the Kingdom of Burgundy. (12) Duchy of Burgundy. (13) Franche-Comté. (14) Franconia. (15) Carinthia. (16) Alsace. (17) Limousin. (18) Westphalia. (19) Hainault. (20) Lausitz. (21) Thuringia.

CITIES AND PLACES.—(*a*) Treves. (*b*) Mainz. (*c*) Angers. (*d*) Regensburg or Ratisbon. (*e*) Strasburg. (*f*) Meissen. (*g*) Ghent. (*h*) Brunswick. (*i*) Speier. (*k*) Bamberg. (*l*) Bâle. (*m*) Rochelle. (*n*) Avignon. (*o*) Laon. (*p*) Albi. (*q*) Peronne. (*r*) Beziers. (*s*) Toul. (*t*) Bordeaux. (*u*) Hohenstaufen. (*v*) Hohenzollern. (*x*) Hapsburg.

EMPIRE.—1. Name the emperors between 900 and 962. 2. Give a table of Henry the Fowler's children and grandchildren. 3. Giselbert of Lorraine. 4. Godfrey of Lorraine. 5. When were Bavaria and Saxony first given to the Welfs? 6. Circum-

stances of the Imperial election of 1125. 7. When and for what occasion was Austria made a duchy? 8. Peter della Vinea.

CHURCH.—9. What title did the Church claim to territorial sovereignty? 10. Pope Formosa. 11. Hilderbrandine Popes, 1050–1100. 12. The Crusades and the principal persons concerned in each. 13. The famous bulls of Boniface VIII. 14. Constitution of the Cardinals' College. 15. The great monastic and medicant orders. 16. Pope John XXIII.

FRANCE.—17. Capetian kings from 888-987. 18. When and how did the Duchy of Burgundy first come to the Capetian family? 19. The Duchy of Normandy; when created, and when annexed to the domain? 20. When was Poitou taken from England? 21. Toulouse; when obtained by the Crown. 22. Table showing Edward III's claim to the crown. 23. The Angevin dynasties of Naples. 24. The Constable d'Armagnac.

This course in the general history of mediæval Europe represents the first formal introduction of that field of study into the Harvard curriculum. Hitherto the Middle Ages had been treated very cursorily, after the manner of Robertson's Introduction to his Life of Charles V. The work of Mr. Adams first brought the so-called Dark Ages into light and prominence in the Harvard historical curriculum. Since his time, Mediæval History has held its own with great energy. The work has devolved upon different individuals at different times; but the direct successor of Mr. Adams and the man who to-day conducts this general course is Dr. Ernest Young, one of Mr. Adams's best pupils. Mr. Young became an instructor in History and Roman Law in 1874, and is now Assistant Professor of History, holding the same place and doing even more work than did his original master. Dr. Emerton also entered the Mediæval field and early won distinction, particularly in Church History.

According to the original plan of Mr. Adams, the general course in Mediæval History was introductory to a more special course in Mediæval Institutions, a course of two hours a week, open only to candidates for honors. In 1871–'72 seven members of the Junior class undertook this advanced work, which comprised lectures on Feudalism and the Salic Law, the class using the original text of the latter. Such authorities as the Germania of Tacitus, Maine's Ancient Law and Village Communities, Hallam's Middle Ages, etc., were also employed. The influence of the writings of Sir Henry Sumner Maine was just beginning to be felt by students of Law and History in America, and Mr. Adams communicated, through these writings and his own individual studies, a powerful impetus to historical work at Harvard. The writer has been told by former students of Mr. Adams that his custom was to distribute among members of his advanced class the principal subjects treated by Sir Henry Maine, and to require individual reports on assigned chapters. A discussion always arose upon matters thus reported, and the professor endeavored to draw out the opinions of his class without stating his own until the discussion ended, when he would sum up the whole matter. There was much less formality in this conversational method of conducting a class than in ordinary recitations. If the student failed

to do justice to the subject assigned him, the professor filled out the gap by profitable comment.

Some idea of the kind of knowledge required from the advanced class in Institutions may be derived from the following examination papers:

EXAMINATION IN INSTITUTIONS.

Professor Adams—1874.

ROMAN INSTITUTIONS.—1. History of testamentary succession in Roman Law; forms of will. 2. Roman origin of contracts, *Nexum* and *mancipatio;* the historical alliance between contracts and conveyances. 3. *Emphyteusis, agri limitanei,* patron and client. 4. Status and contract; show how "the movement of progressive societies has been from status to contract."

SALIC INSTITUTIONS.—5. The family in the Lex Salica. Probable mode of reckoning relationship; evidences for and against probable distinction of agnates and cognates. 6. Nature of paternal authority in the Lex Salica. Its probable limits. 7. Salic land; tenure of land; Lex Salica, 59, *De Alodis.* Meaning of the word Alod. Illustrate the Salic idea of property as applied to land, by Lex Salica, 58, *De Chrenecruda.* 8. The Salic contract; its private and judicial application. Illustrate by Lex Salica, 50, *De fides factas.* 9. *Homo in truste dominica,* Lex Salica, 53, and elsewhere. *Vassus* in Lex Salica, 35, 5.

MEROVINGIAN AND CARLOVINGIAN INSTITUTIONS.—10. Outline of all the reforms of Charlemagne. 11. Immunities; to what extent did they alter the relations of citizens or lands to the state? 12. Origin of the feudal courts of *haute et basse justice;* to what earlier courts do they correspond? Give some instances of the law of primogeniture from the French *coutumes.*

EXAMINATION IN INSTITUTIONS.

Professor Adams—1876.

1. To what extent may the family be considered as the source of the state?
2. Define the patriarchal theory, and state arguments for and against it.
3. Nature of the royal power in the Lex Salica. Causes and nature of its subsequent development.
4. What portions of private law may be traced with certainty to the family?
5. What portions, if any, cannot be traced to the family?
6. How does German law compare with Roman law in regard to the history of contract and conveyance?
7. To what extent was land treated as property in the Lex Salica?
8. What is meant by executive and what by judicial procedure in German law?
9. Define, as briefly as possible, the nature of the early Germanic Constitution.
10. Explain with the utmost conciseness the influences which overthrew that constitution, and the nature of the subsequent changes.

EXAMINATION IN INSTITUTIONS.

Professor Adams—June, 1872.

GERMAN LAW.—(1) Mannitio and Bannitio; (2) Inquisitio per testes; (3) Reipus; (4) Scabini; (5) The Alod, Salic law *de Alodis;* (6) Salic law *de adfathamire*; (7) Judicial reforms of Charlemagne; (8) The Capitulary of Kiersy.

ROMAN LAW.—(9) Nexum; (10) Res mancipi and Res nec mancipi; (11) Manus; (12) Universitas juris; (13) Roman forms of marriage; (14) Early forms of testament; (15) Agnates and cognates; (16) Origin of primogeniture.

FEUDAL LAW.—(17) Essential point of difference between German and French feudalism; (18) The German *Heerschild;* (19) The Golden Bull; (20) Reform of Louis le Gros; (21) Reform of Philip Augustus; (22) Explain why *"Fief et justice n'ont rien de commun"*; (23) What courts of justice were there in feudal France? (24) What was the feudal mode of proof?

EXAMINATION IN ENGLISH HISTORY (MEDIÆVAL).

Professor Adams—1874.

POLITICAL.

1. The conversion of Kent to Christianity; of Northumbria; of the other kingdoms; why two bishops in Kent?
2. End of the Danish invasions under Alfred and Edward the Elder; settlement of Normandy.
3. The claimants to the throne on Edmund's death, and claim of each.
4. Leofric; Siward.
5. The descendants of Ethelred II to the Conquest.
6. Edwin and Morkere.
7. Lanfranc, Hildebrand (his connection with William the Conqueror).
8. The three marriages with the house of Anjou in the reign of Henry I.
9. Bouvines; its effect on English politics.
10. Simon de Montfort; how was he Earl of Leicester; his connection with the royal family.
11. The council of Norham and Edward's decision; criticise it.
12. Edward I and Edward III; compare them.
13 Compare the campaign of 1415 with that of 1346.

LEGAL.

1. The ceorl; thegn; eorl.
2. The hundred-gemot; who composed it? its jurisdiction.
4. Sac and soc; toll and theam; infangentheof.
5. The Curia Regis; its origin and development; its jurisdiction.
6. The exchequer; its officers.
7. Justices in Eyre; where did they sit; decline of sheriff.
8. Assize of Northampton.
9. Magna Charta; its provisions as regards personal liberty.
10. Provisions for enforcing Magna Charta.

EXAMINATION IN AMERICAN COLONIAL HISTORY.

Professor Adams—1875.

1. The London and Plymouth companies and their patents.
2. Causes of Bacon's Rebellion.
3. Jamestown, Williamsburg, Richmond.
4. St. Mary's, Annapolis, Baltimore.
5. Form of government in South Carolina in 1750.
6. Nature of the disputes in Pennsylvania between colonists and proprietary.
7. When and how was representative government established in New York; what steps had the Dutch taken towards establishing self-government?
8. Compare the charters of Virginia, Massachusetts, and Maryland.
9. When and by what means was New Haven consolidated with Connecticut?
10. The new charter of Massachusetts; how did it change the form of government?
11. Population of the different New England colonies in 1650; in 1700; in 1750.

12. Hutchinson's discussion of parliamentary sovereignty with the general court; the positions assumed in argument by each party.
13. What were the precedents for a congress?
14. What governments existed in the Union on the Declaration of Independence?
15. Political and military situation in the winter of 1777–'78.
16. General Greene's campaign against Cornwallis (map).
17. The Articles of Confederation.
18. Diplomatic difficulties resulting from the form of government.
19. Principal opposing interests and parties in the Constitutional Convention.

Upon the basis of Germanic Institutions and Mediæval History, Professor Adams' work was gradually extended so that it embraced the History of England to the seventeenth century, and also the Colonial History of America to the year 1789. In the field first named, such authorities were used as Freeman's Early English History, Knight's, Lingard's, or Pearson's History of England, and Stubbs' Documents Illustrative of the Constitutional History of England. Particular attention was paid to the constitutional and legal aspects of English History. This course, of three hours a week, was made to connect with Professor Torrey's course, in which there was the same number of hours in Modern European History, from the beginning of the seventeenth century. After the withdrawal of Professor Adams from the historical department at Harvard College, in 1877, his work in the English field and in Germanic Institutions was continued by Dr. Ernest Young. Professor Adams' work in the Colonial History of America down to 1789, begun in 1875, and successfully prosecuted with an advanced class three hours a week, was, after one year, delegated to another of his most prominent pupils, Henry Cabot Lodge. Mr. Adams, in place of Colonial History, taught the History of the United States from 1789 to 1840. Both branches of the American work finally came into the hands of Mr. Lodge in 1877, after Mr. Adams' withdrawal, and were continued for one year, when Mr. Lodge himself retired from the teaching of History to the editorship of the International Review, and subsequently to the pursuit of present politics. An enduring result, however, of Mr. Lodge's historical work at Harvard is his "Short History of the English Colonies in North America" and his volume of "Historical Studies," both of which books are undoubtedly the elaboration of materials collected while an instructor. The American line of historical teaching at Harvard was continued by Mr. Hoague and Dr. Freeman Snow. It is now in the hands of Dr. Albert Hart and Dr. Edward Channing.

PRESENT STATUS OF HISTORY AT HARVARD.

In what has been said hitherto the writer has endeavored to describe the work of the earlier representatives of the historical department at Harvard rather than the courses given by the present generation of teachers. Justice to contemporaries requires at least a brief review of the present condition of the work which, since the retirement of Pro-

fessor Torrey and the death of his successor, Professor Gurney, in 1886, is left entirely in the hands of younger Harvard. Into better or worthier hands this work could not have fallen. For years some of these young professors have been in training for their present responsibilities. Indeed, for a long time before the recent transition was made, the chief burden of practical teaching and lecturing had begun to rest upon men like Professors Macvane, Emerton, Young, and Doctors Hart and Channing. They had already introduced new courses and new methods of instruction, so that gradually the historical department was being transformed.

If one turns from an examination of old catalogues to the courses of historical instruction announced for the current year, 1886–'87, he will be strongly impressed with the remarkable advance made during the past decade. In the number, variety, extent, and attractiveness of the historical work now offered at Harvard University, that institution rivals a German university. The American student no longer absolutely needs to go abroad for thorough instruction in European and American History. He can find it in Cambridge, Mass. All the methods which characterize the most advanced historical work and all the facilities for special research in libraries that a student could reasonably demand are in existence there.

In this chapter, which has already exceeded its intended limits, it is impossible to do more than to glance rapidly at the character of the instruction in history now afforded at Harvard University. The most striking feature is the increased opportunity for special advanced study and original research. No less than five different fields are now open for real seminary work at Harvard. Professor Emerton,[1] who early represented the seminary method at Harvard, conducts a class of advanced students in the investigation of topics pertaining to the union of church and state under the administration of Charles the Great. Assistant Professor Young has a similar course for the special study of the early history of institutions. Professor Macvane, who is Mr. Gurney's successor as university professor, is guiding advanced inquiries concerning the social condition of Western Europe in the Eighteenth century. Dr. Hart, a pupil of Von Holst, is giving a decided impetus to the seminary idea at Harvard by original studies in American constitutional history. Dr. Channing is highly successful in directing researches in American colonial and in modern diplomatic history. The special work and methods of Drs. Hart[2] and Channing are described in greater detail in a chapter on American History in our Schools and Colleges,

[1] See Professor Emerton's valuable chapter on the practical method in the Higher Historical Instruction in Dr. G. S. Hall's Pedagogical Library, Vol. I, pp. 31–60. Cf. Johns Hopkins University Studies, II, 90–93.

[2] Consult Dr. Hart's article on methods of teaching American history in Dr. G. S. Hall's Pedagogical Library, Vol. I, pp. 1–30. Cf. Johns Hopkins University Studies, Vol. II, 59–63. Dr. Hart is about to establish a class library.

contributed to this report by Dr. Francis N. Thorpe, Fellow of the University of Pennsylvania.

In the official account of the graduate department of Harvard for 1886-'87, it is said that students in the above courses receive the personal attention of their instructors, who will advise and assist them in their chosen fields of research, and in the preparation of suitable theses. In some of the courses offered under this head, special attention will be given to practice in the investigation of original sources. It is intended to make the work useful both to future teachers and historical investigators, and to professional or business men who may wish to become thoroughly familiar with some part of the field of history, or to acquire the ability to weigh and examine historical evidences.

The regular class courses of historical instruction show a steady advance, with a constant widening of the field of study, and at the same time a manifest tendency toward greater specialization. Professor Torrey's course in modern European history is now in the hands of two men, Professor Macvane and Assistant Professor Young. Mr. Macvane has this year been relieved of his introductory or fact course in general European history by an additional instructor, Mr. Weaver. He himself continues to develop his own attractive course on constitutional government in England and the United States. Mr. Young specializes more particularly upon the early constitutional and legal history of England, and also represents Roman law and the history of institutions. Drs. Hart and Channing are specializing more and more in the American field. Professor Emerton's work in mediæval and ecclesiastical history has taken wider range, and at the same time more special points of view. His courses now embrace (1) the conflict of Christianity with paganism, also the origin and development of the Roman primacy to its alliance with the Holy Roman Empire; (2) the mediæval church, with especial reference to its effect upon public life and upon intellectual and social progress; and (3) a course given in alternate years on the era of the reformation in Europe, from the rise of Italian humanism to the close of the Council of Trent.

THE HISTORICAL METHOD IN ECONOMICS.

A very noteworthy feature in the economic courses now given at Harvard is the prominence of the historical method. Professor Dunbar lectures upon the economic history of Europe and America since the seven years' war, and also upon the history of financial legislation in the United States. Assistant Professor Laughlin considers the economic effects of land tenures in England, Ireland, France, and Germany—a subject, from the standpoint of economic history, the most important in the whole field. Assistant Professor Taussig lectures upon the history of economic theory and upon the history of tariff legislation in the United States. Advanced study and original research in economic matters are encouraged by all three of these gentlemen. Conspicuous

progress has been made by the economic department in the development of class-room (or seminary) libraries. The creation of suggestive environment and of real laboratories of economic science is clearly in the minds of the leaders of this active and flourishing school.

Perhaps the most significant of all new departures at Harvard University, is the recent institution of the Quarterly Journal of Economics. The sum of $15,000 was given for this purpose by Mr. Thayer, of Boston, and the income is applied to the support of the magazine, which is in the highest degree creditable to Harvard University as well as to the editor, Professor Dunbar. The Journal is not the organ of any particular school of opinion. It does not profess to be either conservative or radical, orthodox or heterodox, English or German. It is simply an American Journal of economic science. It holds fast the best ideas in economic experience, and is ready for new light upon the economic conditions of society. The attitude of the Journal toward the historical method in economic research is most encouraging. Already one member of the historical department at Harvard, Dr. Hart, has contributed a valuable paper to the Quarterly, namely, a study upon the disposition made of the public lands in the United States. This comity between history and economics will doubtless grow from more to more. The two subjects are naturally allied, and can never be absolutely separated in American university life with its present tendencies. Without indulging extreme or one-sided views, the writer believes it the destiny of history to become more economic, and of economics to become more historical in both object and method. History has too long neglected the ways and means, the practical side of social and political life, and economics have too long neglected the simple facts.

LIBRARY FACILITIES AT HARVARD.

The most important factor in the constitution of an historical department is the proper adjustment of relations with the college or university library. It is one of the prime motives of the present report to point out from the best known examples what such relations ought to be. The promotion of historical study in any college or university is absolutely dependent upon the use of books.. The possession of a good historical library and easy access to its shelves on the part of advanced students as well as of their professors are fundamental conditions of progress which Harvard University early recognized. From her experience other institutions can learn a valuable lesson in library administration.

In 1877 Harvard University showed its sovereign sense in appointing for its general librarian Mr. Justin Winsor, whose experience in the development of the public library in Boston had proved as epoch-making for that institution and America as was that of the Italian librarian, Antonio Panizzi, for England and the British Museum. Indeed, Mr. Winsor should be regarded as an American renaissance of this type of humanistic culture. English librarians have long recognized this Ameri-

can as the master of their profession. In his new position at Cambridge Mr. Winsor became the champion of the policy, still somewhat novel in conservative institutions, that books are to be used and not hoarded. He recognized that one of the chief functions of a librarian is to increase the efficiency and circulation of his library. Accordingly greater freedom was allowed in admitting trustworthy persons to the shelves. But the most striking policy was that of permitting the small reservations of books in the alcoves of the general reading-room, which reservations were to be used in connection with class-work in historical and other courses. Each instructor was allowed to select for his own reservation those books that were absolutely essential to the conduct of his class-work, and the instructor's name was posted above his own collection, so that students might know where to find books to which they had been referred for private reading. Of course a certain comity had to be observed among both instructors and students in the use of these reserved collections. Under circumstances men were allowed to take out certain books for overnight use or for a longer interval.

The system has worked most admirably. It has converted the Harvard University library into a perfect hive of class libraries. One needs to see the system in practical operation in order fully to appreciate its advantages and adaptability. The architecture of the general reading-room, with its central nave and chapel-like alcoves, where various department reservations seem to be praying together for more room, does not readily permit of pictorial illustration. The present arrangements are regarded merely as provisional. In the near future these book-reservations will doubtless swarm from their present contracted quarters into a great variety of duplicate collections in class-rooms or seminary-libraries.

The following tables, taken from Mr. Winsor's most recent report, 1886, will serve to give some idea of the increase since 1879, in the circulation of books belonging to the university library.

	1879-'80.	1880-'81.	1881-'82.	1882-'83.	1883-'84.	1884-'85.	1885-'86.
1. Books lent out	41,936	45,481	48,194	48,231	48,655	52,322	60,195
2. Used in the building	7,812	11,724	10,498	8,654	9,047	9,433	8,816
3. Overnight use of reserved books	10,506	11,872	12,891	12,678	11,399	13,791	18,505
Total (excluding No. 3. which is included in No. 1)	49,798	57,205	58,692	56,885	57,702	61,755	69,011
Officers of instruction reserving books	35	38	41	44	48	48	56
No of books reserved	3,330	3,418	4,251	4,316	4,782	5,230	5,840

"The increase in the number of books reserved—of whose hall-use no record is kept—has a tendency," says Mr. Winsor, "to decrease the number of volumes used in the building, of whose use record is made."

Sunday use.

	1880-'81.	1881-'82.	1882-'83.	1883-'84.	1884-'85.	1885-'86.
Number of Sundays open	37	36	36	36	37	37
Persons using	1,846	2,067	2,268	2,448	2,631	2,842
Average	46	57	63	68	71	76
Highest number	64	91	92	95	105	108

"It will also be seen by the following tables that the use of 'admission-cards,' by which students have access for investigation to special classes of the books at the shelves, is steadily gaining in favor, judging from the increased frequency of such use:"

Admission cards.

	1880-'81.	1881-'82.	1882-'83.	1883-'84.	1884-'85.	1885-'86.
History	31	49	46	45	52	68
Science	14	26	16	18	12	14
Art (including music)	12	22	14	12	14	16
Literature	12	36	42	37	42	49
Classics	5	49	36	42	53	52
Philosophy	5	6	5	6	8	9
Theology	4	4	3	8	9	12
Political economy	2	8	5	8	12	44
Total students	85	200	167	176	202	264
Times of use	870	2,542	3,340	3,520	4,020	5,820

"The college teachers who have students under instruction in the methods of research are still given such facilities as the Library building affords for the accommodation of their classes; but the advantages of the building are in this direction far from what they should be."

Students' use of the library.

Students of—	1874-'75.		1879-'80.		1883-'84.		1884-'85.		1885-'86.	
	Whole No.	No. taking books.	Whole No.	No. tak'ng books.	Whole No.	No. taking books.	Whole No.	No. taking books.	Whole No.	No. taking books.
Divinity	20	16	23	23	21	21	26	26	25	25
Law	139	63	165	119	146	118	153	122	154	136
Scientific	29	21	16	15	26	17	28	21	22	18
Resident grad	55	18	66	40	68	51	70	52	64	62
Senior class	152	109	171	151	209	188	191	170	232	214
Junior class	159	96	201	168	195	171	234	216	236	228
Sophom. class	208	124	196	163	248	210	256	220	232	216
Freshm. class	197	108	245	169	253	202	255	205	258	201
Totals	959	555	1,083	839	1,166	978	1,213	1,032	1,231	1,100

"The percentage of users among the undergraduates has risen during recent years as follows:"

	1874–'75.	1879–'80.	1883–'84.	1884–'85.	1885–'86.
For Seniors	71	88	90	90	92
For Juniors	60	83	88	93	96
For Sophomores	59	83	85	86	93
For Freshmen	54	65	80	80	78

"The result is this: Eleven years ago 57 per cent. of the students, and during the past year almost 90 per cent., used the Library.

"These statements do not cover the use of 'reserved books'—a system not in use in 1874–'75,—a considerable number of the users of which never take other books from the Library."

Besides the constant use of book-reservations in the alcoves of the general reading-room, there is another liberal feature in the administration of the library at Harvard which early attracted the attention of the writer. Some years ago Professor Emerton[1] was allowed by Mr. Winsor to establish an historical class in a small room immediately adjoining the book-stack or main repository of the library. This proximity of students to books is one of the most powerful of educational forces, provided a teacher knows how to improve the situation, as Professor Emerton manifestly did. The class quickly discovered the same capacity.

For the past year or two Dr. Edward Channing has been in the habit of gathering his students about him in a convenient corner of the "stack" or book-room, on that floor which is devoted to American history. Here at their very elbows, so to speak, the students have a collection of *Americana* that has but few rivals in the United States. Dr. Channing has, moreover, perfected arrangements whereby the resources of the Massachusetts Historical Society, the Athenæum, the Boston Public and the State Library are made serviceable to the wants of his men. In addition, the unpublished records in the State House at Boston and the library of the Law School in Cambridge are drawn upon, so that the little company which meets in the corner of the Harvard book-stack has learned to command all the libraries in the neighborhood. The writer regrets that he is unable to present any pictorial illustration of this historical "corner." It is at once too small and too large to be photographed. It would need the light and space of all the libraries in Boston.

[1] Professor Emerton well expressed the true use of a college library when he said, in his article on The practical Method in Higher Historical Instruction (see Hall's Pedagogical Library, vol. i, 59): "What the laboratory is to physical science, that the library must be to moral science. The library must become, not a store-house of books, but a place for work. Books must exist not so much to be read as to be studied, compared, digested, made to serve in the development of new truth by the method of practice with them."

THE HARVARD HISTORICAL SOCIETY.

One of the pleasantest experiences of the writer in Cambridge was that of meeting, in the spring of 1879, at the house of the librarian of Harvard University, a little company of advanced historical students, with their instructors. It was the Harvard Historical Society, which owes its origin and continuous development to the energy of such men as Professor Emerton, Dr. Taussig, and Dr. Channing, and its moral and social support to older scholars like Professor Torrey, Dr. Charles Deane, and Mr. Justin Winsor. The society is a novel combination of youth, early manhood, and ripened experience. The purpose of the society is the discussion of original historical papers and the fostering of public interest in historical subjects by the occasional delivery of a public lecture. For this purpose specialists are sometimes invited to Cambridge. While the cultivation of historical science is the main object of the association, the social element is by no means neglected. Indeed, it was this side which especially attracted the writer, as he has already intimated. After listening to a formal paper or lecture, it is not unusual for the society to adjourn by invitation to a professor's house for the informal discussion of other subjects. Sometimes both sessions are held at a private house. Such a healthful organization as the Harvard Historical Society deserves to live and to multiply.

THE NARRATIVE AND CRITICAL HISTORY OF AMERICA.

Writing upon History at Harvard University, one would neglect the most remarkable illustration of his subject if he should fail to mention that great co-operative undertaking, the Narrative and Critical History of America, edited by Mr. Justin Winsor. If a striking proof were needed of the importance of commanding the resources of historical literature in the writing of history, this colossal work, which masses the best results of four centuries of book-making, would afford that proof. Here is a scientific enterprise, directed by the librarian of Harvard University, and bringing into active use all that bibliographical information and special knowledge derived from a lifetime spent among books and in historical pursuits, an enterprise which solely by this editor's wide acquaintance with men and materials has brought into intimate co-operation with his own work in Cambridge the historical talent not only of specialists in Harvard University, but of the whole country, together with contributions from every special library of American History in this or other lands. This is a masterly performance. Such a work, so nobly conceived and so skillfully executed, reflects the highest honor upon Harvard University and its scholarly librarian. The man who can thus devise and successfully carry on such a vast literary undertaking, in the midst of administrative duties by no means light in a library like that at Cambridge, deserves to be recognized as the head of the historical profession at Harvard University.

The American Historical Association wisely showed its national appreciation of Mr. Winsor by electing him as its president, immediately succeeding Mr. George Bancroft, the father of American history.

The general idea of the Narrative and Critical History of America is indicated by the title. Each important division of the work is treated in two ways, (1) in a descriptive manner, for the general reader; (2) in a critical manner, for the scholar, with primary reference to the sources of information. It is this latter portion of the task which shows, in its fullest and freest scope, the editorial talent of Harvard's librarian. A thousand and one skillful bibliographical touches by Mr. Winsor indicate how he has improved and supplemented the special work of his co-laborers. Only an historian who is also a librarian, or who commands the best and fullest resources of historical science in a librarian's environment, could do such work. It illustrates better than anything the writer can say, or the artist depict, the importance of a well-equipped library for historical study and scholarly investigation. The library of Harvard University is a veritable laboratory, not only for its active historical department, but also for the most original and comprehensive historical work now in progress in these United States.

The scope of the Narrative and Critical History of America is more than continental. It embraces Canada, Mexico, Central and South America, and even the West Indies, as well as this country. The work as now planned will include eight royal octavo volumes, which are thus characterized: Vol. I, America before Columbus; Vol. II, Spanish Discoveries and Conquests in America; Vol. III, English Discoveries and Settlements in America; Vol. IV, French Discoveries and Settlements in America; Vol. V, the French and English in North America, from the English Revolution to the Peace of Paris, 1689–1763; Vol. VI, the American Revolution, 1763–1783; Vol. VII, the United States, 1783–1850; Vol. VIII, Canada and the American Outgrowths of Continental Europe. Volumes II, III, IV, and V are already published, and Vol. VI is well advanced. The first volume on Prehistoric America will be the last to appear, because of the present activity in that field of research and of the necessity of prudent delay in preparing the editorial introduction to the entire work. It is needless to say that Mr. Winsor has made extensive contributions to each of the volumes already published.

The method of preparing this colossal history is simply the application of economic principles to historical investigation. Division of labor and co-operation, under the skillful direction of a master-workman, are as legitimate in the writing of history as in the building of a cathedral. Indeed, church and state and the civilization of the world have been reared by masterly combinations of individual forces. It is not unreasonable that historians should imitate the methods which have entered into the making of actual history. Hence it is that some historical writers have attempted the imperial method of universal conquest in their

individual works; while others have been satisfied with kingdoms, principalities, or pocket republics. Historical writing in America will follow the democratic and social drift of our times. The world is surely becoming more co-operative, if not less selfish, more constitutional, while still autocratic in corporate forms. By and by, it will perhaps appear that for one man to attempt to write the history of the world is to repeat the glorious folly of Alexander; even to essay the entire history of one's own country, in an authoritative way, may yet be thought a mild, possibly harmless, reassertion in literary form of the absolutism of Bourbon kings, who identified their own individual views with the state itself. On the other hand, to combine individual forces in the writing of history upon such co-operative and constitutional principles that individual rights are conserved while the general good is promoted, indicates progress in historical science worthy of these modern times. To represent economic and republican principles in the very constitution of American history is Mr. Winsor's conspicuous merit and Harvard's greatest honor.

CHAPTER II.

HISTORY AT YALE UNIVERSITY.

SCHOLASTIC BEGINNINGS.

In an address before the Cornell University, June 21, 1871, Professor D. C. Gilman, then of Yale College, made a suggestion which deserves to be repeated in the interest of the history of American education. "It will be a curious inquiry," he said, "for some philosophical writer on the intellectual progress of this country to ascertain what were the themes, the text-books, the methods of instruction and tuition which prevailed in the American colleges prior to the Revolution; what sort of instruction at Cambridge filled Samuel and John Adams with their notions of civil liberty; what sort of culture at New Haven brought Jonathan Edwards to his lofty rank among the theologians of this country and of Scotland; what discipline at Princeton fitted James Madison to exert such an influence upon the formation of the Constitution; and what academic drill at Columbia College, in New York, made Alexander Hamilton the founder of our national credit and our financial system. When that inquiry is made, there is a curious waif among the archives in the college library at New Haven which will show on what spare diet strong men have been fed, and which will exhibit more forcibly than volumes of speculation the poverty of the intellectual forces once at work in comparison with those now opening. I refer to a worn and almost illegible manuscript which contains the notes of lectures which were given in Harvard College two hundred years ago, to the class of 1668, just thirty years after the foundation of the college. The student, whose jottings are thus handed down, was Abraham Pierson, who afterward became the first president of Yale College, and thus the transplanter of Harvard lore to the favoring soil of a sister colony. There is a motto twice written in the volume, ending with words which it is amusing to see in that connection: '*Hoc tantum scio me nihil scire.*'"

This book of student-notes, taken at Harvard College by the man who was chosen, in 1701, to be the first rector, or president, of Yale College, instituted that year, is interesting as connecting Yale with the scholastic system of early Harvard, mentioned in the first chapter on "History

at Harvard University." These notes, described by Professor Franklin B. Dexter, in his Biographical Sketches of the Graduates of Yale College (p. 61), and in a private letter to the writer, relate to lectures on logic, ethics, metaphysics, physics, and divinity. They were probably taken in the usual scholastic way, from dictation; and represent the sum and substance of Harvard wisdom in 1668, as faithfully as a book of *Loci Communes* would represent the academic teaching of the Middle Ages. Rector Pierson's note-books, possibly containing Harvard "Common Places,"—may or may not have served him as a basis for his own class instruction at Yale. The fact that he preserved them carefully throughout his entire life is presumptive evidence that he valued his scholastic inheritance as truly as does the Yale College library, which has preserved the manuscript down to the present day.

Unfortunately for the purposes of the present writer, the Harvard note-book of Yale's first president has only a negative value. It does not indicate that the subject of history occupied any place in his system of knowledge. And yet, in 1642–'43, Harvard College certainly gave its students one hour a week of history, on Saturday, immediately after dinner. This dyspeptic course was fortunately confined to the winter season, and gave place in summer to the study of botany, or "the nature of plants." Probably history continued to be taught in 1668, when Pierson was a student there; but it is altogether to his credit that he took no notes upon the subject, if the course was still given at the old hour, from 1 to 2 o'clock, on the only half-holiday in the week. Such preliminary training in history would hardly incline a young man to prosecute that branch of study as a graduate course. If, in after years, he should happen to be called upon to organize a course of instruction in some other college, he would probably elect for his own chair, "Divinity Catecheticall," or any other Harvard course, sooner than history. At any rate, there is no available evidence that Rector Pierson repeated the Harvard experiment on Saturday afternoon.

The study of history in some form, biblical or classical, may have been introduced into the curriculum of Yale College in its earliest years; but the first formal recognition of the subject was (to quote the authority of Professor F. B. Dexter) "the appointment of President Stiles to a professorship of ecclesiastical history in 1778. He held his professorship till his death (in 1795), and after him it was held by Professor Kingsley, from 1805 to 1817. Dr. Stiles lectured regularly on history, and also introduced Dr. Priestley's Chart of History as a text-book. There is abundant evidence that his interpretation of the field of ecclesiastical history was a very wide one; it was simply that he, an ecclesiastic, taught general history. I should be very loth to say that this professorship was the first introduction of history into our curriculum; but I do not know that the earlier stages of its career have ever been traced."

CLASSICAL HISTORY.

The regular courses of instruction at Yale College were not printed until 1822; so that there is for the writer no available record of the standing of historical studies before that time. Judging from the actual status in that year, considerable attention must have been given to classical history through the medium of ancient historians and of Adam's Roman Antiquities. Yale College has always been a stronghold of classical culture. President Barnard, of Columbia College, in his annual report for 1872 (pp. 32–33) speaks of "the state of things which existed in Yale College, between 1820 and 1830 * * * from personal knowledge." He says: "The amount of classical reading in those days was vastly greater than it is at present. In them were accomplished all of the two large volumes of Dazell's Græca Majora, embracing Xenophon's 'Anabasis' and 'Memorabilia,' with large extracts from Herodotus, Thucydides, Lysias and Socrates, Plato, Aristotle and Longinus, and the poets Sophocles and Euripides. And to this are to be added several books of Homer's Iliad, and the oration of Demosthenes on the Crown. In Latin the reading embraced eight books of Livy's History; the entire volume of the poetical works of Horace, including the odes, satires, epistles, and the Art of Poetry; Cicero de Officiis, de Senectute, de Amicitia, de Oratore, and de Republica; and, finally, Tacitus, the History, Agricola, and De Moribus Germanorum. And besides this, the whole of Adam's Roman Antiquities was read, from cover to cover."

It appears from Yale catalogues that this ancient and well-approved manual of Dr. Adam, rector of the Edinburgh High School, was a freshman study down to 1847. During the first half of the nineteenth century probably more students, at both Harvard and Yale, were fed upon that Scotch diet than upon any other historical material. It was plain, substantial fare. When one contrasts the old-fashioned manuals of Adam and Eschenburg with the wafer-like "primers" which are now everywhere in vogue, it is not surprising that a knowledge of ancient politics is dying out in American schools. In these days, when teachers and students alike are rushing toward modern studies in history and political science, it is refreshing to see such a wholesome treatment of Roman constitutional law as that represented in the Notes on Roman History, by Ambrose Tighe, a recent classical tutor at Yale College, or such an elective as that offered to Seniors by Professor Tarbell on Aristotle's Politics. A scholarly balance between ancient and modern history is likely to be maintained by the faculty of Yale. The classical department in that institution has always shown a disposition to represent classical history through the medium of classical historians. Thucydides, Livy, Tacitus, and other historical writers are read in the light of modern critical scholarship; and a fair amount of time is still given to English text-books of Greek and Roman history, including classical antiquities.

HISTCRY OF ROMAN LAW.

One of the best contributions to the historical cause by the classical department at Yale was the impulse given to the study of Roman law, from a historical point of view, by the late Professor Hadley, of the Greek department. He prepared a course of lectures upon Roman jurisprudence, for the benefit of students at Yale College—a course which he gave, in 1870-'71, to students at Harvard. This course was an introduction of American students, in an academic way, to a knowledge of the true greatness of old Rome, which consists in her enduring system of law—a system which Dean Milman says the Christian Church despaired of rendering more equitable. The idea of teaching Roman law in a regular class course was taken up at Harvard by the late Professor Gurney, who began historical work in connection with the Latin department at Cambridge. Professor Ernest Young also entered the field of Roman law, and continues the work at Harvard to this day, in connection with the historical department. At Yale the subject of Roman law is now taught to law students by Professor A. S. Wheeler, of the Sheffield Scientific School, and by Professor Simeon E. Baldwin. Academic interest in historical jurisprudence is steadily increasing in America. Columbia College, in whose law school it was once found impossible to awaken interest in Roman law, now has a regular academic lecturer upon this subject—Professor Munroe Smith, of the School of Political Science. At the University of Rochester the subject is represented by Professor W. C. Morey, who has lately issued an excellent historical manual on The Outlines of Roman Law, admirably supplementing the pioneer work of Professor Hadley.

By means of Professor Hadley's excellent manual the subject of Roman law has been quietly fostered at the Johns Hopkins University, among undergraduate students, during recent years. To encourage this study, Professor James Bryce, Regius Professor of Roman Law in the University of Oxford, was invited, in 1883, to give a short course of lectures in Baltimore upon his Oxford specialty; and now, at last, Mr. G. H. Emmott, a graduate of Cambridge, England, and for seven years lecturer on Roman law at Owen's College, Manchester, is giving regular and systematic instruction throughout the year to a large class of graduate students in Baltimore. The writer mentions such facts in this connection because, at least, the Baltimore demand for this kind of historical teaching is the direct outgrowth of the influence of Professor Hadley.

POLITICAL GEOGRAPHY.

Before tracing the origin and development of historical teaching, as independent of the classical department at Yale, it is worth while to cast another side-light upon its early curriculum. In President Barnard's Annual Report of Columbia College for 1873, there is an inter-

esting chapter on "Progressive Changes in the Scholastic System." He describes, on page 23, the importance once attached to geography at Yale. "Morse's octavo volume of six hundred pages was professedly read to the last syllable. It is true that the lessons assigned were enormously long—the contents of twenty or thirty pages being required at a single recitation; but the books were completed, and examinations were held upon them, not only at the end of the year or session to which they belonged, but twice subsequently; once in the spring of the junior year, when all the subjects of the course from the beginning up to that time were examined upon, and again at the final examination of the senior class, in which every subject in the entire course was again passed in review. This, at least, was the case in the college in which the undersigned received his education; and it is believed to have been the common usage."

Without defending or condemning this old-fashioned system of examinations and recitations from voluminous text-books, the writer would simply inquire: What is there in the modern system of historical instruction, as practiced in most American colleges, which supplies such a broad geographical basis for the study of history and politics as did that ancient treatise by Jedediah Morse? If any modern teacher of physical and historical geography thinks he is doing work of remarkable excellence, let him look at that old book, once "read to the last syllable" at Yale College. While not advocating a new edition or the reintroduction of Morse's ponderous work into any college curriculum, one may reasonably urge that something like Freeman's Historical Geography should take its place.

GENERAL HISTORY.

General history, as distinguished from classical, was not absent from the curriculum of Yale College in 1822, when the publication of courses of instruction first began. At that time Tytler's History was required for the third term of junior year. Tytler's General History, Ancient and Modern, was the approved text-book at Yale, as at Harvard, for many years. Dr. Peabody, in Cambridge, was teaching Tytler to freshmen in 1832, one hour a week, and the book survived at Yale for an entire generation. As early as 1822 the first volume of Kent's Commentaries was taught to the senior class during the first and second terms. Thus we find germs of history and political science planted together by the classical wayside in Yale College; but there was no further development until 1847, when Theodore Woolsey, valedictorian of the class of 1820, became president of the college. In the first year of his administration, ancient history (probably one-half of Tytler's General History) was taught to the junior class during their third term, and modern history (probably the second half of Tytler) to the seniors during their first term.

POLITICAL SCIENCE.

The process of development began with Dr. Woolsey's own specialty, "Political Philosophy," during the second term of the senior year. This course consisted mainly of lectures by the president on International Law and Political Science. Wayland's Political Economy was also taught to seniors. In 1849–'50 the "Law of Nations" became a specific course, as distinguished from "Political Philosophy." The full development of these early courses of Dr. Woolsey's may be seen in his published treatises on International Law and Political Science. The former is in general use as a text-book in our American colleges, and the latter is well known in the literature of scientific politics. It is interesting to reflect that Dr. Woolsey at Yale College was year after year gathering useful materials for his great works during the very same period in which Francis Lieber, in the tranquil seclusion of his college-home in Columbia, S. C., was elaborating his now famous treatises on Political Ethics, Legal and Political Hermenuetics, Civil Liberty, and Self-Government. It is still more interesting to note that the great northern and the great southern tributaries to American political science were brought together when Theodore Woolsey edited, in 1874, a revision of Lieber's Civil Liberty and Self-Government. Both of these men were trained in Germany—Woolsey at Bonn, Lieber at Berlin and Jena.

HISTORY CONTINUED.

In 1853–'54, the courses in history and political science at Yale College were somewhat modified. Pütz and Arnold's Ancient History was introduced as a text-book for the freshman class during the second term. This text-book, which is an American adaptation of the German Pütz, long a famous authority in German gymnasia, is not remembered by Yale alumni of thirty years' standing with any considerable affection. Men were compelled to learn the book by heart and recite it verbatim. Probably no worse method of teaching history was ever invented. It was against this memorizing of mere "words, words" that Andrew D. White revolted when a student; and this very revolt led him, afterward, in 1857, at the University of Michigan, to take a fresh and original departure in historical teaching, thus leading the way to great changes of method in this country. In 1863, Liddell's Rome was substituted for Pütz and Arnold. In the senior year, the president gave one lecture a week the first term, in connection with Guizot's History of Civilization. During the second term, he gave his courses in Political Science two hours a week. The third term, Professor Bissell met the class daily in a course on the Constitution of the United States. In 1855–'56, Lieber's work on Civil Liberty and Self-Government was added to the course in Political Science, and the number of hours in the first and second terms was doubled.

ECCLESIASTICAL HISTORY.

Before 1861 theological students had enjoyed lectures on the History of Missions; but after that date Professor George P. Fisher began to give instruction in Church History, with an historical survey of the old or preparatory dispensation in its relation to Christianity; the establishment and spread of Christianity (including missions and persecutions, ecclesiastical polity (including the rise and rule of the papacy, and the reformation); and the history of Christian life and worship. Among the literary results of these lecture courses are Dr. Fisher's valuable and suggestive works on the Beginnings of Christianity and the History of the Reformation. For many years Dr. Leonard Bacon gave lectures to the theological students upon American Church History, more especially upon select topics in New England Church History—a fertile field for historical inquiry. One of the fruits of this pioneer work was Dr. Bacon's Genesis of the New England Churches.

PROFESSOR ARTHUR M. WHEELER.

In 1865, Mr. Arthur M. Wheeler, who had previously been a tutor in Greek, became professor of history. His lectures were a marked success from the very outset. Graduates of Yale, whom the writer has encountered in historical courses at German universities and as students at the Johns Hopkins University, speak of Mr. Wheeler's courses with admiration. In 1868, modern history, beginning with the reformation, was offered by the professor to seniors for two terms. The first term, there was an optional, four exercises a week, in Bancroft's History of the United States. Hallam's Constitutional History, with lectures, was taught as a required course during the second term. It is interesting to note that Professor Wheeler has retained this admirable work of Hallam in his English course. This part of his work has now developed into two of the most popular senior electives. One course of two hours a week, throughout the college year, is devoted to the origin and development of the English constitution. Besides lectures, the course includes a study of Taswell-Langmead's or Stubbs' Constitutional History, and Bright's or Green's History of England, Volume I. Such work affords an excellent introduction to the study of law. A second elective, three hours a week, second term, is now offered to seniors by Professor Wheeler. It is devoted to the history of England during the Tudor and Stuart periods, when the conflict between self-government and arbitrary power was finally settled. Here, also, lectures are supplemented by the required use of standard authorities, such as Hallam's Constitutional History of England and Bright's or Green's History, Vol. II, with numerous books of reference. Professor Wheeler early introduced the system of a working library for his classes, and, for its proper equipment, raised by subscription a considerable sum of money. No system of historical instruction is more efficient than that which combines vol-

untary reading with required work and with suggestive lectures. The best elements of the old and new methods of historical training have been happily united at Yale.

After the institution of a distinct chair of American History, in 1877, Professor Wheeler began to develop an optional course on modern European history for seniors, four hours a week during the first half year. The foundation of this course was laid by the required study of Hallam's Middle Ages, for which it still remains difficult to find an adequate substitute in the English language. During the year 1885-'86 this optional course in Hallam was represented by Mr. E. G. Bourne, a recent graduate from Yale, holding a scholarship, and now giving "A View of Trade and Industry in Europe in the Middle Ages," which is a course of lectures in Historical Economics, one hour a week, to graduate-students. Professor Wheeler's own work in European history is now in modern fields, and more especially in the history of the French Revolution of 1789 or in the history of Europe since 1815. In this modern course for seniors, two hours a week for a half-year, he employs such authorities as Tocqueville's Old Régime, Mignet's or Taine's History of the French Revolution, and Fyffe's History of Modern Europe, or Müller's Political History of Recent Times, and Walpole's History of England since 1815.

This general plan of work in European history, specializing as it does upon modern Europe and the constitutional history of England, impresses a student of methods in teaching as one of the most sensible, solid, and practically useful now in operation.

PROFESSOR FRANKLIN B. DEXTER.

In 1877, Mr. Franklin B. Dexter, the newly appointed Larned Professor of American History, conducted the optional course in Bancroft's History of the United States, two hours a week, through the second term of senior year; a course which he varied, in 1879, by the use of Eliot's History of the United States and Frothingham's Rise of the Republic, and, still later, by the use of Lodge's Short History of the English Colonies in North America, Von Holst's Constitutional History of the United States, and Johnston's American Politics. He now has a course of two hours a week, the first half-year, on American colonial history to 1765; and, the second half, the same number of hours upon the history of the United States, 1765-1865. He also gives, the second half-year, one hour a week to a short but comprehensive course on American history in general. All of Professor Dexter's work, like that of Professor Wheeler's, is elective. He conducts his various courses upon the topical method, prescribing to individual students passages in various authors, besides the regular class study of such required texts as Eliot and Johnston. He has printed lists of topics for individual study; the authors that are to be consulted are reserved in the library

for class use. Good results have followed this excellent method of independent and co-operative study in connection with regular class exercises and frequent examinations upon required subjects. Among the fruits of this professorship of American history[1] are Professor Dexter's origiual study of "The Pilgrim Church and Plymouth Colony," with a critical essay on the sources of information, published in the third volume of Mr. Justin Winsor's Narrative and Critical History of America, pp. 257–294, and various valuable monographs on New England and college history, notably, New Haven in 1784; The History of Connecticut as illustrated in her Town Names; The Founding of Yale College; Governor Elihu Yale; Memoranda respecting Edward Whalley and William Goffe; Sketch of the Life and Writings of John Davenport; Biographical Sketches of the Graduates of Yale College; &c.

Further details upon history at Yale University will be given in Chapter VIII, on American History in Schools, Colleges, and Universities, contributed to this report by Dr. F. N. Thorpe, of Philadelphia.

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[1] Professor Dexter's department of American history was strengthened in 1885-'86, by Professor Richards' course of two hours a week, for a half year upon the Colonial History of New England to 1689.

CHAPTER III.

HISTORY AT COLUMBIA COLLEGE.

Columbia College, in New York, may fairly claim the honor of being the first American institution in America to recognize History as worthy of a professorial chair. The institution was founded, as King's College, under the royal patronage of George II, in the year 1754. Arrangements appear to have been made in the original faculty of arts for the teaching of Law and History.

PROFESSOR JOHN VARDILL, 1775.

As early as 1773 we find "Johannes Vardill, A.M., Socius," appointed professor of Natural Law (Jus Naturalis). In 1775 he was made professor of history and languages. Undoubtedly, both appointments represented the revival of the old English connection between law, history, and the classics. As the Jus Naturalis, then taught in European universities, was but the continuity of Roman ideas of philosophical jurisprudence, so history was regarded, primarily, as the history of Greece and Rome and as a mere supplement to classical culture.

John Vardill was a graduate of King's College, and was the very first alumnus of that institution to receive an appointment as an instructor. He seems to have been a favorite pupil of Dr. Cooper, the president of the college, and to have sympathized with him in his Tory politics. Indeed, the young professor early turned his attention to political pamphleteering rather than to the teaching of history. It is doubtful whether he ever taught any history at all, unless he did it before his second appointment, while yet a professor of jurisprudence. A letter, written from London early in 1775, describes him as "Parson Vardill, a native of New York, who has been here a twelve-month,—a ministerial writer under the signature of Coriolanus, lately appointed King's Professor in the College of New York, with a salary of £200 sterling." (N. F. Moore's Historical Sketch of Columbia College, page 57, edition of 1846.) President Moore, the historian of Columbia College, says (p. 87), the Rev. John Vardill probaby never entered on the duties of his office. Very little importance, therefore, should be attached to his appointment, save that of the early recognition of History and Politics in the faculty of that institution which has since done so much for their joint advancement in this country.

After the Revolution, Columbia College, having dropped its royal name and patron as well as its Tory president and Tory professor of history, took a fresh start under American auspices. An old broadside, preserved in the Columbia library, contains the statutes of the college for 1785, and a "Plan of Education," whereby it appears that history was taught in what was then a unique way for America. The Rev. John Gross, Professor of German and Geography, from 1784 to 1795, taught the sophomore class three times a week, in a course which was characterized as a "Description of the Globe in respect of all general matters. Rise, extent, and fall of ancient empires; chronology as low as the fall of the Roman Empire; present state of the world; origin of the present States and Kingdoms—their extent, power, commerce, religion, and customs; modern chronology." This was history with an ancient and geographical basis, but with a modern political outlook. It was a highly creditable course, the best that the writer has found in the annals of any American college, at that early period. It savors, however, more of German than of English origin. John Gross, Professor of German and Geography, and afterward of Moral Philosophy, evidently represents a European current in American college instruction. He was the forerunner of Francis Lieber, the German-American.

PROFESSOR CHARLES ANTHON.

Side by side with historico-geographical studies at Columbia ran the old scholastic course in Greek and Roman Antiquities, which had probably been taught, from the beginning of the college, in connection with the classical department. Classical History has really been the life current of historical instruction at Columbia, as in every other American college. It was often a feeble, sluggish current, but it was constant; and it sufficed to keep history from dying out in the student-consciousness. It would be unprofitable to follow this little classical stream through all its meanderings to its present deeper and wider flow; it is enough to say that it began to expand during the tutorship of Charles Anthon, who was called to teach the classics at Columbia in 1820. He became Adjunct Professor in 1830, and Jay Professor of Greek and Latin in 1857. Immediately he divided his department with Professor Drisler; but remained its head until 1867, when he died. The long service of this classical teacher and editor, who has been for well-nigh two generations a familiar spirit, for good or evil, in every preparatory school, undoubtedly did much for the promotion of the study of classical antiquities at Columbia College and throughout the country. He gave direction to the teaching of Greek and Roman History, and supplied means for its illustration which were helpful in their time. Without this steady current of classical and antiquarian instruction which he represented at Columbia for nearly fifty years, it is doubtful whether such an impetus would have been given to historical and political studies as came in 1856 by his direct advice.

PROFESSOR JOHN McVICKAR.

In the continuity of historico-political studies at Columbia College there was another important influence contemporary with Professor Anthon; namely, the Rev. John McVickar, who was appointed Professor of Philosophy, Rhetoric, and Belles Letters in the year 1817. This man, the successor of the Rev. Dr. Bowden, is too little known to American students of History and Economics—in both of which studies he was a remarkable pioneer. It would be a useful, as well as pious service, if some one of the present instructors in the School of Political Science at Columbia would prepare an academic memorial of John McVickar, as he did of his worthy predecessor, Dr. Bowden (1751–1817), in an address delivered to the Alumni of Columbia College, October 4, 1837. Although the life of the Rev. John McVickar has been written, as a "clerical biography," by his son (New York: Hurd & Houghton, 1872), there is so much of academic interest in his life and writings, so much unused biographical material in the archives of Columbia College, that a special study of his professorial career would certainly repay the younger generation of teachers.

In general, the service rendered by Professor McVickar to Historical and Political Science at Columbia College resembles that rendered by Profesor Francis Bowen in Harvard College. Under the broad ægis of a philosophical professorship, both teachers protected and encouraged historico-political studies. Both inclined most strongly toward politico-economics. Both produced text-books of political economy, which, in their day and generation, proved very helpful to American students. In these days, when the study of economics is coming to the front in our colleges and universities, it will be recognized as a distinguished honor for Professor McVickar that he was one of the first men in this country to lecture upon political economy to students, and also one of the first to publish a text-book upon the subject.

John McVickar (1787–1863) was the son of a leading merchant of New York City, and was of Scotch descent. Heredity and environment gave him a natural inclination toward the study of economic questions. Born in the business center of the United States, into family acquaintance with wealthy and influential men, into association with Albert Gallatin, Isaac Bronson, and Mr. Biddle, young McVickar could not escape the great problems of currency and banking which agitated his times. Although, after his graduation from Columbia College, educated as a theologian and for a time settled as rector of a parish in Hyde Park, he readily accepted the philosophical professorship made vacant by the death of Dr. Bowden in 1817; and, within a year, petitioned to have Political Economy added to his already wide domain, without any increase of salary. The year 1818 marks the establishment of economic science in Columbia College,[1] which was one of the first to

[1] William and Mary College is an historic rival of Columbia with regard to priority of recognition of economics in the curriculum. In a letter from Joseph C. Cabell to Thomas Jefferson, dated August 4, 1816, is this statement: "Dr. Smith has adopted

recognize this subject in the United States. For several years the need of a text-book of Political Economy was deeply felt by McVickar as an aid to his lectures. In 1821 he appears to have urged Edward Everett to prepare a suitable hand-book; but the great orator, while expressing interest in the subject, pleaded other engagements. In 1825 McVickar brought out his Outlines of Political Economy. This thin octavo volume, which an American student may well prize if he can now secure a copy, was an American adaptation of J. R. M'Culloch's article on Political Economy originally published in the Edinburgh supplement to the old Encyclopædia Britannica. This article, by the first Ricardo lecturer on Political Economy, well deserves comparison with that in the new edition of the Encyclopædia Britannica, for the sake of the historical method which both articles represent. M'Culloch, with his review of the rise of economic science, the mercantile system, the manufacturing system, the opinions of Mr. Mun, Sir Josiah Child, Dudley North, Mr. Locke, *et al.*, may be as truly called a representative of the historical school of economics as Knies or Roscher.

It is interesting to reflect that the English historical method of J. R. M'Culloch was introduced into America by John McVickar, more than

the Review of Montesquieu [by Count Destutt Tracy] as the text-book on the Principles of Government for the students of William and Mary. He will adopt either Say or Tracy on Political Economy, as the one or the other may appear best, when the latter comes out." Tracy's Treatise on Political Economy, for the translation and publication of which Jefferson had early arranged, was issued from the press of Joseph Milligan, at Georgetown, D. C., in 1817, with a brief introductory sketch of the history of economic literature from Jefferson's own pen. Cabell was meditating a translation of Say, but gave up the project. Tracy's elaborate Review of Montesquieu was published at Jefferson's instance in Philadelphia, *circa* 1812. This work, which was adopted at William and Mary College in 1816, contained Tracy's economic views. Jefferson said, when recommending it through Cabell: "Dr. Smith, you say, asks what is the best elementary book on the principles of government? None in the world equal to the Review of Montesquieu, printed at Philadelphia a few years ago. It has the advantage, too, of being equally sound and corrective of the principles of political economy, and all within the compass of a thin 8vo." Jefferson was one of the first promoters of political economy in this country. In 1816 he wrote to Cabell that he would render the country a great service by translating Say, "for there is no branch of science of which our countrymen seem so ignorant as political economy." Jefferson came very near capturing the French economist for his own Central College, afterward the University of Virginia. Jefferson wrote to his friend Cabell January 5, 1815: "I have lately received a letter from Say. He has in contemplation to remove to this country, and to this neighborhood particularly." Failing in that brilliant scheme, Jefferson secured, in 1817, the professorial services of Dr. Thomas Cooper, the English economist and refugee, who had settled in Pennsylvania some years before, and had there written upon economic subjects. As early as 1810 Jefferson said of Cooper: "The best pieces on political economy which have been written in this country were by Cooper." This universal scholar, of whom so little is now known, never actually taught political economy in the University of Virginia, which chose him for its first professor, but from which he early resigned on account of sectarian opposition. He became eminent as a teacher of economics in the College of South Carolina, where he early published a text-book of political economy, which should be compared with that of McVickar.

twenty-five years before the rise of either of these German pioneers. By more than fifty years did the Scotch student of M'Culloch and Adam Smith anticipate the American disciples of Knies and Roscher in advocating historico-political economy. McVickar appended many original notes to M'Culloch; and, among other good things, he said of political economy: "To the rising government of America it teaches the wisdom of European experience." He called economics "the redeeming science of modern times—the regenerating principle that, in connection with the spirit of Christianity, is at work in the civilized governments of the world, not to revolutionize, but to reform." Besides his original notes, which show not only deep moral, but profound practical insight into economic questions, McVickar appended a general summary of economic science, which probably reveals something of his own method of presenting the subject to his classes. This text-book, which is said to be "the first work on the science of political economy published in America,"[1] (McVickar's Life of John McVickar, 85) was welcomed by Chancellor Kent and Thomas Jefferson in the warmest terms. The sage of Monticello said of the subject which the book represented: "I rejoice to see that it is beginning to be cultivated in our schools. No country on earth requires a sound intelligence of it more than ours."

Among the early economic writings of McVickar are the following pamphlets: Interest Made Equity (1826), an English article, like his text-book, with American notes; Hints on Banking (1827), an original paper of forty or more pages, addressed to a member of the New York legislature, and said to have been the origin of the free banking law of New York (1833), and the scientific forerunner of practical reforms in the Bank of England, 1844, and also the National Bank Act of the United States in 1863 (Appendix to the Life of McVickar, 411). A more distinct foreshadowing of our present national system of banking was Professor McVickar's article, published in 1841, entitled "A National Bank: Its Necessity and most Advisable Form." This and other financial articles were published by McVickar in the New York Review, which closed its influential career in 1842. He wrote on "American Finances"; on "The Expediency of Abolishing Damages on Protested Bills of Exchange"; on "The Evils of Divers State Laws to regulate Damages on Foreign Bills of Exchange," &c. A complete bibliography of the writings of John McVickar would be a helpful addition to the Dewey system of classification in the excellent library of Columbia College. In the history of economic thought in the United States John McVickar will surely take an honorable place as an academic pioneer. Practical economists, like Franklin, Robert Morris, and Alexander Hamilton, this country had,

[1] This statement, as will appear from the previous foot-note, is not strictly true, for Destutt Tracy's Treatise on Political Economy appeared in 1817. McVickar undoubtedly deserves great credit for pioneer work, but the claim to absolute priority in this country as a lecturer upon Political Economy, asserted for him by his filial biographer, should be viewed with caution until the facts are more fully known.

indeed, developed; but professorial economists, with original and independent views, were rare in America before the days of John McVickar. His chief rival to priority was Professor Cooper, of Dickinson College and of the University of Pennsylvania, the friend of Jefferson, and the predecessor of Francis Lieber, in Columbia, S. C. By a singular chance the two lines of economic teaching came together at last in Columbia College, New York, when, in 1857, Francis Lieber was called to that institution as the successor to John McVickar.

The subject of History was also taught by Professor McVickar as a branch of his philosophical department. The statutes of Columbia College show that from the beginning of the present century Greek and Roman History, or Classical Antiquities, remained in the hands of the classical department. But some attention was always given to Modern History; and this appears to have been intrusted to the professor of Philosophy, Rhetoric, and Belles Lettres. It was probably a natural continuation of the original historical work of John Gross, teacher of Geography and German, who was made Professor of Philosophy, also, in 1787. The preparation which Professor McVickar enjoyed for the teaching of history was not as good as that which came to him by nature and associations for the teaching of political economy. While yet a theological student, he appears, however, to have pursued a course of historical reading, and to have invented a system of mnemonics which he applied to Bossuet's Chronolgy. Entering upou his professsorship, McVickar worked out his own methods of instruction by a long course of experience, the results of which may be generalized upon the basis of the following authentic testimony.

In a report of a committee of the trustees of Columbia College, a statement was made, in 1856, by Professor McVickar, with respect to the duties of his department. He said his professorship comprised a "union of historical and philosophical studies," of which he advised the division. To the sophomores, during their first *semester*, he taught "Modern European History, more especially from the latter half of the fifteenth century, being the period suggested by Heeren as the true commencement of the European system. The second session was the exact and critical study of English History, as the great storehouse of our political wisdom. In addition to this, there were essays on subjects connected with the course read and criticised in the lecture-room; the whole embodied in notes, as stated in my annual reports." In regard to his method of teaching, Professor McVickar told the committee that any good history in the hands of students was sufficient. He said, "The subject is studied, not the text-book. My practice is, at the commencement, to explain the subject of text-books, and to give the class a list of the best, any one of which would be satisfactory. I have made it a point to ascertain from the best students of other colleges the results of studying from text-books, and have felt that such instruction makes little impression on the memory." In reply to a question from

the committee as to whether he delivered his lectures from notes, Professor McVickar said: "I have written notes; and in the earlier periods I used to read lectures. Experience brought me to a freer use of notes, as guiding the analysis of the subjects, but not controlling the words."

All this has a modern tone, and indicates a man of sensible ideas. There was, however, one radical fault found with Professor McVickar, which he perhaps inherited from Dr. Bowden; he did not succeed in keeping good discipline among his students. In his eulogy of Dr. Bowden, McVickar said, with a certain reflex significance, "As a disciplinarian he held lightly the staff of authority." McVickar's own students appear to have recognized this amiable weakness in their master, and to have presumed upon it. Some dissatisfaction was felt by the administration with what was allowed in the recitation-room of Professor McVickar; and the inquiry into his methods of instruction reveals a certain animus, with a decided tendency toward a reconstruction of the entire department.

In 1857, by the advice and consent of Professor McVickar, the duties of his too laborious and too comprehensive professorship were divided into three independent chairs: (1) Moral and Intellectual Philosophy; (2) Ancient and Modern Literature (Belles Lettres); (3) History and Political Science. Professor McVickar was transferred to the chair of Evidences of Natural and Revealed Religion which he held until 1864, when he retired from office, his duties passing to the then president. The chair of Philosophy was given to Professor Charles Murray Nairns. The chair of Belles Lettres was offered to Samuel Eliot, of Boston; but he declined it, and the duties were then intrusted to Professor Nairns.

ADVICE OF PROFESSOR ANTHON.

In the report of the committee above cited is a statement by Professor Anthon, with reference to the status of history at Columbia College, in the year 1856, at which time there was considerable discussion among the trustees with reference to the reorganization of departments and the conversion of the college into a university. In answer to a question propounded by the committee as to whose duty it then was to teach Ancient History, Professor Anthon said that, as regards freshmen, it belonged to the Adjunct Professor of Latin and Greek. He said, also, that the historical teaching of subsequent classes—the continuation of freshman History and Geography—belonged to the philosophical department of Professor McVickar. Then follows Professor Anthon's recommendation for a distinct chair of History. "In my opinion," he said, "the whole subject ought to be assigned to a separate department, called the Professorship of History, distinct from the other departments and embracing both Ancient and Modern History." This was the same idea which influenced Harvard College, in the year 1839, to institute the McLean Professorship of Ancient and Modern

History, which was first held by Jared Sparks. A suitable man to realize this idea in Columbia College was doubtless already in the mind of President King, and such confidential advisers as Professor Anthon.

THE CALL OF FRANCIS LIEBER.

As early as 1853 there had begun a presidential correspondence with Francis Lieber, Professor of History, Political Economy, and Philosophy in the College at Columbia, S. C. "About three years ago," says Lieber, in a communication to the Columbia trustees written in September, 1856, "I was requested to give my views regarding a university in New York. I sent a paper to President King, and would now refer to that." About this time (1856) Lieber, among others, had been asked by the trustees for written opinions[1] on a great variety of questions of academic interest. It was, undoubtedly, this correspondence and the growing fame of Lieber's works on civil liberty and political ethics which secured him the call,[2] in 1857, to the professorship of History and Political Science in Columbia College. In February of that year he had recommended to the trustees that they should begin the university at once. "Four professors," he said, "one of Languages or Literature, one of History and Political Sciences, and two of the Natural Sciences would seem sufficient to make a beginning." Nothing came of this excellent project for a university; but Lieber was soon installed in a position for which, by natural predilection and academic experience, he was eminently fitted. By vote of the trustees, October 5, 1857, the following subjects of instruction, some of which were doubtless designed for law students, were assigned to the new professor: Modern History, Political Science, International Law, Civil Law, and Common Law. Evidently, both Lieber and the trustees had a large conception of the duties of the new professorship and of its possible relations to the Columbia Law School. It was a colossal undertaking for one man to attempt to lecture upon all these great subjects. Lieber carried as much of the burden as he was able to do, from 1857 until 1865, when he was transferred to the Columbia College Law School as professor of Constitutional History.

ALLIANCE OF HISTORY AND POLITICAL SCIENCE.

The call of Francis Lieber to Columbia College, New York, in 1857, from Columbia, S. C., marks the first recognition by a Northern college

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[1] Replies of Gentlemen, not officers of the Institution, to printed-circular questions of the committee. Communication of Professor Francis Lieber, 1856. These replies are in a bound volume of Reports, Statements, Opinions, Testimony, 1858, Columbia College Library.

[2] Resolutions Passed by the Trustees of Columbia College, 1820-1868. New York: Van Nostrand, 1868. It is interesting to note, in connection with the call of Francis Lieber, that, in February, 1857, on motion of Mr. Ruggles, it was resolved that a professorship of American History be established in Columbia College.

of history and politics as properly co-ordinated sciences. At the College of South Carolina, Lieber had taught history, political economy, and philosophy as a homogeneous group. The presence of the latter subject in his professorship betrays a survival of the old scholastic connection between metaphysics and politics, a connection which lasted long at Harvard, Columbia, and many other colleges. It was the great ambition of Lieber to associate history with the political sciences, and to make these studies an independent and homogeneous department. This end was finally achieved by his establishment in Columbia College, New York. The combination which he there made was the historical corner-stone of the extensive school of political science which is now building in that institution under the direction of Lieber's successor, Professor John W. Burgess.

There is a valuable and suggestive idea in Lieber's first combination of history and politics which ought to influence all American colleges and universities in the proper co-ordination of these studies. If, for economic or other reasons, there must be a grouping of various subjects under one administrative head, history ought rather to be yoked with political science than with language, literature, or philosophy. The nature of history and political science determines their intimate relation, if not their necessary co-ordination. "History is past politics, and politics is present history." History is, primarily, the experience of man in organized societies or so-called states. Political science is the application of this historical experience to the existing problems of an ever progressive society. History and politics are as inseparable as past and present. This view is justified by the best historical and political opinion of our time: Ranke, Droysen, Bluntschli, Knies, Roscher, Nitzsch, Freeman, Seeley, and by the practical experience of the best American colleges and universities.

LIEBER'S ANTECEDENTS.

Franz Lieber was a German-American. He was born in Berlin in the year 1800, and was educated in the Berlin Gymnasium, one of the many institutions founded for the physical and mental training of German youth, and for the liberation of Prussia from the Napoleonic yoke. Lieber was always an enthusiast for liberty. He fought in the battle of Waterloo, against the French, when he was only fifteen years old. He took his doctor's degree at Jena, in 1820. He then went to Greece, like Lord Byron, to aid the revolutionists. He returned, in sorry plight, by way of Rome, where he found shelter and encouragement in the house of Niebuhr, the historian, then Prussian ambassador at the Papal court. Young Lieber became house-tutor to Niebuhr's son Marcus, and was the intimate companion of the historian of Rome in his walks over the Campagna. Lieber learned the science of history from one of the greatest of German masters, from a man who, perhaps more

than all others, save Leopold von Ranke, has influenced historical study in the nineteenth century.

Politics were learned by Lieber not so much from masters and from books as from the harsh experiences of actual life in Greece and Prussia, England and America. He was bred in the school of student-enthusiasts, but his ideals were tempered by contact with facts. For his revolutionary sentiments he once sat for several months in one of the state prisons of Prussia. Liberated, finally, through the personal influence of Niebuhr, by his advice Lieber sought refuge in England, in 1825. This favored land, where liberty has always been secured through law, gave character and substance to the young German's political philosophy. He abandoned dreams and idle speculations. Henceforth the English reality of institutional liberty became his ideal.

In 1827 Lieber came out to America, where his practical philosophy was destined to find vigorous expression in the teaching of youth. It is often said, with a shade of wonder and compassion, that Lieber began life in Boston as teacher in a swimming-school. Few people really understand what this fact represents. In Prussia, Francis Lieber had been a gymnastic pupil of Dr. Jahn, the father of modern physical culture; the man who, more than all others, laid the basis of physical training for New Prussia and for the Prussian army. Dr. John Warren and a few prominent gentlemen in Boston had conceived the idea of introducing the Prussian system of physical culture into this country. They invited "Father Jahn" to come over to Boston and establish a gymnasium. Jahn was unwilling to come; but he recommended one of his favorite pupils, Franz Lieber, then in England. Accordingly, Lieber was asked to come to Boston and conduct the Tremont Gymnasium, which he gladly consented to do. The full significance of the fact of Lieber's teaching in a Boston swimming-school is, therefore, that he taught, scientifically, Prussian gymnastics, of which a swimming-school was only an incidental. Lieber was almost the first exponent in America of the physical basis of education. The very first teacher of gymnastics in this country was Dr. Charles Beck, another pupil and friend of "Father Jahn." Beck established a gymnasium in connection with the famous Round Hill School, at Northampton, Mass., in 1825, where George Bancroft, one of the managers of the school, and himself an offspring of German culture, began to write the History of the United States. Beck, the gymnast, was, at the same time, teacher of Latin; and he afterward became professor of Latin in Harvard College.[1]

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[1] Physical Training in American Colleges and Universities, by Dr. E. M. Hartwell, Circular of Information, Bureau of Education, No. 5, 1885, pp. 24, 161; a very suggestive and valuable document.

An interesting fact, not mentioned in Dr. Hartwell's report, is the direct communication of the gymnasium idea from the Round Hill School to Williams College. Ex-president Mark Hopkins, in his semi-centennial address, 1886, says Williams was "the first college to move in regard to it (a gymnasium)." "I was sent, when a tutor, to Northampton to see it; and the result was some apparatus in the open air,

Francis Lieber was not content with teaching gymnastics. He was American correspondent for German newspapers. He undertook, with success, an American adaptation of the Conversations lexikon of Brockhaus, in the old Encyclopædia Americana, upon which he did much original work, embodying the fruits of his study of English institutions. In such contributions we have the key-note to Lieber's life-work. He was to mediate between German culture and American wants through Anglo-American training. He was the transmitter of German ideas of education to Girard College, in Philadelphia. Without following his career from Boston down the Atlantic sea-board, we find the young man, at the age of thirty-seven, just ten years after his landing in America, installed as professor in a Southern college, in Columbia, S. C. There he remained for just twenty years. It was his golden time of scholastic leisure and scholarly production. All of his great works—his Legal and Political Hermeneutics, his Political Ethics, and his Civil Liberty and Self-government — were produced during this sojourn at the South. These works represent the first real transmission of German political philosophy to the New World, through the clarifying experience of English history and American life. His was the first great original production of political science in America. This creation came from the contact of a philosophic German mind with the historic realities of Anglo-American liberty. Lieber always had a wonderful power of assimilating the facts of experience. His strong, healthy nature, made more vigorous by physical culture, seemed to thrive in every new environment. From all sides he drew fresh inspiration. A German at heart, he became English in his history and American in his politics.

LIEBER'S METHOD OF TEACHING.

Judge Thayer, Lieber's biographer, says, with great earnestness, "America owes a large debt to Lieber. Probably no man has instructed so many of our countrymen in the truths of history, the canons of ethics, and the principles of political science. Nearly forty years of his life were spent in that service—years crowded also with industry in other departments, and in which he produced those great works which will in the future take their place beside the most important which have appeared in the history of jurisprudence. His method of teaching was such as to make the subject attractive in the highest degree to his students, and they thoroughly understood everything they learned. He never read lectures, but expounded his subject in terse, familiar language, and impressed them by copious and happy illustrations. At the end of every recitation he gave out what, for the next time, they

south of East College. I remember a swing and some parallel bars. From that swing and those bars the present gymnasium, with its clock, has been developed through several intermediate forms—much, I suppose, as the higher animals were developed from the lower."

ought to read collaterally, and what peculiar subjects or persons they ought to study besides the lesson. He caused them to read poetry and fiction, in connection with history, to see how great writers had conceived great characters. He relied much upon the blackboard. To one he would give chronology; to another, geography; to another, names; to another, battles. Four large blackboards were in constant use at the same time, and often a considerable part of the floor besides. All names were required to be written down, sometimes sixty or seventy, by one student, with a word or two showing that the writer knew what they meant. All places were pointed out on large maps and globes. All definitions were written on the blackboard, in order that there might be no mistake. Foreign names were always written on the blackboard behind him. He always appointed a lesson; but the students, when they came, did not know whether they were to recite or to listen to a lecture, so that they always had to be prepared. Notes of his lectures were to be taken; and he required each student to have a blank book, wherein they must enter titles of books and subjects to be studied in later life—such as were necessary for an educated man; and he was particular in requiring this blank book to have a firm cover. He used to say that books were, like men, of little use without a stiff back." (The Life, Character, and Writings of Francis Lieber, by Hon. M. Russell Thayer, republished in Lieber's Miscellaneous Writings, Vol. I, p. 34.)

PRESIDENT BARNARD'S REPORT, 1865.

In President Barnard's Annual Report for 1865 there is some account of the status of Lieber's department after the lapse of eight years. The president said the seniors were taught Modern History, Political Philosophy, and Political Economy. The text books, in the two latter subjects, were Lieber's Civil Liberty and Say's Political Economy. Lieber's own annotated copies of these works are now preserved in the historical library of the Johns Hopkins University, showing the wealth of fact and illustration which he accumulated for his classes, in greater volume with each succeeding year. President Barnard says that "as a basis for the lectures on Modern History, the professor took Weber's Outlines of Universal History." These subjects were taught two hours, weekly, chiefly by impromptu lectures on the part of the teacher and written exercises on the part of the student. To the junior class the professor gave two hours a week of historical instruction through the year. The sophomore class had Roman History—from Wilson's Outlines—to the downfall of the Western Empire. From the same text-book the freshmen were taught the history of Greece down to the conquest of that country by the Romans, in 146 B. C.

In this same report President Barnard expresses some dissatisfaction with the distribution of professorial force in the curriculum of Columbia College. He says: "All the subjects embraced in the two depart-

ments of Philosophy and English and of History and Political Science, might be better put into the hands of a single instructor, with a tutor to assist him, than be disposed of as at present. It is quite doubtful, in the view of the undersigned, whether Modern History, in the proper sense of the word, ought to occupy any considerable space in the teaching of our colleges. The subject is so vast, and practically so exhaustless, that the little which can be taught in the few hours of class instruction (if that is *all* the learner ever knows) amounts to but a small remove from absolute ignorance. There are certain large outlines that can be sketched boldly out; but that being done, the instructor will much more profitably employ himself in furnishing the student with something of the bibliography of history—in giving him, in short, a guide for his private reading—than in attempting any detail of the growth and decline of particular peoples, or the rise and fall of particular empires."

On the 5th of June, 1865, the trustees of Columbia College resolved that a committee of five be appointed to report "on the expediency of abolishing the professorship of history." On the 6th of July following it was resolved, "That, until further order of this board, instruction in history and political economy be given by the professor of philosophy and English literature, under the direction of the president." Columbia College thus returned to the old system which had prevailed in 1856, before the duties of Professor McVickar had been divided, and before Francis Lieber had been called to represent History and Political Science. Professor Nairne, who was McVickar's successor in Philosophy, now took direction of all the English and historical work, with Eugene Lawrence—since known to literary fame—as an assistant in the branches last mentioned. Wayland's Political Economy was taught to the senior class by the professor of philosophy. Lieber's predilection for more advanced political science and his natural inclination to work with law students, rather than with undergraduates, probably had much to do with this seeming reaction on the part of college instruction. But it does not appear that the historical teaching by Mr. Lawrence was at all inferior to that given by any of his predecessors. He taught the freshmen Anthon's Manual of Antiquities and Wilson's Outlines of the Early Ages of the World and of Grecian History; while to the upper classes he taught Roman History, Mediæval History, and Modern History down to 1763, closing his course with the philosophic causes and leading facts of the French Revolution. He also required essays on historical subjects every month. History continued as an annex to the department of Philosophy and English Literature down to 1876, with frequent changes of the historical instructor.

In the president's reports for 1871-'72, the following statements concerning Dr. Quackenbos's methods of historical teaching are noteworthy: "The method of instruction was peculiar. Students were required to write upon the blackboard accounts of the subjects given to them; and

thus they learned facility and condensation of expression, and probably fixed details more firmly in their minds." (Report of 1871, 10–11.) Again, President Barnard observes: "The method of daily recitation consisted, to a large extent, of written sketches, prepared in presence of the class by individual students upon the blackboard." (Report of 1872, 11.) This method of recitation, from blackboard briefs or analyses, has been profitably employed in certain departments at the West Point Military Academy and in the University of Virginia. The historical text-books at Columbia College, for the period from 1865 to 1876, were Wilson, Weber, Taylor, Hume, Lingard, and Creasy.

LIEBER IN THE LAW SCHOOL.

The professional work of Francis Lieber, from 1865 to 1876, was chiefly in the Law School. His salary there was $4,000 per annum. By resolution of the trustees of Columbia College, June 6, 1865, law students were required to attend such of Dr. Lieber's lectures as the law-school committee should deem proper. By another resolution, passed October 9, 1865, Lieber's title was declared to be "Professor of Constitutional History and Public Law." It was also then resolved that "it shall be the duty of the professor, during each academic year, to deliver one lecture, weekly, to each class; that lectures on the constitutional history of England be delivered to the junior class, and on that of the United States to the senior class; and also a course on modern political history to the junior class, and on government to the senior class." An authoritative statement in regard to Lieber's connection with the Columbia College Law School is the following, by Professor Dwight, for many years the head of that school: "Professor Lieber's connection with the school continued until his death, in the summer of 1872; and he gave, yearly, a course of lectures upon those special subjects in which he had gained great distinction for his learning, originality, and independence of thought, extensive research, and sound judgment, viz, 'The History of Political Literature'; 'Political Ethics'; 'The Origin, Development, Objects, and History of Political Society'; 'Constitutional Government,' etc. Since his death his place has been temporarily filled by special lecturers, delivering courses of lectures upon the cognate subjects of political science, civil polity, and international law, among whom have been included Hon. George H. Gusman, formerly United States Consul to Denmark; Charles W. McLean, and Professor John W. Burgess of Amherst College. It is expected, however, that a professor will soon be elected to occupy, permanently, this vacant chair." (Quoted in the Historical Sketch of Columbia College, 1754–1876, by Professor J. Howard Van Amringe, page 84.)

PROFESSOR JOHN W. BURGESS.

The call of Professor John W. Burgess to take up anew the work of Francis Lieber, both in the law school and in Columbia College, was due, in great measure, to the good judgment and personal influence of

Professor Theodore W. Dwight, who, during his own lecture courses on constitutional law at Amherst had discovered the merits of the rising young professor of History in that institution. Even before his call to Amherst, however, Mr. Burgess had been recommended to Columbia by President Seelye.

John W. Burgess, born in Cornersville, Tenn., 1844, was graduated from Amherst College in 1867. He was the class orator, and a man highly esteemed by the president and faculty. He probably acquired his taste for history and political science through the personal influence of President Seelye, who has pointed more than one Amherst graduate to the historico-political field of study. After graduation, Mr. Burgess first studied law for two years with one of the trustees of the college, the Hon. Henry Morris, LL. D., of Springfield, Mass.; but, through the recommendation of President Seelye, he soon after went to Knox College, Galesburg, Ill., where he taught English literature and political economy from 1869 to 1871. He then went to Germany to study history and political science in Goettingen, Leipzig, and Berlin. In the latter university he came particularly under the influence of the late Professor Gustav Droysen, the political historian of Prussia. In 1873 Mr. Burgess was called to the newly established professorship of history and political science in Amherst College, where he lectured with extraordinary success until 1876, when he was invited to a similar chair in Columbia College, as the successor of Francis Lieber.

INFLUENCE OF PROFESSOR BURGESS AT AMHERST COLLEGE.

The influence which Professor Burgess exerted upon the students of Amherst College during his three years' sojourn in that institution is hardly paralleled in the annals of the college. For forty years, from 1833 to 1873, there had been scarcely any Modern History in the curriculum. In early years considerable attention had been given to the subject by Professor Nathan W. Fiske, father of Mrs. Helen Hunt Jackson. He was professor of Greek and Belles Lettres, but found time to teach history, by topics and lectures, to both juniors and seniors. He was a truly modern spirit; for, while expounding Heeren's Politics of Ancient Greece, he gave lectures on European and American politics, from an historical point of view. One unique feature of the course on American History was described to the writer by Professor William S. Tyler—Professor Fiske's successor in the Greek department at Amherst. Every year Professor Fiske used to introduce to his class a veteran soldier of the Revolution—General Mattoon, of Amherst—who told the boys about the battle of Saratoga, in which he himself had personally engaged. This objective method—which reminds one of Goldsmith's village veteran who "shouldered his crutch and showed how fields were won"—is, after all, the same in principle as that employed by modern historical societies at Harvard and at the Johns Hopkins Universities, where veteran officers, from both the Confederate and Federal sides,

have been invited to lecture to students on the campaigns of our late civil war.

After Professor Fiske took the burden of Latin as well as Greek, in 1833, modern history had to be abandoned at Amherst; but for many years classical history contiuued to live upon the inspiration furnished by Fiske's translation from the German of Eschenburg. Political science never died out at Amherst. Almost from the beginning of the college, 1821, such works as Vattel's Law of Nations, Say's Political Economy, Ferguson's Civil Government, Kent, Story, Wayland, and Walker were taught by the philosophical department. Indeed, Professor Fiske took the latter chair in 1836. But history fell into neglect for more than a generation. Conscious of the great need of the college, Professor Edward Tuckerman, the distinguished specialist in botany—in whose honor "Tuckerman's Ravine" was so named in the White Mountains—volunteered yearly, after 1854, a course of twelve lectures on the Philosophy of History to the senior class. At one time he gave them systematic instruction in Guizot's History of Civilization. But Professor Tuckerman was occupied with his botanical studies, and had retired from active service in the college long before the call of Professor Burgess in 1873.

Classical history survived at Amherst, as in almost every American college, as a necessary adjunct of the classical department. In the writer's college days at Amherst, 1868-'72, a few weeks' instruction in Greek and Roman history was all that the college could afford its students, under the increasing pressure of a crowded curriculum. The instruction in classical history was probably as good as any of its kind in the country. It was accompanied by interesting lectures on classical literature, leading some students to independent readings, not only in the classics, but in classical history. The men who represented Greek and Latin at Amherst—Professors Tyler, Crowell, and Mather—were certainly able and inspiring teachers. Through the instrumentality of Herodotus, Thucydides, Demosthenes, Livy, and Tacitus they taught ancient history from original sources—the most scholarly of all methods. But there was a great gap in the historical knowledge of Amherst students. They knew almost nothing of the great modern world of European history. The only suggestion of the greatness of the subject came from one lecture in Professor Seelye's philosophical course, wherein he demonstrated that history is the grandest study in the world. Among the best fruits of his régime after he became president of the college was the expansion of his origiual historical idea through the professorship of John W. Burgess, and of the latter's able and progressive successor, Anson D. Morse[1]—a former pupil of Bluntschli's at Heidelberg.

[1] A pleasing indication of continued comity between Amherst and Columbia is Professor Morse's recent contribution (June, 1886) to the Political Science Quarterly, edited by the faculty of Political Science in the latter institution, upon the subject of "Andrew Jackson"—an original and suggestive view of the nationalizing influence of the great Democrat.

The discovery of the European world of history and politics was to the scholastic mind of young Amherst a real renaissance. It was the opening of a new hemisphere of thought and culture. Students began to appreciate that the world is truly round. An unusual number of graduates in 1874 (the first class taught by Professor Burgess) went to Europe for study and travel. Individual Amherst students had indeed gone to Germany before this time to study natural science; and some, quickened by the same personal influence which doubtless first moved Professor Burgess, went to study history and political science. The students of Professor Burgess went to Berlin in shoals. They went in such numbers that they began to be called "The Burgess School." They all went to hear Droysen lecture, and came home with trunks full of Droysen's Preussische Politik and of the writings of Leopold von Ranke. Not all of these young men have since become historians; but none of them are the worse for their travels. Some are extremely clever fellows, and have practiced law and politics with considerable success. A few developed qualities suited to academic life; and from this chosen few Professor Burgess has gathered recruits for the School of Political Science, which is now to be described.

SCHOOL OF POLITICAL SCIENCE.

From 1876 to 1880 the work of Professor Burgess in Columbia College was preparatory to an organized school of historical and political science. The development process may be traced in the annual reports of the work done in the department. During this period of four years the main object appears to have been to lay historical groundwork for the undergraduate students. The history and antiquities of Greece and Rome were evidently left in the hands of the classical instructors. Professor Burgess began his work with the senior class, giving them a course of lectures, two hours a week for the first session, upon mediæval institutions, the object of which course was "to present, in outline, a history of the origin of institutional life among the Teutonic peoples." A second course, occupying the same amount of time during the second session, was devoted to the constitutional system of government, with particular reference to the United States, and to the constitutions of the several States of the American Union. In 1877–'78 the department was strengthened by the addition of an assistant—Richmond Mayo Smith—one of the former pupils of Professor Burgess, from the class of 1875, Amherst College. The assistant began to teach Germanic and, more especially, English institutions to the junior class, two hours a week for the first half year, using Stubbs' Constitutional History of England. The second half he taught Rogers' Manual of Political Economy. He also taught, for two hours a week, a section of the senior class in a more advanced course, using Mill's Political Economy, with frequent reference to other authorities, to documents and statistics. Historical work was soon pushed back into the sophomore curriculum,

so that students obtained an additional half-year, two hours a week, for their Germanic institutions and English constitutional history. Somewhat later, with a further increase of teaching-force in the person of Mr. Clifford Rush Bateman (an Amherst graduate from the class of 1875), came a further conquest of time—two hours a week the first term of sophomore year for French and German history; so that the European foundations of history and political science were fairly laid by the gymnastic method. The lectures of Professor Burgess, on the college side, after the appointment of his first assistant, were directed more particularly to the history of the American colonial period, to the development of the United States as a government and nationality, to the principles of our polity, State and National, and to the interpretation of the same by the Federal judiciary. Along such lines of work the School of Political Science has developed.

On the 7th of June, 1880, the trustees of Columbia College adopted the following important resolutions:

1. *Resolved,* That there be established, to go into operation at the opening of the academic year next ensuing, a school designed to prepare young men for the duties of public life, to be entitled a School of Political Science, having a definitely prescribed curriculum of study extending over a period of three years, and embracing the History of Philosophy; the History of the Literature of the Political Sciences; the General Constitutional History of Europe; the Special Constitutional History of England and the United States; the Roman Law, and the jurisprudence of existing codes derived therefrom; the Comparative Constitutional Law of European States and of the United States; the Comparative Constitutional Law of the different States of the American Union; the History of Diplomacy; International Law; Systems of Administration, State and National, of the United States; Comparison of American and European Systems of Administration; Political Economy and Statistics.

2. *Resolved,* That the qualification required of the candidate for admission to this school shall be that he shall have successfully pursued a course of undergraduate study in this college, or in some other maintaining an equivalent curriculum, to the close of the junior year.

3. *Resolved,* That students of the school who shall satisfactorily complete the studies of the first year shall be entitled, on examination and the recommendation of the faculty, to receive the degree of Bachelor of Philosophy; and those who complete the entire course of three years shall, on similar examination and recommendation, be entitled to receive the degree of Doctor of Philosophy.

This was the formal institution of the now flourishing School of Political Science in Columbia College.

It will be observed that this legislation provides for a special system of instruction beginning with the senior year of the college course, *i. e.*, one year before students have regularly taken their baccalaureate degree, and ending two years after the time of that degree, or its special equivalent—the degree of Bachelor of Philosophy. The doctor's degree is thus placed within two years from the time of graduation. But it should be borne in mind that the last year of the Columbia College course is completely specialized in the interest of the first year of the School of Political Science. All the studies of that year are historico-

political studies for those seniors who elect them for the completion of their A. B. curriculum. We have already noticed the first elements of the School of Political Science in describing the senior lecture-courses of Professor Burgess, and the senior elective in political economy, conducted by Mr. R. M. Smith. The undergraduate foundations of the course, ending practically with the junior year, have also been mentioned; they embrace, in the ordinary A. B. curriculum, two hours a week, sophomore year, in the outlines of French and German history, taught now by Messrs. F. J. Goodnow and E. M. Smith; two hours a week, junior year, in English history and in the elements of political economy, taught by Mr. R. M. Smith.

"We begin," says Professor Burgess, in his account of the study of political sciences in Columbia College (*International Review*, April, 1882), "with the study of history, and devote the two years assigned to the department in the undergraduate course to laying historical groundwork. Here we employ the gymnastic method and seek the accomplishment of the gymnastic purpose, viz, the daily drill by recitation, question and answer from text-books of German, French, and English history, and elementary political economy, with the purpose of fixing and classifying in the memory of the student the elements of politica geography, the chronology and outward frame of historic events, the biographies of historic characters, and definitions of political and economic terms. The completion of the junior year in the undergraduate curriculum marks the close of gymnastic study and preparation. The senior year in all our colleges of the first rank has become a real university year, both in the character and methods of the instruction there given and employed. We therefore draw the line in our system between the gymnasium and the university at the termination of the junior year, making the senior year of the college in these studies to correspond with the first year in the School of Political Science, and admitting to this school, as candidates for its degrees, all persons who have completed successfully the work of the first three years in any collegiate institution of the first rank in the United States, or an equivalent course in any foreign college, lyceum, or gymnasium, or who can pass successful examination upon all the studies of the undergraduate curriculum of this institution to the end of the junior year. * * * With the change from the gymnasium to the university the *method* of instruction changes, as well as the subjects. The text-book, with its assigned lessons and daily drill upon the same, is discarded, as both cramping to the student and narrowing to the professor. We must get here nearer to sources and original material. We must go back of the treatises to the earliest documents, and learn to form from these our opinions, and to make from these our own hand-books."

The development of the School of Political Science into a three years' course necessitated the appointment of a special corps of instructors,

who, as already stated, were chiefly selected from "The Burgess School." All except Professor Alexauder, Dr. De Leon, and Dr. Seligman are Amherst graduates. Professor Alexander is really the head of the philosophical department; but he lectures in the School of Political Science. Drs. De Leon and Seligman are both graduates of this new school. The present *personnel* of the department and the exact arrangement of the various branches of instruction—which is almost entirely by lectures—is shown by tabular views in the circular of information for 1886-'87.

TABULAR VIEWS OF THE THREE YEARS' COURSE.

FIRST YEAR.

FIRST SESSION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1.30–2.30	General Constitutional History of Europe, Prof. Burgess.	General Constitutional History of Europe, Prof. Burgess.	General Constitutional History of Europe, Prof. Burgess.	General Constitutional History of Europe, Prof. Burgess.	Bibliography,} Mr. Baker.
2.30–3.30	Political Economy, Prof. R. M. Smith.	Political Economy, Prof. R. M. Smith.	Political Economy, Prof. R. M. Smith.	Political Economy, Prof. R. M. Smith.	History of Political Theories, Prof. Alexander.
3.30–4.30	History of Political Theories, Prof. Alexander.	Constitutional History of England, Prof. R. M. Smith.	History of Political Theories, Prof. Alexander.	Constitutional History of England, Prof. R. M. Smith.	Political History of New York, Mr. Whitridge.

SECOND SESSION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1.30–2.30	Constitutional History of the United States, Prof. Burgess.	Constitutional History of the United States, Prof. Burgess	Constitutional History of the United States, Prof. Burgess.	Constitutional History of the United States, Prof. Burgess.	Bibliography, Mr. Baker.
2.30–3.30	Political Economy, Prof. R. M. Smith.	Political Economy, Prof. R. M. Smith.	Political Economy, Prof. R. M. Smith.	Political Economy, Prof. R. M. Smith.	History of Political Theories, Prof. Alexander.
3.30–4.30	History of Political Theories, Prof. Alexander.	Constitutional History of England, Prof. R. M. Smith.	History of Political Theories, Prof. Alexander.	Constitutional History of England, Prof. R. M. Smith.	Political History of New York, Mr. Whitridge.

SECOND YEAR,

FIRST SESSION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1.30–2.30	History of Roman Law, Dr. Munroe Smith.	History of Roman Law, Dr. Munroe Smith.	History of Roman Law, Dr. Munroe Smith.	History of Roman Law, Dr. Munroe Smith.	
2.30–3.30	History of Roman Law, Dr. Munroe Smith.	Comparative Constitutional Law, Prof. Burgess.	Comparative Constitutional Law, Prof. Burgess.	Comparative Constitutional Law, Prof. Burgess.	History of Roman Law, Dr. Munroe Smith.
3.30–5.30					Seminarium in Political Economy.

SECOND SESSION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
1.30–2.30	Comparative Jurisprudence, Dr. Munroe Smith.	Comparative Jurisprudence, Dr. Munroe Smith.	Comparative Jurisprudence, Dr. Munroe Smith.	Comparative Jurisprudence Dr. Munroe Smith.	
2.30–3.30	Comparative Jurisprudence, Dr. Munroe Smith.	Comparative Constitutional Law, Prof. Burgess.	Comparative Constitutional Law, Prof. Burgess.	Comparative Constitutional Law, Prof. Burgess.	Comparative Jurisprudence, Dr. Munroe Smith.
3.30–4.30	History of Economic Theories, Dr. Seligman.		History of Economic Theories, Dr. Seligman.		History of Economic Theories, Dr. Seligman.

THIRD YEAR.

FIRST SESSION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
2. 30–3. 30	History of Diplomacy, Prof. Burgess.	Latin-American Diplomacy, Dr. De Leon.	International Private Law, Dr. Mnnroe Smith.	Latin-American Diplomacy, Dr. De Leon.	History of Diplomacy, Prof. Burgess.
3. 30–4. 30	Administrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.	Adminietrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.
4. 30–5. 30					Seminarium in Political Economy.

SECOND SESSION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
2. 30–3. 30	Publio International Law, Prof. Burgess.	Latin-American Diplomacy, Dr. De Leon.	International Private Law, Dr. Munroe Smith.	Latin-American Diplomacy, Dr. De Leon.	Public International Law, Prof. Burgess.
3. 30–4. 30	Administrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.	Administrative Law, Mr. Goodnow.
4. 30–5. 30	Social Science, Prof. R. M. Smith.		Social Science, Prof. R. M. Smith.		

PRESENT FACULTY OF INSTRUCTION.

Of the entire staff of nine instructors three are full professors in Columbia College: (I) John W. Burgess, Ph. D., LL. D., professor of constitutional and international history and law; (2) Archibald Alexander, A. M, Ph. D., professor of philosophy; (3) Richmond Mayo Smith (A. B., Amherst 1875), A. M., professor of political economy and social science (he also teaches English history). There is one adjunct professor of history, namely, Edmund Munroe Smith (A. B., Amherst 1874), A. M., J. U. D., who teaches French history, but is principally engaged in lecturing on Roman law and comparative jurisprudence. There is one permanent lecturer on administrative law—Frank J. Goodnow (A. B., Amherst 1879), LL. B., the successor of the lamented Clifford Rush Bateman, who died shortly after his preparation for this lectureship. There are also three prize lectureships, held by meritorious graduates of the School of Political Science or of the Law School, and yielding $500 a year. The present incumbents are Daniel De Leon, LL. B., Ph. D., lecturer on Latin-American diplomacy (a unique feature of university instruction); Frederick W. Whitridge (A. B., Amherst 1874), A. M., LL. B., lecturer on the political history of New York; and Edwin R. A. Seligman, LL. B., Ph. D., lecturer on the history of political economy. These prize lecturers must give an annual series of at least twenty lectures. They hold for a three years' term, and may be reappointed. It is an admirable system for recruiting the faculty, or for encouraging scholarly tendencies on the part of the best graduates of the school.

LIBRARY OF HISTORY AND POLITICAL SCIENCE.

One of the most useful members of the faculty of instruction in the School of Political Science is the special librarian—Geo. H. Baker (A. B., Amherst 1874), A. M.—who has enjoyed the best of German university training in the subjects which he represents. Mr. Baker gives one lecture a week upon bibliography. As described in the circular of information (School of Political Science) for 1886-'87, "The purpose of this course of lectures is to give, for the practical use of students and investigators, an account of the original sources for the study of history and political science. It gives, in introduction, a brief encyclopædic statement of the domain of political science and the several allied sciences or branches of study, with their mutual interrelations. It then takes up, by countries, the material which forms the record of the political, legal, and economic activity of the leading modern states, giving a short sketch of the historiography of each country; the special bibliographical works relating to the subject; then a description of all important collections of early chronicles and histories; collections of memoirs; collections and publications of historical and similar societies; general and special collections of treaties and diplomatic

papers; statistical collections and other economic publications; government and official publications, including public documents, parliamentary debates, statutes, law reports, and other collective works in the field of public and private law. It is intended to give the title, proper form of citation, history, character of these publications, and the way in which they are indexed and may be used. An account of the archives and public records of each state treated is also given, with a description of their calendars or indexes, printed and unprinted; their general character, arrangement, and regulations for use."

The importance and suggestiveness of this line of teaching can hardly be overestimated, in the present stage of academic instruction in the United States. Any student of history who has attended lectures in German universities knows well that the best information there acquired is of a bibliographical character. In the historical department at Heidelberg, one professor (Winkelmann) spends an entire semester, five hours a week, on the Methodologie und Enclykopädie der Geschichtswissenschaften, a course highly valued by the few who follow it. The great defect, however, in German exercises of this sort, is that the student rarely sees the books or collections that the lecturer describes. Such training should be carried on in the university library, in small classes, seated around a large table where all the works mentioned are actually displayed and may be handled by the student, during the lecture or after it. This method has been practiced by the writer in a lecture-room connected with the Peabody Library of 90,000 volumes, in Baltimore, and is perfectly feasible in any college library.

Columbia College has provided a special room for the library of history and political science, which now numbers about 15,000 volumes. This room adjoins the main library and is conveniently fitted with separate tables, desk-chairs, electric student-lamps, etc., for independent, secluded work. The special librarian sits outside in the main library, near the door leading to the reading-room of his department. He admits those only who have scholarly business there; he aids and advises students in their quest of materials; he knows his special library like a book of ready reference. This is the proper way to administer a department collection. No amount of cataloguing and classification, no perfunctory lecturing on bibliography, will fully avail their purpose without a good librarian who can carry an administrative system in his head, and keep the whole library at his fingers' ends.

The new library administration of Melvil Dewey (A. B., Amherst 1874[1]), which, like the School of Political Science, has been grafted from young Amherst College upon the sturdy trunk of old Columbia (it proves its sturdy vitality by invigorating the grafts), is certainly beginning to mediate most admirably between its once scattered, chaotic

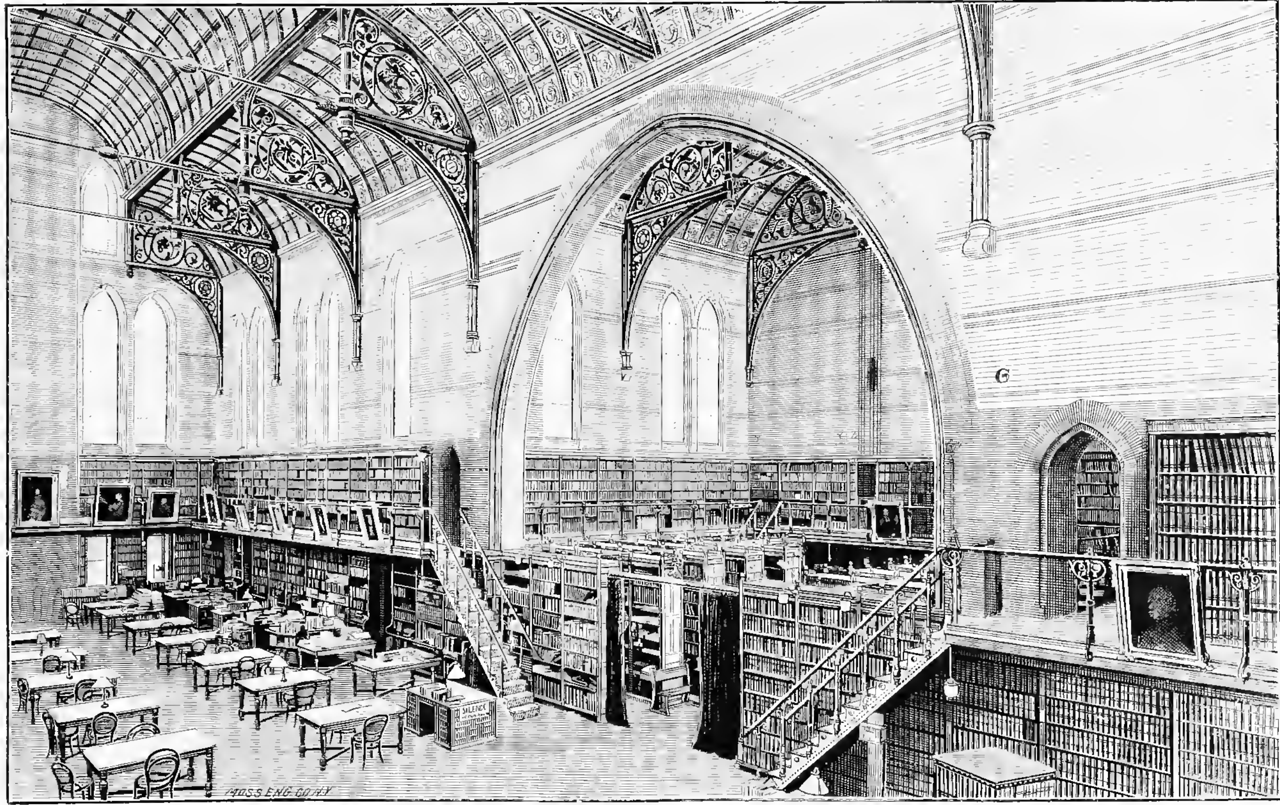
[1] Another graduate of Amherst in 1874, Mr. Walter Stanley Biscoe, has charge of the catalogue department and the general classification of the Columbia College Library.

collections of books and its present active corps of students. It aims to organize so thoroughly its literary resources in any given field, like history or political science, that they can be speedily massed upon any given point with the precision and certainty of a Prussian army corps, in the execution of a military manœuvre. At present, in many college libraries, the search for scattered books or pamphlets upon a given subject is like the hunt for a needle in a hay-stack; but with the Columbia system of library management, if perfectly carried out, every lost needle will become a needle-gun in the armory of science, ready with a thousand others for instant use. With such organization of knowledge, and with trained men to apply it, any department of science can go forth conquering and to conquer. Carlyle expressed only a half truth when he said, "the best modern university is a library of books," even if we concede him good books, a good librarian, and good readers. The best of libraries is not a modern university unless it becomes a laboratory of science, where fresh truth is demonstrated, under the influence of master minds, living or dead. This is the highest function of teachers and professors—to keep alive the scientific spirit, to breathe upon and kindle anew the sacred fire, as did the flamens of old. Columbia College has not been content with erecting a magnificent library building; that alone, even if crowded with books and with passive readers, would have been a mausoleum, and not a real university library. She has established in that beautiful building a vigorous school of political science, which is rapidly transforming both the library and the college into a modern university.

DOCTORS' THESES AT COLUMBIA COLLEGE.

Among the first fruits of Columbia's School of Political Science are the various doctors' theses which have been privately printed by the candidates, although not yet published to the world. The work is so valuable and suggestive to students of history and political science in this country, that it should certainly have a wider distribution. A beginning must be made in the line of scholastic publication, otherwise general progress will be impossible. The school of political science in Columbia College and the department of history and politics in the Johns Hopkins University have taken the lead in requiring doctors' dissertations in printed form; but the practice is growing elsewhere, in various parts of the country, and it will become general if fostered by a liberal distribution of printed theses to college libraries. It would be very advantageous if some system of library exchange could be arranged by the faculties of our colleges and universities, whereby, as in Germany, the doctors' theses of one institution could be seen in every other.

Among the doctors' theses now to be found in the Columbia College library, from the school of political science, are the following: A Sketch of the Constitutional History of Canada, by Thomas D. Rambaut, 1884;



Columbia College Library—Main Reading Rooms.

Columbia College Library—History and Political Science Librarian's Desk.

(2) Two Chapters on the Mediæval Guilds of England. An Essay in Economic History, by E. R. A. Seligman, 1884; (3) An Outline of Anglo-Saxon Law, by Harry F. Barrell, 1885 (a systematic treatise, worthy of comparison with the Harvard essays in Anglo-Saxon Law); (4) History of the Law of Aliens, by Abraham C. Bernheim, 1885; Constitutition of the United States in Civil War and Reconstruction, by Archibald M. Dunning, 1885; (6) Political History of the Province of New York, by Herbert L. Satterlee, 1885; (7) A Sketch of the Negro in Politics, especially in South Carolina and Mississippi, by Frederick A. Bancroft, 1885; (8) Conflict of the East and West in Egypt, by John E. Bowen, 1886; (9) Taxation of Labor, by Charles B. Spahr, 1886.

ACADEMY OF POLITICAL SCIENCE.

In an article on the study of the political sciences in Columbia College, originally published in the International Review, April, 1882, there is the following description of the academy by Professor Burgess: "This is a voluntary association, composed of the president of the university, the faculties of law and political science, graduates of the School of Political science, and graduates of the School of Law, who have taken at least two years of the instruction in the School of Political Science, or an equivalent course in some foreign university. It recruits itself annually from these same sources. Its purpose is the cultivation and development, in finest and most minute detail, of the different branches and topics of the political sciences. This organization is the central point of our whole system. Upon it depends, for the most part, the perpetuation and increasing usefulness of our work. Not being a transient body of students, who reach only a certain point before they vanish from our control, but a permanent body of continually-growing scholars, this association forms the productive, ever-advancing element in our system. Whatever we may be able to *add* to the existing stock of political knowledge will proceed from it. Each of its members assumes the obligation to produce at least one original work each year, and read the same before the association at its regular meetings, which production then becomes the property of the academy, and may be published by it for the benefit of the public, provided a majority of the members deem it worthy of the same. From its labors, the library of the political sciences will receive its scientific classification by subjects, a journal of political science will be edited," &c. In the report on the School of Political Science for 1882, Professor Burgess speaks of the academy as a department of the school devoted to research, and he mentions thirteen original works produced by its members during that year: (1) Position and Limits of Political Science; (2) Financial History of the Revolution; (3) Extradition; (4) Cabinet Government; (5) Private Railways and Congressional Regulation; (6) Is Political Economy a Science? (7) South America, from the Congress to the Revolution; (8) History of the Convention System; (9) The Presi-

dential Succession; (10) A Review of Von Holst's Constitutional History of the United States; (11) The Roman and the Common Law as Products of Aryan Jurisprudence; (12) Position of the Jury in the Modern State; (13) The Electoral College. The academy now numbers forty active and six honorary members. It meets fortnightly, "on the first and third Mondays of each month," and is likely to furnish the best and most original contributions to

THE POLITICAL SCIENCE QUARTERLY.

This magazine, edited by the faculty of the School of Political Science, was instituted in the spring of 1886, and is intended to be an avenue of publication, not only for the best original work of the faculty and academy of the above school, but also for such independent contributions from outside sources as may prove acceptable. The general scope of the magazine, as indicated by its prospectus, is to furnish "a field for the discussion of political, economic, and legal questions. The legal questions treated will be principally questions of public law—constitutional, administrative, and international. The point of view and the method of treatment will be scientific. At the same time it will be the effort of the editors to have the results of scientific investigation presented in an intelligible manner and in readable form. The topics discussed will be primarily such as are of present interest in the United States. But the scheme of the Quarterly excludes neither European history, which is the history of our own civilization, nor contemporaneous events in any part of the world which throw light upon the problems and tendencies of our own country."

Several numbers of the new Quarterly have already appeared. A large proportion of the articles are written by representatives of Columbia College, and may be generally characterized as a scholarly treatment of political and economic topics of scientific and semi-popular interest. The reviews of current literature in the political and economic fields are valuable to the special student, and the annual bibliographies of history, politics, economics, and public law, with descriptive notices and references to the best criticism, will prove very helpful.

CHAPTER IV.

HISTORY AT THE UNIVERSITY OF MICHIGAN.[1]

"The University of Michigan," said President Haven in his inaugural address, "is the oldest, largest, and most flourishing of the class of institutions that may rightly be regarded as State universities." This statement was true for America in 1863, and it is true to-day. In its origin, the University of Michigan is at once a National and a State institution. It owes its existence primarily to that far-sighted national policy, first declared in the ordinance of 1787, whereby it was provided for the great Northwestern Territory that "schools and the means of education should forever be encouraged." The principle was reasserted upon the organization of the Territory of Michigan in 1804-'05, and took practical form in the reservation, by act of Congress, of a township of land for the support of a university. Its first foundations were therefore national.

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[1] Upon the special subject of this chapter the writer has found but little pioneer work, and has been obliged to make his own path. Professor Charles Kendall Adams, who for many years well represented the subject, once wrote to the author: "So far as I know nothing has ever been written in reference to the history of the historical department at the University of Michigan. The department has a history, however, that is very interesting, and that I think is of some importance." The writer is indebted to President Adams for the use of his excellent private collection of documents and catalogues relating to the subject, and to Assistant Professor Hudson, and the University of Michigan for additional materials.

Authorities on the early history of the University of Michigan are numerous and suggestive, chief among them Professor Andrew Ten Brook's work on State Universities; Professor Charles Kendall Adams' Historical Sketch of the University of Michigan, prepared by request of the Commissioner of Education in 1876; Professor Adams' article on Michigan University in Richardson and Clark's College Book; Miss Lucy Salmon's article on Education in Michigan during the Territorial Period, published in the magazine called "Education," September, 1884; Dr. George W. Knight's monograph on the History and Management of Federal Land Grants for Education in the Northwest Territory (see Papers of the American Historical Association, vol. i, No. 3, G. P. Putnam's Sons, New York); C. W. Buttorfield and A. B. Palmer on the University of Michigan, in the Magazine of Western History, December, 1886; Elizabeth M. Ferrand's History of the University of Michigan; an article in the Western Magazine, June, 1880; the Chicago Herald, November 6, 1886, article on "Two University Men"; Chicago Daily Tribune, November 20, 1886, on The University of Michigan and its Half Century's Record.

The University of Michigan celebrated the completion of its first half century in June, 1887. This memorable occasion excited great interest in the history of the institution, and should be followed by the publication of a memorial volume, with a complete bibliography of the university and of the publications of all its professors

ORGANIZATION OF THE UNIVERSITY.

No steps were taken by the Territorial government towards university organization until the year 1817, when an act was passed establishing the "University of Michigania," and providing for thirteen professorships, including one for the historical sciences, or "*diegetica*," as they were called in the pedantic scheme[1] of Judge Woodward, the framer of the act. The method of supplying the faculty was unique. A Scotch Presbyterian minister, John Monteith, was given six professorships, in addition to the presidency, while Gabriel Richard, the Roman Catholic bishop of the Territory, took the six remaining chairs. The arrangement was at least an augury of religious toleration.

In 1821 this preliminary organization was repealed and a board of twenty-one trustees, including the Scotch parson and the Catholic bishop, was appointed by the Territorial legislature, with full powers to organize the university. But the Territory had no ready money for the encouragement of the higher education. The university lands had not yet been selected. The choice of a township was so restricted that good lands could not be found in one block. Again Congress came to the aid of an educational cause, and in 1826 granted two townships in place of one, with the privilege of selecting the entire amount of land in detached portions from any part of the public domain in Michigan not already granted. Upon this wise and generous provision, and upon the good choice made of lands, rests the national endowment of the University of Michigan.

The proceeds arising from the sale of the two townships amounted to about $450,000. Even this sum, upon which the university draws annual interest from the State, is less than one-half of what might have been realized by better management and more prudent delay in the sale of lands. The State subsequently made some economic atonement to its university by the twentieth of a mill tax. "It was not until 1867," says President Angell, "when the university had already become strong and renowned, when the pupils were more numerous than those of any other institution in the land, that the State was called to give the first penny to its support, and then the whole appropriation was $15,000 a year, which was just one-twentieth of a mill tax on the appraisal of the taxable property of this rich commonwealth. The total sum received by tax for the university, and drawn from the State treasury, down to January, 1879, is in round numbers $469,000. If we compute this as distributed over the entire time since the foundation of the university we shall find that it is an average of $12,000 a year, or one fifty-second of a mill on the present valuation. A man who is taxed on $1,000 would pay not quite 2 cents a year."[2]

[1] For a detailed account of this extraordinary scheme of education, see Miss Salmon's interesting article (noted in the above bibliography), pp. 12–15.

[2] President James B. Angell, address on the Higher Education, 1879.

PRUSSIAN IDEAS OF EDUCATION IN MICHIGAN.[1]

Michigan was admitted into the Union in 1836. That date marks also the formal inauguration of a State policy of education closely modeled after that of Prussia. Up to this time education in Michigan had been a feeble experiment in various localities, with no organization, no directing mind or co-ordinating power. With the appointment of the Rev. John D. Pierce as superintendent of public instruction began the first attempt to institute a thorough system of education. It began with primary schools and ended with a State university. Mr. Pierce had become acquainted with the Prussian system of education through a careful study of Cousin's Report upon the state of public instruction in Prussia, a document which proved quite as suggestive for France as for America. Mr. Pierce prepared for the legislature of Michigan a report of his own, which is the historical basis of the present educational policy of that intelligent State. After recommending the proper co-ordination of primary, secondary, and higher education, he advised the organization of the university with three departments of instruction: (1) Literature and the arts; (2) Law; (3) Medicine. He urged that the appointments to the faculties should not be made upon sectarian but upon scientific grounds. All these ideas were approved by the legislature. The University of Michigan was established by action of the State, March 18, 1837, with a board of regents, appointed chiefly by the governor and confirmed by the State senate.

Before the university was formally opened in 1841, an attempt was made to emancipate it from political control. It was recommended by a legislative committee in 1840 that the entire management be intrusted to a board of regents. Striking wisdom was shown in these words: "A board of experienced regents can manage the funds of the university better than any legislature; and the faculty can manage the business of education—the interior of the college—better than any regents." It took the State of Michigan twelve years to discover, experimentally, the truth of this proposition. In 1852, a board of eight regents was made entirely independent of the legislature by intrusting their election to the people, somewhat after the manner of electing judges, for a term of eight years, two regents being chosen at each biennial election.

It is worthy of note that the University of Michigan, during the first ten years of its history, tried the German system of faculty government, with an annual president elected by that body. The governor of

[1] For interesting evidence that the whole educational system of Michigan was based upon Prussian ideas, see the Inaugural Discourse of Dr. Henry P. Tappan, 1852, pp. 30–39; Hon. Francis W. Shearman, on the System of Public Instruction and Primary School Law of Michigan; Rev. John D. Pierce, on the Origin and Progress of the Michigan School System (Pioneer Collections, vol. i); Rev. E. O. Haven's Address, June 26, 1854, on the Increased Mental Activity of the Age, pp. 21–2; and the successive Calendars of the University of Michigan after 1852, which repeatedly assert: "The system of public instruction adopted by the State of Michigan is copied from the Prussian, acknowledged to be the most perfect in the world."

the State, with the board of regents and the superintendent of public instruction, stood in much the same relation to the University at Ann Arbor as does a German sovereign prince with his *Cultus-minister* to a State university in Germany. The prince is the rector *ex officio;* the pro-rector, or acting president, is elected for an annual term by the university senate, or assembly of faculties, each of which has its own elected dean. The republican system of government did not work very satisfactorily in the University of Michigan. Corporate instincts in America are curiously monarchical. The new constitution of Michigan in 1851 made it the duty of the board of regents to appoint a chancellor for the university. Upon the recommendation of George Bancroft, the historian, they chose for this responsible position the Rev. Henry P. Tappan, D. D., of New York, who had been the most prominent champion of the idea of establishing a real university in New York City (see his work on "University Education"). This active, energetic, well-trained man brought new life to the University of Michigan. The institution had flagged somewhat in popular interest; the number of its students had fallen off; a more vigorous and aggressive leadership was imperatively needed.

The inaugural address of Dr. Tappan, December 21, 1852, marks the beginning of a new era in the history of the university. And yet, like most good reforms, his was a return to the original idea of the institution, the idea advanced by the first superintendent of public instruction, John D. Pierce, that the University of Michigan should be the roof and crown of a State system of education modeled after that of Prussia. His address, while reviewing the ideas of Mr. Pierce, raised them to new life by suggesting plans for their practical realization. He himself had studied the organization of German gymnasia and German universities and understood the exact condition of things at Ann Arbor. "We are a university faculty," he said, "giving instruction in a college or gymnasium" (p. 40). He saw clearly that the "gymnastic or collegiate course" was to be so perfected and amplified by scientific and other studies that the university should gradually rise above the gymnasium. He seemed to foresee that, with proper organization and development, "we shall not only know where to begin and where to end this intermediate course (college or gymnasium), but we shall also be under no temptation of pressing the student with overmuch study and thus inducing superficial scholarship. The university will then be ever before him with its ample preparations, inviting him to a ripened scholarship in whatever department he may select" (p. 49).

In the first catalogue published during President Tappan's régime is clearly defined his ideal of a university: "A system of education established on the Prussian principles of education cannot discard that which forms the culmination of the whole. An institution cannot deserve the name of a university which does not aim, in all the material of learning, in the professorships which it establishes, and in the whole scope of

its provisions, to make it possible for every student to study what he pleases, and to any extent he pleases. It is proposed, therefore, at as early a day as practicable, to open courses of lectures for those who have graduated at this or other institutions, and for those who in other ways have made such preparation as may enable them to attend upon them with advantage. These lectures, in accordance with the educational systems of Germany and France, will form the proper development of the university, in distinction from the college or gymnasium now in operation." (Catalogue for 1852-'53, p. 21.) University courses of lectures are proposed on page 26 of the first catalogue, which are identical with those recommended in his inaugural address, page 49, and in his work on "University Education," pages 113 and 114. Among the immediate recommendations for strengthening the philosophical faculty, in addition to new scientific courses, the erection of an observatory, &c., was one for "a professor of History and Political Economy." The proper development of the philosophical faculty and of a lecture system, like that already obtaining in the medical department, with the addition of a law school, would complete the university; for a theological school could not well be established in a non-sectarian or State institution.

BEGINNINGS OF HISTORICAL INSTRUCTION.

To a student of institutional history it is by no means uninteresting to trace out the first beginnings of a great university. Nor is it altogether a thankless task to inquire into the origin of one of its best departments of instruction. The earliest catalogues of the University of Michigan show no provision for the teaching of History beyond the venerable course in Greek and Roman Antiquities (Eschenbach's) in connection with the classical department. Xenophon, Herodotus, Thucydides, Livy, and Tacitus were, however, good historical pabulum for an infant university. In the department of intellectual and moral science lay the original germs of all subsequent political teaching at Ann Arbor. Story on the Constitution and Wayland's Political Economy were good beginnings. To the surprise of one examining these old catalogues, a "Professor of Logic, Rhetoric, and the *Philosophy of History*" appears as early as 1846. The Rev. Daniel D. Whedon,[1] A. M. (soon D. D.), taught the subject last named for the third term of junior year. Requirements in history for admission to the university are mentioned in 1848—"Keightley's Grecian History to the time of Alexander the Great and Roman to the time of the Empire." Ancient History was taught for one term freshman year; the History of the Middle Ages for one term sophomore year; and Modern History for one term of junior year. This was the maximum of history under Dr. Whedon's benevolent instruction.

[1]After Dr. Whedon's connection with the University of Michigan (1845-52) he devoted his attention to pastoral work, and for many years was the editor of the Methodist Quarterly Review.

With the inauguration of President Tappan came the first suggestion of a distinct professorship in History and Political Economy. The full idea of a department embracing these subjects was not immediately realized. The president himself, as in many American colleges, retained political economy in his own department of intellectual and moral philosophy, although the arrangement was spoken of as provisional. One good feature of the course in economics was the preparation of original essays by the class "on subjects connected with the course." History appears to have evolved anew from the classical department. The Rev. E. O. Haven, professor of the Latin Language and Literature and afterwards president of the University, 1863–69, taught classical history to classical students, and general history to scientific students, throughout the first year. "Besides a careful examination of a good text-book on general history," says the catalogue for 1853–'54, "some lectures will be given, and the attention of the student directed to various books of reference and other collateral helps." In 1855 Dr. Haven emerged from the classical department as "Professor of History and English Literature," an exceedingly good combination of subjects for an historical professor, and second only to history and political science. Professors Frieze and Boise now stood firm for classical history, representing, as they did with great ability, Latin and Greek literatures respectively. Historical lectures were given in the Latin department; historical essays were required in the Greek department. Niebuhr, Arnold, Heeren, Schmidt, and Pütz were recommended for the study of Roman history; Becker's Charicles, Grote, and Thirwall for Greek history.

The institution of a department of History and English Literature, in 1855, at the University of Michigan was one of the first academic recognitions of history in this country. At this time Harvard stood alone in the honor of a distinctly endowed historical professorship, which had been instituted in 1839, with Jared Sparks as the first incumbent, and which, after a short interregnum, was conferred upon Henry W. Torrey in 1856. Yale had no historical professorship until the year 1865, when Mr. A. M. Wheeler was appointed to that chair. Columbia College called Dr. Francis Lieber to its new professorship of History and Political Science in 1857, the year after Dr. Haven's first retirement from academic life. During the first of his two years of service in the historical department Dr. Haven appears to have taught history to scientific students throughout their freshman course, devoting the first of the three terms to chronology and general history; the second to special history, embracing the leading epochs, with particular attention to modern times; the third term was given to the philosophy of history.

In 1856 came the division of the university year into semesters. General history was then taught to scientific students during the first semester of their second year. During the second semester of the fourth

year it is stated "a course of lectures will be given on the philosophy of history, *properly in the university course*, but which may be attended by the seniors in both departments." This passage marks not only the advance of history from freshman scientific to senior classical standing, but also the very first transition from the college proper to the University proper, as well as the earliest dawn of the elective system in Ann Arbor, if we exclude the choice between classical and scientific courses which began through President Tappan's influence in 1852, at the very beginning of his régime and at the opening of the college or gymnastic curriculum.

Among the other "elective studies" offered to seniors in 1856 was astronomy, with Professor Brünnow, who had been the favorite pupil and assistant of Encke, the astronomer, of Berlin, and who became the teacher of James C. Watson, of the class of 1856, the professorial successor, in 1863, of his German master. The appointment of Dr. Brünnow, in 1854, as director of the new observatory (the first fruit of the idea suggested in President Tappan's inaugural address) would alone justify the view that his régime was the transition period of Michigan from the college to the university. It was once said by The Chronicle, of the University of Michigan, in an item which caught the eye of the present writer, "Professor Francis Brünnow, of Leipsic, came to Ann Arbor in 1854 to fill the chair of astronomy. For a time he lectured to only one student, but afterwards he called these lectures the most important of his life, for that student was James C. Watson," the distinguished astronomer and discoverer of new worlds. It must have been this very senior elective course in 1856[1] which determined the career of Professor Watson, for, in 1855, astronomy was a required course for juniors when Watson was a junior. Thus through one solitary student the German university ideal of President Tappan was first conspicuously realized. It was perhaps potential in all the other elective courses offered that year, 1856, in chemistry, zoology, botany, geology, German philosophy, Greek, Latin, and "Lectures on History," but the results are not so clearly apparent. In history, however, the progress of the university idea dates from the first elective course by Dr. Haven. Its full realization came through Professor Andrew D. White and his pupil, Charles Kendall Adams. In 1857 Dr. Haven resigned his position, although at a later date he became president of the University of Michigan, of the Northwestern University at Evanston, and afterwards of Syracuse University. In the interval between the resignation of Dr. Haven and the coming of Mr. White, John Lord lectured on history at Ann Arbor for about two months.

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[1] The catalogue for 1856 announces "two courses of instruction, one elementary for the undergraduate students, and another for students of a higher grade, who, together with the science of astronomy, will be taught the use of the instruments in the observatory." This latter was the university course taken by one "watcher of the skies."

NON-SECTARIAN APPOINTMENTS OF PROFESSORS.

Perhaps the very best evidence of the university ideal cherished by President Tappan is the character of the professors who were added to the various faculties during his régime: Boise and Frieze in the classical department; Brünnow and Watson in astronomy; Palmer, Ford, and Armor in the school of medicine; Walker, Campbell, Cooley, in the law school; and Andrew D. White in history. These men were all appointed for their special scientific attainments. President Tappan, when he retired from the university, could say, with the pride of conscious truth, that no appointment had been made during his administration "with any reference to denominational connection." He adds: "After Dr. Brünnow reached Ann Arbor, I, for the first time, asked him whether he were a Catholic or a Protestant. Dr. Haven, who brought Professor Winchell's name before the board of regents, affirmed that he was ignorant of his denominational connection. Professor Frieze was known to be an Episcopalian, but he was elected through the instrumentality of Professor Boise, himself a Baptist. Dr. Ford and Professor Wood were elected while we were entirely ignorant of their denominational connection. Messrs. Peck and Trowbridge (from West Point) were elected without any knowledge on our part of their religious predilections. Mr. White, although known to be an attendant of the Episcopal Church, was elected on the recommendation of the Congregational president and many others of the Congregational clergymen and professors at New Haven." Such was the truly catholic spirit of that brotherhood of scholars into which Professor Andrew D. White was ushered in 1857 with testimonials from his *Alma Mater*.

PROFESSOR ANDREW D. WHITE.[1]

Andrew Dickson White was born in Homer, N. Y., November 7, 1832. His parents were Episcopalians, of a truly catholic type, and from them doubtless the son derived that catholicity of mind and heart which has characterized his entire life. His family removed to Syracuse in 1835. The growth of this town, early famous for its salt springs and the extension of its business, its banks, and its railroads, were the origin of more than one family fortune. With other men of enterprise, the Whites of Syracuse have flourished for successive generations. The name is still prominent in the business and social circles of that growing and attractive city.

Mr. White's fondness for historical studies was determined before he went to college by the reading of Scott's novels and D'Aubigné's History of the Reformation. He entered the sophomore class of Yale College in 1851, and graduated in 1853, with the De Forrest medal for

[1] Facts concerning Mr. White's life have been gathered from an article in the Deutsche Rundschau, October, 1879, by H. S., "Ein Amerikanisches Studienleben," and from an article in The Forum, February, 1887, by Mr. White himself, "How I was educated."

an oration upon modern diplomacy. His commencement part was upon the character and public services of John Quincy Adams. "Upon both occasions," says the Hon. Wayne MacVeagh, in a letter read at the banquet given by the citizens of Syracuse to Mr. White on the eve of his departure as American minister to Berlin, "he gave abundant promise of the intellectual and moral qualities which have distinguished him ever since. His choice of subjects, as well as his method of treating them, satisfied all who heard him that, if his life was spared, his career was sure to be full of honor to himself and usefulness to his country."

While there was undoubtedly a natural tendency in Mr. White's mind toward historical and political studies, the educational influence of Dr. Woolsey is the most conspicuous fact in the young man's college career. At this period Dr. Woolsey represented in Northern academic life much the same spirit as Francis Lieber represented at the College of South Carolina. A desire for further culture by travel and study impelled Mr. White to go to Europe. After a brief visit to England he settled down for a year's historical study in Paris. He heard lectures at the Sorbonne and at the Collége de France. Among his professors was Laboulaye, the distinguished publicist, politician, and historian, whose influence upon his American pupil is clearly marked. One can almost believe that Mr. White is an historical reproduction of this type of a public man and scholar. While in Paris the young American read Thierry, Mignet, Thiers, and Châteaubriand, and received that decided bent toward French history and the French revolution which is clearly the dominant idea in Mr. White's historical work. He visited the Hôtel des Invalides and talked with the old soldiers of Napoleon. Vacations were spent in rambles through northern, western, and central France—through Picardy, Normandy, Brittany, and Touraine—where he studied places of historic interest and acquired that taste for architecture and art which is so marked in Mr. White's educational career at Ann Arbor and Ithaca.

Mr. White early conceived the idea of writing an American history of the French Revolution. He is said to have spent one entire winter in a study of the columns of Le Moniteur, with the view of collecting every scrap of information relating to the French system of *assignats*, or paper money. At the close of his winter's work he feared he had thrown away his time upon a profitless subject; but the information which the young man had laboriously collected from that ancient file of the Moniteur afterward became of the greatest practical service to his own State and country. During a great crisis in our financial history Mr. White, then a member of the New York legislature, showed from French experience the dangers of a reckless issue of paper currency. So marked was the impression made that he was afterward invited to address a Congressional committee upon the same subject. Any student who would see the ripened fruit of that earliest of special studies

by Andrew D. White, in Paris, would do well to examine the monograph entitled "Inflation in France; how it came, what it brought, and how it ended" (New York, D. Appleton, 1876). The monograph is also published among the tracts issued by the Society for Political Education. It is an excellent illustration of the special method, and should be read in connection with President White's plea for Studies in General History and in the History of Civilization. (See papers of the American Historical Association, Vol. I., No. 2.) While in Paris Mr. White began his collections of original materials for a special study of the French Revolution, a collection probably now unrivaled in America. His private reading took a wide range in modern Continental history, and it is fair to presume that his natural predilection for this great field of historical study was strongly developed by his sojourn in Paris.

After a year spent in France, Mr. White went to St. Petersburg as attaché of the American legation, and lived in the household of Mr. Seymour, the American minister. It was the time of the Crimean war. St. Petersburg naturally afforded a good vantage-ground for observing the course of European politics. But Mr. White did not neglect purely historical studies. He read Guizot's History of Civilization in France, which has proved epoch-making in many a student's life. The history of Russia, also, and of his own country attracted his special attention. After seven months thus spent in the Russian capital, Mr. White proceeded to Berlin and matriculated in the great Prussian university. There he heard lectures from Lepsius, the Egyptologist; Boeckh, the specialist in classical antiquities; Ritter, the comparative geographer; Von Raumer and Von Ranke, the historians. These influences affected him less powerfully than those which had first impressed his plastic mind, namely, French professors and the reading of French literature. While thoroughly appreciating German scholarship and profoundly admiring German character, Mr. White represents French training rather than Teutonic. He was brought up, so to speak, at the feet of D'Aubigné, Guizot, Thierry, Mignet, Thiers, and Laboulaye. There is a certain largeness of view, a certain clearness, directness, and force of style—a certain passion for general results and positive conclusions, which mark the French habit of mind. Matthew Arnold would call it lucidity. It is an old Roman quality which Germany has not yet fully learned. It is a quality which in political science can still be best acquired in Paris, a fact which American students are in danger of forgetting.

Leaving Germany in the spring of 1856, Mr. White visited Italy in company with Henry S. Frieze, who had already become professor of Latin and an interpreter of classical culture in the University of Michigan. This visit to Italy deepened and strengthened in Mr. White the culture already acquired in France. Not only the greatness of old Rome, republican and imperial, but the political condition of modern Italy made a profound impression upon his mind. The artistic creations of the Italian renaissance brought a new impulse into his study

of history, an impulse which was soon to be communicated to the youth of Michigan. Returning homeward by way of the south of France and there reviewing the splendid monuments of Roman architecture, Mr. White became more than ever impressed with the significance of Roman influence in European civilization. His love of art, and especially of architecture, was increased by a further study of mediæval cathedrals and town halls.

In the summer of 1856, after nearly three years abroad, Mr. White attended the reunion of his class at Yale. "While lounging with my classmates in the college yard I heard some one say that President Wayland, of Brown University, was speaking in the alumni hall. Going to the door, I looked within; and saw upon the platform an old man, heavy-browed, with spectacles resting upon the top of his head. Just at that moment he said, very impressively, that in his opinion the best field of work for graduates was in the West; that the country was shortly to arrive at 'a switching-off place' toward good or evil; that the West was to hold the balance of power, and to determine whether the country should prove a blessing or a curse in human history; and he upheld the claims of the West upon the best work of college men." Mr. White says that speech settled a great question for him. "My old Yale friends," Mr. White continues, "were kind enough to tender me a position for the building up of their school of art; but my belief was in the value of historical studies. The words of Wayland rang in my ears, and I went to the University of Michigan. The work there was a joy to me from first to last. My relations with my students of that period, before I had become distracted from them by the cares of an executive position, were among the most delightful of my life. And then began, perhaps, the most real part of my education. I learned the meaning of the proverb *docendo disces.* I found active, energetic Western men in my classes, ready to discuss historical questions; and I found that, in order to keep up my part of such discussions and class-room duties, I must work as I had never worked before. The education I received from my classes at the University of Michigan was perhaps the most useful of all."

Mr. White was called to the professorship of history and English literature, made vacant by the resignation of Dr. Haven. The effect of Professor White's historical lectures at Ann Arbor was most remarkable. It was like the coming of the Greek Chrysoloras from Constantinople to Florence, from the East to the West. The American professor brought the Renaissance to a new world, to the great Northwest. He came in the first flush of early manhood from the great centers of European culture and politics. He felt the joy of existence, the stir of the world. His lectures communicated his own feeling to the students of the University. All felt as Ulrich von Hutten, the humanist, said of the revival of learning: Minds are awakening; studies are blooming; it is a joy to live.

Charles Kendall Adams, a favorite pupil of Mr. White and his successor both as professor at Ann Arbor and as president at Ithaca, thus writes concerning this wonderful spring-time of historical culture in the University of Michigan: "He came to Ann Arbor fresh from European studies, and he entered upon his labors with that peculiar enthusiasm which is instantly caught by students, and is perhaps the most successful element of all good teaching. His instruction in history was a genuine revelation to those who had been accustomed to perfunctory text-book work and the hearing of dry and colorless lectures. The exceptional excellence of his instruction consisted largely of the spirit which he infused into his students. He had in a remarkable degree the rare gift of seizing upon the most important principles and causes and presenting them in such a manner as to illuminate the whole course of events with which they were connected. He not only instructed, but, what was even more important, he inspired. While he remained in his chair perhaps no study in the University was pursued with so much enthusiasm by the mass of students as was that of history."[1]

In a private letter to the writer of this report President Adams says: "President White, in 1857, brought an enthusiasm to his new chair that sent a sort of historical glow through all the veins and arteries of the University. This was done mainly through his lectures, which combined instruction and inspiration in a very remarkable degree." It seems like descending from Olympus to come down from these heights of personal observation to a documentary study of details. In the catalogues for the first decade after Professor White's coming there are but few changes in the general plan of work, which was well developed as early as 1859. "In this department" (History), says the catalogue for that year, "an effort will be made *First*, to conduct the student through a careful review of General History; *Secondly*, To exercise him in original investigation and close criticism of important periods and noted characters; *Thirdly*, To give some insight into the Philosophy of History." The most noteworthy and patriotic addition to this general plan was introduced in the following year, 1860, just before the outbreak of the civil war, when it was proposed "*to lay the foundation for a thorough study of the political and constitutional history of our country.*" This was one of the first steps towards the introduction of American history as a distinct branch of instruction in our Northern States.

PROFESSOR WHITE'S ORGANIZATION OF THE HISTORICAL DEPARTMENT.

It is worth while to notice the details of Professor White's general plan of historical study, for no department of history or political science can ever be properly organized without regard to the best experience and without the most careful attention to elementary facts.

To thosestudents who entered the University without classical preparation, Professor White recommended "an acquaintance with one or all of the following works": Gibbon's Decline and Fall of the Roman Em-

[1] Richardson and Clark, College Book, p. 348. C. K. Adams on the University of Michigan.

pire, Grote's History of Greece, Arnold's History of Rome, Merivale's History of Rome, Merivale's Rome under the Cæsars. Provision was made for ancient history in the classical course by Professors Boise and Frieze, not only by the reading of classical historians, Xenophon, Thucydides, Livy, and Tacitus, but also in the Greek department, by required English essays on historical topics and in the Latin department by lectures on the history, literature, and antiquities of Rome. There appear to have been no requirements in classical history for admission to the University until the year 1868, under the régime of Professor C. K. Adams, but ancient and modern geography were early exacted.

During the first semester of the first year Modern History was studied with Lord's Manual for the text-book, which for a short time, was exchanged for Weber's Outlines, which had been translated for American students by Professor Bowen of Harvard College; but the use of Lord was soon resumed. The second semester of the first year was given to the completion of Modern History, with Mignet's History of the French Revolution for a hand-book. This author, Mr. White continued to recommend to his students as long as he lectured on History at Cornell University. Ancient History, with Schmitz's Manual, was also studied the second semester of the first or Freshman year. Schmitz was a pupil of Niebuhr, and settled in Edinburgh as a teacher of the classics, where he became an exponent of German views of Roman history, second only to Dr. Arnold of Rugby. In connection with these studies, Professor White made his classes pay the closest attention to physical, political, and historical geography, the very best foundation for all historical study.

To students of the second year no formal instruction was at first given; but, after 1860, Professor White appears to have condensed his course in Modern History and to have transferred it from Freshman year to the second semester Sophomore year, using Robertson's Introduction to the Life of Charles V and Lord's Modern History for textbooks. Meantime the professor extended historical work to the first year of the scientific department, employing Greene's History of the Middle Ages for the first semester, and, for the second, the same authors as for the second semester in the Sophomore course, namely, Robertson and Lord. In connection with the regular course of the first and second years were recommended the following books: Bancroft's History of the United States; Ranke's History of the Popes; D'Aubigné's History of the Reformation; Robertson's Life of Charles V; Hume, from Henry VII to James II; Macaulay's Essays; Vaughan's History; Macaulay's History; Hallam's Constitutional History of England; Thiers' History of the French Revolution.

During the third year, instruction was given to both classical and scientific students in the philosophy of history, with Guizot's History of Civilization in Europe as a text-book. The use of this valuable work, which has probably been used more than any other text-book for advanced or senior courses in American colleges, undoubtedly best rep-

resents the transition of Professor White's own historical training at Yale, enlarged by travel and European culture, to a western environment. Undoubtedly he taught Guizot with a fresh and truly catholic spirit, giving life to the great subject which the French author expounds, and a broader horizon to historical study than American students had ever known. In connection with the third year's work were recommended, as almost indispensable, Guizot's History of Civilization in France, that larger and yet more special work than Guizot's Lectures on Civilization in Europe, together with Sir James Stephen's Lectures.

The fourth year, during the first semester, History was offered by Professor White as an elective to both classical and scientific students, and it is safe to presume that they all took it. In this series of lectures on general history it was the Professor's aim "to group naturally and bind firmly the facts and thoughts brought out during the previous course." He also gave a course of lectures, the second half-year, to graduate students, candidates for the master's degree, upon the History of England, with special reference to the growth of the British Constitution. It was here, in his general and special courses for advanced students, that Professor White's best and most original historical work was done. Here was brought forth the fruit of his own special studies on the history of England, Italy, France, and particularly of the French Revolution. Here, undoubtedly, was first begun the careful preparation of those comprehensive and suggestive lectures on the continental history of Europe, represented in their full development by the elaborate collections of published briefs or topics, which have been examined by the writer of this report with great interest and profit.

During the second semester of senior year, both classical and scientific students, and also candidates for the master's degree, were offered an elective in constitutional history and constitutional law by Professor T. M. Cooley, of the Law School. The design of the course was "to illustrate English and American Constitutional Law by its history; to explain the guarantees of civil and religious liberty in America; and to point out the line of division between the national and State constitutional powers." The scientific development of these early courses by Judge Cooley the world now enjoys in his great treatise on Constitutional Limitations and in his Hand-book on the Constitution.

PROFESSOR CHARLES KENDALL ADAMS.

In 1861 Charles Kendall Adams was graduated, as a bachelor of arts, from the University of Michigan. The following year he took a graduate course, and one year later was employed as instructor in History and as assistant librarian in the University. In 1864 he became instructor in Latin as well as in History. The first noticeable modification of the historical department, after the entrance of Mr. Adams, was the introduction of Eliot's or Patton's History of the United States for the second semester of the Freshman scientific course. Modern History

(Lord and Robertson) was crowded back, for scientific students, into the first semester, and Mediæval History was dropped altogether. In 1866, Professor White's name[1] disappears from the faculty of instruction and Charles K. Adams appears as assistant professor of History and Latin. The following year, 1867–'68, he was made professor of History and entered upon the full inheritance of honors and responsibilities left him by Professor White, president of the newly founded Cornell University.

Important modifications in the historical work at the University of Michigan followed the appointment of Professor Adams. In 1868 History was again emphasized in the requirements for admission to the University. A knowledge of the outlines of Roman history from the foundation of the city to the battle of Actium, and of Grecian history from the beginning of the Persian war to the death of Alexander, was exacted. Not only classical history, but the history of the United States to the close of the Revolutionary war was demanded. This combination of ancient and modern requirements was a great step forward; indeed, it was a greater advance than most American colleges have since made. Physical geography, with ancient and modern political geography, was one of the subjects for examination by the historical department—a natural and proper arrangement. Even candidates for the scientific courses were required to pass an historical examination, at first upon the history of the United States, but finally upon some manual of general history, like Swinton's, Anderson's, or Freeman's General Sketch of European History.

Greater attention was given to ancient history during the first half of the academic, and even in the beginning of the scientific, course. Smith's Greek History and Liddell's or Merivale's Roman History were taught to Freshmen by the professors of the Greek and Latin languages, respectively. More and more stress appears to have been laid upon this work. "During the first two years of the course," the catalogues repeat, "an effort is made to give the student, by means of lectures as well as text-books, as clear an insight as possible into the political life and institutions of Greece and Rome, from their foundation to their decline." So much importance did Professor Adams attach to classical institutions of government that he finally embraced them in one of his advanced courses. To Sophomores Modern History was soon offered as an elective, in place of the Calculus, during the greater part of the second semester. The course consisted of daily lectures on the period from the Revival of Learning to the close of the Thirty Years' War. The Juniors entered upon their scholastic inheritance, the Philosophy of History, or Guizot's History of Civilization in Europe, with the par-

[1] Professor White did no work at the University of Michigan after 1862, except to deliver one course of twelve lectures. Mr. Adams was appointed Instructor in 1862, and Assistant Professor in 1864. Professor White's name was retained in the hope that he would yet return; and it was not till he was appointed President of Cornell University that he insisted on the acceptance of his resignation.

allel use of Hallam and Robertson. Professor Adams gave his class familiar lectures on historians and historical books, a course which probably evolved into his useful Manual of Historical Literature. At first the Juniors had only a six weeks' course in History, but it was soon extended to a daily exercise throughout the first semester. At first, the Seniors for two hours a week, the second semester, had lectures from Professor Adams on the Growth of Liberty in England, and on the Characteristics of the Constitution of the United States. This work developed in 1871 into an elective course, occupying the entire Senior year. It became the stronghold of the historical department, and ultimately embraced three main subjects: (1) The Government of Great Britain; (2) The Governments of the Larger Nationalities of Continental Europe; (3) The political History of the United States.

TABULAR VIEW OF HOURS IN HISTORY, 1873–'74.

In the president's report to the board of regents for 1873–'74, may be found the department report of Professor C. K. Adams, of that year, showing the following tabular view of the amount of history studied by each of the four classes in their respective general *curricula*, whether the regular classical course, the Latin and scientific, or the scientific. The figures indicate the total number of hours, lectures, or recitations given to each historical group during each semester. Of course many of the groups were united for convenience in giving instruction. Indeed it has never been the policy of the University of Michigan to separate classical and scientific students.

		Classical course.	Latin and scientific.	Scientific.
Freshmen.	1st semester.	History of Greece..20 History of Rome... 4	Roman history..... 4	History of Greece.45
	2d semester.	History of Greece..20 History of Rome...18	Roman history.....18	....
Sophomores.	1st semester.	History of Greece..18	....	History of Rome..45
	2d semester.	Modern history (elective) 60	Modern history (elective).............60	Modern history :.45
Juniors.	1st semester.	Mediæval history..30 Grecian history.... 4	Mediævel history..30 History of Greece..60	Mediæval history,30
	2d semester.	Roman history 15	Roman history.....15	....
Seniors.	1st semester.	Constitutional history of England (elective)..............36	Constitutional history of England (elective)..............36	Constitutional history of England (elective)......36
	2d semester.	Constitutional history of the United States (elective) 28	Constitutional history of the United States (elective) 28	Constitutional history of the United States (elective) 28

The following tabular view shows the total number of hours in history given to each general *curriculum;* also the number of hours required and the number of hours elective, in 1873–'74:

	Required.	Elective.	Total.
Classical students	129	124	253
Latin and scientific students	127	124	251
Scientific students	165	64	229

DEVELOPMENT OF THE HISTORICAL DEPARTMENT.

The study of history became entirely optional in the University of Michigan as early as 1878. The popularity of historical courses is indicated in the report of student attendance for the following year (president's report, 1879, page 36):

Mediæval History (Professor Adams)	57
General modern history (Professor Adams)	68
General history of England, 1485–1660 (Assistant Professor Pattengill)	41
General history of England, 1660–1760 (Assistant Professor Pattengill)	49
Political history of the United States, 1607–1783 (Assistant Professor Demmon)	43
Political history of the United States, 1783–1817 (Assistant Professor Demmon)	73
English government since 1815 (Professor Adams)	36
Rise of Prussia, 928–1848 (Professor Adams)	67
Constitutional history of England (Professor Adams)	19
Constitutional history of the United States (Professor Adams)	18
Total	471

The historical instruction given by Assistant Professors Demmon and Pattengill was provisional until the appointment of a regular assistant professor in history. Mr. Demmon taught also rhetoric, and Mr. Pattengill belonged to the Greek department. Assistant Professor Hudson began his special work as the regular associate with Professor Adams in 1879–'80. The general character of his work was class instruction in fields of English and American constitutional history, preparatory to the more advanced courses of Professor Adams. Mr. Hudson gradually developed a course of lectures and recitations, three hours a week, upon the political and constitutional history of England. The first semester was devoted to the period of constitutional formation; the second, to the period of development. This course preceded the seminary course of English constitutional history by Professor Adams, which will be specially described in its own place. Professor Adams meantime expanded his earlier course on the "Government of Great Britain" into two special courses; one for three hours a week, first half year, on the history of the English Government since the close of the Napoleonic wars; the other, two hours a week, second half year, on Theories and Methods of the English Government.

On the side of American History, Professor Adams retained the introduction to and conclusion of the whole subject. The first semester he

gave a course of two lectures a week on the Political History of the American Colonies, from the settlement of Virginia to the close of the Revolutionary war. This work was required before Professor Hudson's course could be taken. Two hours a week were then offered by Professor Hudson on the Constitutional History of the United States, the course extending throughout the year. Von Holst was used as a text-book. A seminary course in American Constitutional History was then offered by Professor Adams to those students who had completed the preliminary work in United States History and who had also taken two courses of English or general European History. The elements of constitutional law, with Cooley's text-book, were taught for two hours a week by Professor Hudson to students who had taken at least one course in American History.

In the field of European History, in addition to the regular English courses, Professor Adams gave for two hours a week during one semester the old course on the History of Civilization in the Middle Ages, with Guizot as a text-book. Professor Hudson lectured upon the general History of Continental Europe, from the Reformation to the French Revolution, two hours a week for one semester, and Professor Adams, for the same amount of time, upon the Rise and Development of Prussia, from its earliest history down to the present times. As a general introduction to the study of modern politics, Professor Adams treated in a lecture-course, three hours a week for one semester, the History of Political and Social Institutions, from the adoption of the Constitution of Solon to the period of the Reformation. This course formed a good beginning to the general history of Continental Europe, of which the rise of Prussia was the ending. The growing popularity of the historical department is indicated by the article on History, in the University journal called The Chronicle for April 3, 1880. "The courses in history are becoming the most popular electives in the university. This marks a growing change in the idea of what an education should consist."

THE SEMINARY METHOD.

In the president's report to the board of regents for the year 1871–'72 is the first printed account of the seminary method as introduced into the university by Professor C. K. Adams. Under the head of "Changes introduced during the year," the professor reports to the president as follows:

"Ever since my observation of the methods pursued in Europe, I have desired to introduce into the historical courses of the University of Michigan something akin to the *Historische Gesellschaft* of the German universities. At the beginning of the past year a favorable opportunity seemed to present itself. After consultation with the president of the university, and with the faculty of our department, I met the members of the senior class and explained the purpose of the experiment.

It was found that twenty-seven members of the class desired to take an extended course of historical study, even in addition to the regular work of the senior year. After this expression the faculty decided to place this course in history among the elective studies.[1]

"It was determined that the work of the semester should be devoted to the study of the Growth of the British Constitution. Twelve questions, embracing topics of most importance from the period of the Saxons to the reform of 1832, were given to the class, together with numerous references to the best authorities in the university library. The class was divided into sections of from six to ten members each, in order that the work of each member might, as far as possible, be under the direction of the professor. Each section came together once a week for a session of two hours, when one of the members was required to read a carefully prepared essay on the question before them, and each of the other members was called upon to give the results of his own study of the same subject. In this manner the class gained a good knowledge of the leading events in the growth of the English constitution and, what was perhaps of scarcely less importance, acquired a more or less intimate acquaintance with the best works that have been written on the civil and political history of the Anglo-Saxon race.

"In the second semester the same course was pursued in studying the Constitutional history of our own country. The topics assigned embraced not only the Constitution of the United States, but also a comparison of its chief characteristics with those of the leading political constitutions, both ancient and modern. These discussions, of course, took the class into a somewhat general study of the fundamental principles of political philosophy.

"The success of the experiment was greater than could have been anticipated. The enthusiasm of the students in investigating the various subjects assigned was worthy of all commendation. I have no hesitation in saying that of the historical work done in the university under my direction, that of the graduating class, pursued in the method described, has been the most satisfactory. Though the organization of the class has added very largely to the amount of instruction demanded, I cannot but think that the enthusiasm and the success with which the historical studies of the year have been pursued fully demonstrate the practicability and the wisdom of this method of instruction."

In the calendar of the University of Michigan, for 1875–'76, is another printed account of the seminary features of the senior elective course in history. The calendar says, pp. 40–41: "Those electing this senior course are grouped in sections of twelve or fourteen students each, for the purpose of historical investigation. At the first meeting of the

[1] In 1873–'74 nearly all the studies of senior year were made elective (see president's report, 1874). In 1878 President Angell said, "In all the courses, save the engineering courses, it is possible for the student every term to elect some study." The study of history was made entirely optional that year.

class in each semester a series of historical questions are assigned, with numerous references to historical authorities. Each of the questions occupies the attention of each section of the class for one week. Every student is required to read before the class, in the course of the semester, one thesis and one critique, the thesis being on one of the historical questions, and the critique being on a thesis presented by one of the other members of the class. Every student is further required to investigate each week the question for that week, and to come to the class prepared to give the results of his investigation. The questions considered during the first semester are on the Constitutional History of England; those during the second are on the Constitutional History of the United States."[1]

TOPICS IN ENGLISH CONSTITUTIONAL HISTORY.

A representative set of topics in English Constitutional History, as developed by several years' experience in seminary work, may be found in the calendar of the University of Michigan for 1881-'82, page 76. The

[1] In the Michigan University Chronicle for October 18, 1879, is the following student comment upon the seminary method: "The Historical Seminary is the name by which the work in English Constitutional History is now dignified. It is intended only for advanced students, giving them every opportunity for individual investigation of authorities, and for free discussion of the social and political advances made by the English at various times. The class is divided into sections of suitable size, which meet once a week for two hours. At each meeting one of the members of the class reads on essay on the question for the day. He is followed by a critic, who examines the historical points made, and passes judgment upon them. This part of the exercises lasts about three-quarters of an hour, and the remaining time is devoted to extemporaneous discussion, in which every member of the section is expected to participate. This course, we think, is one of the best offered in the curriculum to those interested in historical study, and that it is appreciated is evinced by the fact that the sections are filled to their utmost capacity. The advantages of this method of work are many. In the first place it furnishes relief to students wearied with the routine of recitations and lectures. They are not compelled to commit so many pages of a text-book, or undergo the drudgery of taking notes, but may plunge to their heart's content into the rich stores of historical literature and think, formulate opinions, compare people with people and age with age—in short, become historical philosophers. This, of course, gives breadth to the mind. After the student has formed his conclusions, comparison with the views of others strengthens, reverses, or modifies them as their truth or falsity is established. Again, the clashing of mind against mind, and the opportunity of improving ourselves in extemporaneous speaking must not be lost sight of, especially when so few students are found in the literary societies. The work has been made more pleasant and profitable by the revision to which the syllabus has been subjected since last year. We are not only referred to the authorities on each question, but their character is briefly indicated, so that what the student wants may be found without searching through volumes on the subject. The credit which is given in this course is not at all commensurate with the labor required to do it justice. A credit of only two-fifths is given, while it requires more study than is given to some subjects in which a credit of a full course is given. But though that conservative body which rules over our destinies has not smiled upon the proposal to increase the amount of credit two-fifths, we trust that they will give those who have elected this study credit for the pure devotion to historical truth which has led them to take the course with this drawback."

following topics were considered in the class-room, three hours being devoted to each: (1) The political condition of England under the Anglo-Saxons. (2) The political and constitutional effects of the Norman conquest. (3) The immediate and remote effects of Magna Charta. (4) Legislative institutions in England before the establishment of the House of Commons as a separate branch of Parliament. (5) The development of representative institutions before the accession of Henry VII. (6) The relations of Monarch and Parliament during the reign of the Tudors. (7) Relations of Monarch and Parliament from the accession of James I. to the outbreak of the civil war. (8) From the outbreak of the war to the Restoration. (9) The constitutional significance of the revolution of 1688. (10) The struggles of Whigs and Tories in the eighteenth century. (11) The origin and development of cabinet government. (12) The reforms of 1832 and 1867.

TOPICS IN THE POLITICAL AND CONSTITUTIONAL HISTORY OF THE UNITED STATES.

The Calendar for 1881–'82 states, page 77, that "the special object of this course is to give training and practice in the use of historical sources. No one is admitted to the class except graduates and such others as may have completed at least four courses in history, two of which must have been in the History of the United States. The subjects investigated by the class are the following: (1) The union of the colonies into one government. (2) The decline and fall of the Confederation. (3) The political doctrines of the early Federalists and anti-Federalists. (4) The early foreign policy of the Government. (5) New England Federalism and its attitude toward the General Government. (6) The acquisition of the Territories and their political organization and significance. (7) The financial history of the country from the beginning of the Revolutionary war to the close of the war of 1812. (8) The fiancial history of the country since the war of 1812. (9) The development of the slave power and of the anti slavery movement to the adoption of the Missouri Compromise. (10) The development of the slave power and of the anti-slavery movement from the adoption of the Missouri Compromise to the outbreak of the civil war. (11) Nullification and secession from the election of President Jackson to the outbreak of the civil war.

A good idea of the nature of the materials employed in the preparation of one of these subjects may be derived from a pamphlet published by Professor Adams, entitled "Notes on the Constitutional History of England" (Ann Arbor: Sheehan & Co. 1879). Under the heads of such English constitutional topics as those presented above are grouped the various authorities, original and secondary, some of which each student was expected to consult. From the comprehensive nature of both the questions and the references, it was obviously expected that the student should prepare a somewhat general thesis rather than a special research from a novel point of view.

This method of instruction had, however, a decided value as a training process, besides being historically useful to students. It involved the comparison of historical authorities, the use of original sources, at least to some extent, and other important features of the seminary method, such as the critique of theses. This method at Ann Arbor was evidently the result of a development process, beginning at an early date. Professor Adams, in a letter to the writer of this report, says: "No very great change was made in the historical work until, in 1869, I introduced the seminary method, bringing it from Germany, and putting my classes into the work of investigation. So far as I know this was about the first, if not absolutely the first, establishment of what could be called an historical seminary in the United States. For a considerable number of years the work was still rather elementary. Within the last five or six years, since we have been able to bring materials together for the use of students, the work, I think, has been highly creditable. You will allow me to add, perhaps, that since, within the last year, I have observed more largely, I have come to have an increasing respect for the work done at the University of Michigan.[1] The people at the East generally have a very inadequate idea of the general excellence of that institution." (Extract from a letter written at Ithaca, February 9, 1886.)

In an earlier communication to the present writer concerning seminary work in the University of Michigan, Professor C. K. Adams says: "This, of course, had to be evolved out of the old collegiate curriculum. When I took hold of my work here, in full charge of the department of history, in 1868, it occurred to me that something might be done to awaken further interest by introducing the German seminary methods. I had observed the work done in the seminaries in Berlin, Leipzig, and Bonn, and was convinced that better work could be done than up to that time had here been attempted. Accordingly the next year, in 1869, I got together a group of seniors, especially interested in historical studies, to see what I could do with them. The students were, of course, ill prepared for anything that could properly be called original work, and the resources of the library were quite inadequate. But we did the best we could, and the results on the whole were so satisfactory that I was encouraged to develop the system as time and opportunity seemed to suggest. It was not for some years after the time of which I am speaking that the course of study was made elective after the first year. As soon as the elective system came to be general I was able to

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[1] The adoption of the "seminary method" by other departments of instruction in the University of Michigan is indicated by the following extract from The Chronicle, October 30, 1880: "This method of instruction is especially suited to advanced students and higher literary work, and these courses are always highly popular and crowded to their utmost extent. Seminary work is now done in History, English literature, and partially in Greek. Last year President Angell introduced it into his advanced political economy class with great success. There are no very important changes to be noted in these courses for this year. Professor D'Ooge proposes to read one, and possibly two, Greek dramas in this way if his class desires."

provide such preliminary work as I had strength to carry on. In course of time an assistant professor was furnished, and we have, in consequence, been able to add several courses not before given.

"Up to within the last year the resources of our library have not been such as to encourage us in going into an investigation of difficult and obscure questions. Nor, indeed, has that class of questions been the one I have supposed to be most useful to our students. Nearly all of them are undergraduates and a majority of them are to be lawyers. I have thought, therefore, that their minds required a different class of questions from such as would be most profitable, perhaps to a group of specialists intending to make the teaching of history their profession. In the first semester I gave the students a set of questions on English history; in the second, on American. The questions were, in the main, those in the last pages of my 'Manual.' The class taking the work varied in size from twenty to fifty. Of late I have made the conditions of admittance more stringent, and the number does not often go above twenty-five. I have three different ways of conducting the exercise. In all cases the subjects for special investigation have been assigned at the beginning of the year. In about six weeks we have the first paper, usually from half an hour to an hour in length. Then I have usually had a critique on this paper, prepared by one of the class into whose hands it had been put a week before it was to be read. I should have said that the class is always divided into groups of not more, in any case, than fifteen members and usually not more than ten. After the critique, each member is called upon to present the results of the studies on the question before us for that day. In this way the two hours of the session are taken up. I, of course, make such observations, comments, and criticisms as appear to be called for. In this way every member of the class prepares a paper and reads a critique every semester, and is expected to present the results of some study in addition on each of the other questions.

"Another way I have tried is to divide the questions into several parts and have each student devote a week to some particular phase of an individual question. This results in better work, but at the conclusion the knowledge of the students is more fragmentary and less satisfactory. Another method has been to have each student report at each meeting the result of his own studies on his own particular question. This I have found to be the most satisfactory, if the questions are properly chosen. In such a course, the meeting would not be devoted to a single question, as is usual in Germany, but to as many as happened to be in course of investigation.

"This latter is the course I pursued last year in my 'Political Seminary.' The class consisted of a group of six, four of them candidates for higher degrees. Our studies were very largely of municipal institutions in different times and different countries, but not exclusively so. The results were very satisfactory indeed, so far as can be judged by

the interest awakened in the students. I have been making efforts to get as large a collection as practicable of municipal documents, and I have put the students into these for the study of such of our own cities as have favored me with their reports.

"The most conspicuous success last year was a paper on the 'History of the Appointing Power of the President.' It is well worthy of publication, and I think would be regarded as a genuine contribution to current knowledge. It covers some three hundred pages of MS., and is very carefully sustained by notes and citations of authorities. Another paper of excellence was on 'History of the Land Grants for Higher Education in the Northwest.' The author of this paper, a candidate for Ph. D., is now in Columbus, Ohio, looking at the State records of that State. He has already visited Lansing, Madison, and Chicago, and after 'doing' Ohio is to go to Indianapolis. His final thesis is to be on 'The Land Grants for Education in the Northwest,' more properly in that portion of the Northwest which is made up of the old Northwestern Territory. He has undertaken to trace the management in each State of all the land grants for education. I think he is doing the work thoroughly. So far as he has gone, he tells me he has examined all the general laws and specific acts in the States under investigation. I think he will not only bring together a large amount of new information, but will make very clear some mistakes that have been made. Another member devoted his time to a study of the financial history of Chicago; another to a comparison of the governments of Saint Louis, Chicago, Buffalo, and Boston. I have also been getting together the means for a similar study of cities of the Old World. I hope to push investigations in the history of education in the Northwest. The management of elementary or common schools, the growth of the high school, legislative interference with colleges and universities are all subjects which might be profitably investgated." (Extracts from a communication written in 1883.)

FIRST ORIGINAL WORK IN HISTORY AT MICHIGAN.[1]

From a careful reading of all this testimony, from a study of printed statements in the reports and calendars of the University of Michigan, and from inquiries made of graduates from that institution, the writer of this report is convinced that there were two stages in the development process of the historical seminary at Ann Arbor; the first stage, from 1869 to 1881–'82, was a *training* process, consisting of the investigation of general subjects already well known in historical literature; the second stage, from 1881–'82 to 1885, was a *creative* process, the first be-

[1] It should be noted that Professor C. K. Adams very early set for his students a good example of original work in his own published lectures on "Democracy and Monarchy in France." New York, Henry Holt, 1874. This valuable work, the first fruit of his professorship in the University of Michigan, was almost immediately translated into German and was published at Stuttgart, 1875.

ginning of *productive* research in the shape of actual contributions to historical knowledge. Among the first evidences of original work done at Ann Arbor are the papers mentioned by Professor Adams in the last paragraph of the above communication. Two of these papers, prepared in 1882–'83, have since been printed by the American Historical Association in its first volume, 1885–'86, and are among the best fruits of University study in this country. Their titles are (1) History and Management of Federal Land Grants for Education in the Northwest Territory, by George W. Knight, Ph. D. (University of Michigan), now professor of history in the State University at Columbus, Ohio; (2) History of the Appointing Power of the President, by Lucy M. Salmon, A. M. (University of Michigan), Fellow in History at Bryn Mawr, Pennsylvania, 1886–'87, and now Professor of History in Vassar College. The paper on The City Government of Chicago, by F. H. Hodder, Ph. M. (University of Michigan), is to be published in the University studies at Baltimore. Other evidences of original work done in the University of Michigan in 1882–'83 may be found in the report of the Dean of the School of Political Science (Professor C. K. Adams) for that year. He mentions a study of the schools of Michigan during the Territorial period; and papers on the Management of the Public Debt during the War of the Rebellion; Taxation during the War of the Rebellion; Powers of the General Government over Commerce; Criminal Legislation in New England during the Colonial Period; Origin and Development of the Budget. These subjects indicate a new departure in historical and political work at the University of Michigan.

Among the chief causes of the development of this new and original spirit were (1) the specialization of undergraduate work; (2) the recognition of the university system as beginning midway in the four-years' course; (3) the organization of the School of Political Science, beginning with junior year; (4) the institution of the Political Science Association, embracing all the active workers in History and Political Science; (5) the reconstruction of the University library and the collection of materials for original work.

SPECIALIZATION OF UNDERGRADUATE WORK.

It was early recognized at Ann Arbor that the college curriculum, through the modifying influence of the elective system, actually represented two kinds of training, collegiate and university, or gymnastic and scientific. While the early part of the entire course was given up to a variety of required studies for the purpose of general culture, the latter part of the curriculum opened the way to specialization by offering elective courses in which the student might work out his natural bent. In point of age the average American student in a first-class college is further advanced at the end of his Sophomore year than the average

German student when he enters the university from the gymnasium. The actual facts in the American college situation were clearly seen at Columbia College and in the University of Michigan, and it was determined to mediate between the gymnastic period and the graduate period of study by making the latter part of the college course a natural transition to the university; in other words, a student, before he had completed his baccalaureate course, was put in special lines leading to a master's or doctor's degree. At Columbia this process of specialization is allowed to begin at the end of junior year; in Ann Arbor, at the end of Sophomore year.

This method seems to the old-fashioned prejudiced college alumnus somewhat like an attempt to cut rates, scholastically speaking, and to cheapen the higher degrees, in point of time, by counting baccalaureate work as university work. But it should be borne in mind that in our best American colleges this estimate is justified by actual facts. Without much regard for old-fashioned prejudices, Harvard College, in these latter years, has deliberately converted her entire college curriculum into elective courses, arranged in proper sequence for certain departments. This fact portends university work, or specialization, from the beginning to the end of the baccalaureate course. Obviously the present bachelor's degree is not a sufficient recognition of the kind of undergraduate work now done in the more advanced courses at Cambridge. Whether the old-fashioned A. B. will give way to the master's and doctor's degrees, or be conferred at an earlier period in the university course, or given as a graduation certificate by first-class gymnasia, like Phillips Exeter Academy, is an interesting problem. Whatever may become of the old-fashioned baccalaureate degree, it is perfectly plain that the older and better American colleges are evolving into universities. Harvard and Yale, Columbia and Michigan, are working out their destiny in individual ways; but they are all aiming at the same end.

GROWTH OF THE UNIVERSITY SYSTEM AT ANN ARBOR.

There appear to have been various interesting experiments made at the University of Michigan to determine the proper relation of the bachelor's, master's, and doctor's degree in point of time. Michigan began, like most American colleges, with a four years' course, concluding with the degree of A. B. With the triumph of the elective system in 1878 it became possible for students to take extra courses and thus complete, in less than four years, the maximum of twenty-four courses, which represented the old-fashioned college course, with an average of three courses of five hours a week for each semester. The so-called "credit system" sprang up, whereby a candidate who presented thirty full courses at the end of four years was given not only the bachelor's but also the master's degree. Six extra courses signified a year's extra work, and it was not unjust that some special recognization should

be given it. But the system had its evils,[1] and it was given up in June, 1884, after adequate notice in previous calendars.

The "university system," which had been slowly maturing since 1881, then came into full operation. This new system, abandoning the old required maximum number of courses (24) for graduation, permitted specialization after sophomore year in departments, *e. g.*, in the new school of political science, soon to be described, and offered the baccalaureate degree in a year and a half of further study along three distinct lines, one "major study" and two "minor studies." Thus by the middle of senior year an undergraduate became entitled, by special examination, to the baccalaureate degree. The new "university system" naturally invited continuance of university study for the higher degrees. By one year's further residence with examination upon an approved course of study, and upon presentation of a satisfactory thesis, the bachelor of arts could become a master. By two years' graduate study, after taking the bachelor's degree, a candidate, upon successful examination in one major and two minor subjects and defense of an original thesis before a committee of the faculty, might be admitted to the degree of doctor of philosophy. Thus in three years and a half from the time of entering upon the "university system" of study a student could reach the highest degree. But of these three and a half years one year and a half would have been spent on the undergraduate side and two years on the graduate side of the university.

The Michigan system gains over Columbia a half year in the race for the doctor's degree by placing the time of baccalaureate graduation in the middle of the senior year; but, on the other hand, Michigan begins specialization in her School of Political Science with junior year, whereas Columbia begins hers with senior year. The Columbia School of Political Science has a three years' course; Michigan has three years and a half. In both instances an old-fashioned and prejudiced college alumnus would say the gain had been made at the expense of a liberal education of the undergraduate student thus untimely cut off from a good old-fashioned four years' college course and snatched away into university clouds before his eyes were fairly opened to earthly knowledge. But it is useless to quarrel with accomplished facts. The pres-

[1] The "credit system" was a "forcing system," which led to overwork. The editors of the Michigan University Chronicle remarked upon the system, as early as November 15, 1879: "The faculty has been soliciting several ambitious students to lessen their number of hours. In spite of the acknowledged superiority of each new class over all others we are inclined to think that very few can complete their college course in less than the four years formerly allotted to the work and be really as much benefited by it."

Again, May 1, 1880, the editors of the Chronicle, in a retrospect, speak of the effects of the credit system: "At once the bonds broke which held the classes together. Everybody was frantic, he did not wish to plod along with his own classmates, but increased his work and bid them adieu. The lower classmen especially put themselves forward, hoping to complete their course in a shorter time than it usually took. But we have all seen that we overdid the thing."

ent college system is no longer old-fashioned; neither is it vanishing into thin air. A bird's-eye view of universal knowledge was the province of the old-fashioned college. The present university system sticks more closely to this earth than some critics think, and it is leading students somewhere in particular and not everywhere in general. There may be grave defects in these modern tendencies toward specialization and university work, but, at the same time, there are marvelous advantages. "*By their fruits ye shall know them.*"

FOUNDATION OF THE SCHOOL OF POLITICAL SCIENCE.

In the University of Michigan the development process from the old order to the new was largely aided by the School of Political Science and by the personal influence of Professor Charles Kendall Adams, the first dean of the new school. He appeared as the champion of the Michigan method of realizing the university idea, in a series of letters published in The Nation. A close study of the calendars of the university from 1881 to 1885, and of other official documents, will show that the historical department was foremost in the new movement; and yet the original impulses lay far back in the history of the university, as early as the régime of President Tappan and the opening of senior electives in the year 1856, when Watson took astronomy.

The study of political science was nothing new in Ann Arbor. The subject appears to have been taught by Professor Edward Thomson to the first class that ever graduated from the university. "Political Grammar," Story on the Constitution, and Wayland's Political Economy are mentioned in the oldest catalogue (1843–'44). The latter subject continued for thirty years in the department of intellectual and moral science. President Tappan (1852–'63) taught political economy, protesting that it should be joined with history rather than with philosophy. President Haven (1863–'69) taught it in the same old-time way, in connection with mental and moral science and the evidences of Christianity. This was still the situation when President Angell came into office in 1871 (after a presidential interregnum of two years, during which time Professor Frieze was in charge of the university).

In his first annual report President Angell recommended "at an early day a professor to give instruction in political economy, political philosophy, and international law." He said also that "provision should be made by which every student should be able to take a generous course in the political sciences" (report for 1872, p. 16). So important did the president think these studies that he soon determined to take charge of them himself. His report for 1874 shows that he had conducted a senior elective in political economy for two hours a week, during the first semester, with 48 students; and during the second semester a similar elective in international law, with 46 students. Both classes were taught by dictations and oral expositions, with questions at each meeting upon the topics presented at the previous lecture. In interna-

tional law the aim was, "after tracing the growth of the laws which govern modern nations in their relations to each other, to expound and criticise the most important of those laws, and to illustrate them as far as practicable from the rich history of our own diplomatic intercourse with the world." The history of diplomacy and the law of nations have remained to this day the president's own specialty in the university course. His natural interest in the political sciences; his engagement of Dr. Henry Carter Adams to teach political economy when he himself went abroad for two years upon a diplomatic mission to China, 1881–'82; Michigan zeal for political science, kindled by this very appointment; and the conspicuous example of Columbia College in opening a school of political science in 1880—all these tributary influences entered the historical drift toward a school of politics in 1881. In June of that year the board of regents voted to establish a school of political science within the faculty of literature, science, and the arts.

In the requirements for admission it was provided that matriculated students in the department of literature, science, and the arts, might be admitted as candidates for a degree when they had completed two years of work in the ordinary college curriculum, work which had embraced at least twelve full courses, each averaging five hours a week for one semester, and including all the prescribed studies offered during that period towards the baccalaureate degree. Students with an honorable dismissal from any other college or university, and with a record equivalent to the above, were admitted to the school of political science without examination. Graduates might be received to advanced standing, receiving credit for any portion of the work of the school already completed.

OPENING OF THE SCHOOL OF POLITICAL SCIENCE.

On the 3d of October, 1881, the new school of political science was formally opened by an address on the Relations of Political Science to National Prosperity, by the dean of the school, Professor Charles Kendall Adams. The address was published by the university, and is a vigorous plea for the encouragement of political science in the interest of good government and the general welfare of the people. The professor chose for his text a passage from Milton's tractate on Education, wherein the great publicist and poet calls "a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously all the offices, both public and private, of peace and war." While urging, as educational groundwork, the ancient and modern languages, mathematics, and natural science, Milton adds, "The next removal must be to the study of politics; to know the beginning, end, and reasons of political societies; that they may not, in a dangerous fit of the commonwealth, be such poor, shaken, uncertain reeds, of such tottering conscience as many of our great counsellors have lately shown themselves,

but steadfast pillars of the state." Professor Adams' address was a development of this pregnant thought. He showed the necessary dependence of popular government and institutions upon educated public opinion. He showed that the Puritan foundations of New England and the national endowment of the Northwestern Territory both established schools and supplied the means of education.

Reviewing the examples set by European states, he noted that the excellence of French and Italian administration, in recent years, was due to schools of political science. English politics have been shaped by the economists, by the student of Adam Smith, Ricardo, McCulloch, Cairnes, Thorold Rogers, and John Stuart Mill. The upbuilding of Prussia through the economic reforms of Baron vom Stein was primarily due to the influence of the writings of Adam Smith and to the economic teachings of Professor Kraus in the University of Königsberg. New Germany is the result of such beginnings. The present efficiency of German administration is acknowledged to be the product of university-training and of special schools of political science. But are not American methods better than European? Professor Adams then put a few searching questions: "*Is* it certain that our municipal governments are better than theirs? *Are* our systems of taxation more equitably adjusted than theirs? *Do* our public and private corporations have greater respect for the rights of the people than theirs? *Can* we maintain that our legislatures are more free from corruption and bribery than theirs? *Was* our financial management at the close of our war wiser than that of France at the close of hers"?

Professor Adams then demonstrated the necessity of political education in our Republic by reference to the three main branches of government, the judiciary, the legislature, and the executive. Admitting the excellence of our federal tribunal and of the supreme courts of some of our States, our lower courts are, in many instances, a standing disgrace by reason of the ignorance and incompetence of judges, the frequent errors of judgment and delays of justice; "the cost of our judicial system is enhanced by the very means which have been taken to reduce it." In legislation our country has need of all the wisdom that we can command. "Questions in education, questions in finance, questions in sanitary science, questions as to the control of our penal and reformatory institutions, questions as to methods of administration, as to the government of cities, as to the proper restraints to be put upon our corporations, in short, questions of every conceivable nature and of every conceivable difficulty demand consideration, and demand to be settled in the light of all the knowledge that can be gained from the experience of the world, for we cannot shut our eyes to the fact that some of the very evils are beginning to appear that played such havoc with the republics of the Old World." Regarding the executive service of State and Nation, the necessity of reform is acknowledged by both political parties. The question now is whether we shall grope our way blindly to good methods

of civil service, or whether we shall study the experience of England and Germany, countries that long ago reformed their administration.

Besides the great branches of Government, there are two other important fields of influential activity—the press and the platform. In molding public opinion newspapers are more powerful than all other agencies combined. How necessary it is that our journals should have, not merely reporters, but educated journalists, competent to grapple with economic questions and to interpret the politics of the world. In this country there is more political speaking than in any other, on account of our frequent elections. What do our people want? "Not political cant, but political candor; not eloquent frivolity, but earnest discussion. If the history of the last twenty-five years in our country teaches anything, it is that there is much greater need of good leading than there is of good following."

Professor Adams then said it was for the purpose of aiding in these directions that a School of Political Science had been established in the University of Michigan. He proceeded to mark out the proposed course of instruction and to define the relations of the new school to collegiate work, on the one hand, and to genuine university work on the other. He said that no part of the course would range within "the disciplinary studies of the ordinary college curriculum." The University "has practically fixed the dividing line for its own students at the close of the second year." Here would begin the work of the School of Political Science, after the usually required work in the ancient and modern languages, in mathematics, and natural science. "We shall give to our students the largest liberties; but we shall accompany those liberties with the responsibilities of a searching final examination. We shall endeavor to bring no reproach upon the school by giving its final degree to unworthy scholarship. In so far as we strive to imitate any we shall strive to follow in the methods and in the spirit of what we believe to be the best universities in the world."

COURSE OF INSTRUCTION AND PROGRESS OF THE SCHOOL.

The course of instruction provided for the School of Political Science was based, like the Columbia course, upon historical foundations. The courses already described in connection with the work of Professor Adams and Assistant Professor Hudson constituted not only the basis but a considerable portion of the superstructure of the political edifice. To these beginnings were added elementary and advanced courses in political economy, each a course of two hours a week, by Dr. Henry Carter Adams (Ph. D., Baltimore, 1878), who, in the autumn of 1880, began lecturing in the University of Michigan. President Angell contributed his lectures on international law, two hours a week for one semester, to the up-building process. A course of two hours for a half year was given by Assistant Professor Vaughan on Sanitary Science. Judge Cooley introduced a law course on Civil and Political Rights, three hours a week

for parts of both semesters. Social Science was represented, two hours a week for one semester, by Professor Dunster, and forestry, for one hour a week, second half year, by Professor Spalding. This was the course of instruction offered in 1881–'82. It is impossible to show a tabular view of the arrangement or succession of courses, for, within such limits as those stated in the historical department, the work was more like the elective system of a German university than like the prescribed system of the Columbia School of Political Science.

In the report of the Dean of the Michigan school for 1882–'83 may be found evidences of decided progress during the second year. Professor Adams says: "A grouping of the studies shows that there were twelve courses in History, eight courses in Economic Science, seven courses in Social, Sanitary, and Educational Science, and six courses in Constitutional. Administrative, and International Law. Of these the following were given in 1882–'83 for the first time: The course in the History of American Finance, the course on Public Scientific Surveys, the course on the Economic Development of Mineral Resources, the course on the Historical Development of Educational Systems and Methods, the course on the Government of Cities, the course on the History of Modern Diplomacy, and the course on methods of Local Government in Europe and America. The studies offered for the first time during the past year, as well as those previously provided for, were open not only to the registered members of the school, but also to all students of proper advancement in the Academic Department of the University. The classes were in all cases attended by encouraging numbers. Of the students of the school who were examined at the end of the year for degrees, six took the degree of Master and one the degree of Bachelor. Three of those who received the Master's degree had not previously taken the degree of Bachelor. Of these, two were examined at the end of the fourth year and one at the end of the fifth year in the University. A general survey of the work of the year would seem to encourage the belief that the school is doing a useful service. Of the twenty students who enrolled themselves in the school at the beginning of last year, nearly all carried forward their studies with an enthusiasm that is deserving of the highest praise."

THE POLITICAL SCIENCE ASSOCIATION.

During the second year of the School of Political Science was organized the Political Science Association. This society was formed "with the design of drawing together into more intimate and sympathetic intercourse the teachers and students of the school, and of encouraging by mutual contact the spirit of scholarly and original research." The idea of this friendly, co-operative association of students and instructors was probably imported into Ann Arbor from Baltimore by Dr. Henry Carter Adams, who had been one of the original founders of the "Historical and Political Science Association" of the Johns Hopkins Uni-

versity, in 1876, one of the first "Associations" that came into existence in that institution. It was a kind of enlarged form of the "Historical Seminary"; in fact, it was a monthly public session of the same, with invited guests and with an historico-political programme of a somewhat more interesting character than seminary meetings. This appears to have been the complexion of the "Political Science Association" of the University of Michigan. In his report of the School for 1882-'83 the Dean said of this society: "Papers were presented by the President of the University, and by several of the professors and students of the school. Reports were given at each meeting of books on Political Science either recently published or recently procured for the University Library." Some of the papers prepared in connection with the Historical or Political Seminary were finally read before the Association. Several of the subjects mentioned under the head of "Original Work at Michigan" were presented to the larger body. It occupies much the same place in the organization of the historico-political department of the University of Michigan as does the "Academy of Political Science" in Columbia College.

BEGINNINGS OF THE UNIVERSITY LIBRARY.

So important is a good working library to a department of historical and political science that the writer has noted with special interest the origin of the present facilities for advanced work in the University of Michigan. It is a striking fact that the first officer appointed by the first board of regents, in 1837, was a librarian, the Rev. Henry Colclazer. One of the first purchases, by vote of the regents, was Rafn's Antiquitates Americanæ. The first catalogue (1844) mentions a library of between four and five thousand well-selected standard works in literature and science. The selection was largely made in Europe by Dr. Asa Gray, the first appointed professor of Botany, about the year 1840. The library grew by slow accretions, but with no especial vigor, until Dr. Tappan's election to the presidency in 1852. He stirred the citizens of Ann Arbor to benefactions, and added 1,200 volumes to the old collection. The library and museums developed together. John L. Tappan, son of the president, became the first active librarian. In 1862 Charles Kendall Adams was made instructor in History and assistant librarian—an auspicious connection for the historical department. Soon after (1865) Mr. Andrew Ten Brook, the Historian of State Universities, took charge of the library and administered the same for over ten years, until (1877) the present active and helpful Raymond C. Davis took command of the situation and began to labor, with his colleagues, for a new library building.

THE RAU LIBRARY.

Meantime, in 1870, came the first gift of importance to the University and to the department of History. Acting President Frieze, in his report for 1871, describes the acquisition: "It consists of the entire collection of

the late Professor Rau, of Heidelberg, made during his long service of fifty years as professor of Political Economy in Heidelberg University, and embracing all the most valuable literature contained in the European languages on political science and kindred topics. The number of volumes in this collection is 4,034, and of pamphlets more than 6,000. While this munificent gift is of great importance on account of the intrinsic worth of the collection, it is not less valuable as an example which cannot fail to find imitators. It is undoubtedly as nearly perfect as a library can be made on the specialty which it represents. And it was the well authenticated statement of this fact which influenced the authorities at Yale to send an order for the purchase of it before it was known to have been secured for this University. The most important is the series of volumes issued by the Academy of Vienna and those on the original scources of the history of the House of Hapsburg, a work of great importance in the study of European history." Many of the volumes in the Rau library were unbound, but the donor, the Hon. Philo Parsons,[1] of Detroit, made provision for binding them and also increased the collection by fresh purchases. (See President's report for 1874.) The present librarian, Mr. Davis, in his address at the opening of the new library building in 1883, estimated the Rau Library at 4,000 volumes and 6,000 pamphlets.

MOVEMENT TOWARDS THE NEW LIBRARY.

For many years the growth of the library was very slow. In 1874 President Angell reported to the regents that "We are able to add less than 1,000 volumes a year, including public documents of all kinds." The present librarian, Mr. Davis, states that from 1856 to 1877 the average annual increase was only about 800 volumes; but since that date the increase has averaged 3,000 volumes annually, until, in 1883, the library numbered 40,000 volumes. This increase was largely due to the intelligent demands made by the faculties, by the students, and by the administration. The president in his annual reports repeatedly called attention to the fact that, in proportion to its size, the University library was in more active use than any other in the country.

The files of The Chronicle, the student organ of Ann Arbor, indicate that no need was greater, on the part of the University, than that of a

[1] The acquisition of the private libraries of distinguished specialists for the collections of American Universities is worthy of mention: Yale has the library of the distinguished Heidelberg publicist, Robert von Mohl, predecessor of Dr. J. C. Bluntschli, whose library went to the Johns Hopkins University, by the gift of German citizens of Baltimore; the library of Francis Lieber was presented to the University of California by Professor Rau's collection was given to the University of Michigan by the Hon. Philo Parsons, of Detroit; the library of Neander is now owned by the University of Rochester; the library of Bopp, the German philologist, also that of Professor Anthon, of Columbia College, that of Professor Goldwin Smith, and that of Jared Sparks, of Cambridge, are all owned by Cornell University; the library of Leopold von Ranke has lately been purchased for the Syracuse University.

new library and a gymnasium. The editors never ceased to quote *mens sana in corpore sano* and to reproach the regents for neglecting the body and soul of the University. When Professor Moses Coit Tyler, long the popular champion of the gymnasium cause, accepted a call to the Cornell University the editors understood that he was influenced by "the fact that the Sparks library is there—one of the richest libraries in American literature in the country. It is especially discouraging when it is remembered that the Sparks library might just as well have been secured for this University as not. When it was offered for sale, considerable talk was made about buying it, but the business was managed so slowly and so much time was taken to think about it that President White stepped in and bought it for Cornell." In the spring of 1882, upon the return of President Angell from his mission to China, the editors promptly observed: "It was very truly said by President Angell, in his address upon the evening of his arrival, that our weak point is our library. It is impossible that in 30,000 volumes can be comprised half the needs of a great and growing institution like this, and equally impossible that, with the present meager appropriation of $2,500 a year, these needs can for a long time be supplied. Harvard has 200,000 volumes in her library, Yale 100,000, Michigan 30,000."

THE NEW LIBRARY BUILDING.[1]

These oft-repeated complaints on the part of the students, and a well-directed influence on the part of the faculty and administration, finally brought relief in the shape of a fine, new library building, opened December 12, 1883. It cost something over $85,000, and was designed by Boston architects with regard to the most approved methods of library construction and the special needs of the University of Michigan. It has a fire-proof book-room, or stack, capable of holding considerably over 100,000 volumes. One of the best features of the building is the apse-like projection of the main front of the library, forming a semicircular reading-room, 80 feet in diameter and 24 feet high, lighted from above by a high frieze of windows. Within this capacious reading-room are six rows of reading-desks, arranged in semi-circles conforming to the shape of the hall and accommodating 210 readers. Over the reading-

[1] The suggestion that the art gallery should find place in "a new hall for our library" came from President Angell, in his first annual report, 1872.

A Museum of History and the Fine Arts was begun in the University of Michigan in 1855. Purchases of plaster casts of ancient statues, engravings, photographs, &c., were made by Professor Frieze in Europe, by authority of the board of regents, for the illustration of lectures on classical art and antiquities. In 1862 the professor of History, Mr. Andrew D. White, added to the collection by other purchases in Europe, being thus commissioned by the regents. Numerous gifts have since been made, both of statuary and paintings. Interesting to historical students is the Horace White collection of 900 portrait medallions, illustrative of mediæval and modern history. In 1876 the catalogue of the Museum of Art and History, prepared by Professor Frieze for the Centennial Exhibition in Philadelphia, numbered about 2,000 objects of his-

room and the book-room are the galleries of sculpture and paintings, with smaller side-rooms for prints, coins, and such historical collections as every university should foster. There are two wings to the central building, which are two stories high, 40 feet long, and 30 feet wide. These are occupied by rooms for the administration of the library, a lecture-room, and the seminary rooms of the several departments of the University. In one of these wings are the rooms of the Historical Seminary and of the new School of Political Science. In close connection with the main library, this department draws its materials from the very fountain-head.

At the opening of this new and convenient library building, President Angell said, "The library of the University is the fountain of its intellectual power. Here we all come, day by day, students and teachers, to kindle our feeble tapers afresh by the inextinguishable lamps with which the great scholars and thinkers of all time have illumined the world. Here in our quiet library halls the revered masters of science and philosophy and song condescend to sit with us as guides, inspirers, and friends. Here our University Senate-roll expands until it adds them all to our corps of teachers. Oxford, and Cambridge, and Berlin, and the Sorbonne thus come to dwell on our humble campus." There is no more suggestive reading for the friend of college libraries and rational methods of administering them than the address of Mr. Justin Winsor,[1] librarian of Harvard College, on the occasion of this new library opening in Ann Arbor. His address, President Angell's, and Mr. Raymond C. Davis's, together with a description and plan of the new library building, are all published together in one pamphlet by the

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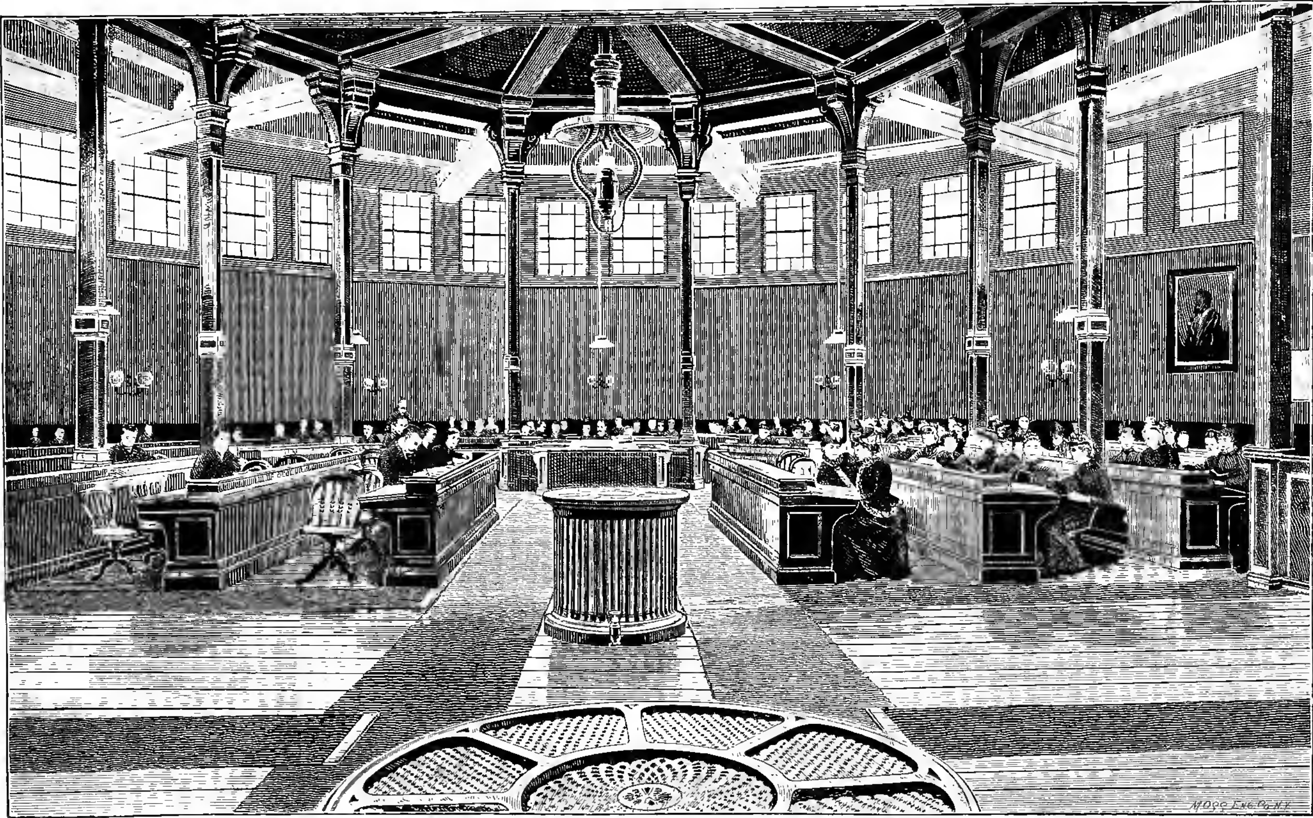
torical or artistic interest. Since then the collection has greatly increased, notably in paintings. Professor Frieze, in the president's report for 1879 (page 32), says, "This University was one of the first, if not the first, in this country to get together the beginnings of an art collection, consisting of casts, engravings, photographs, and medallions, forming the nucleus of a museum."

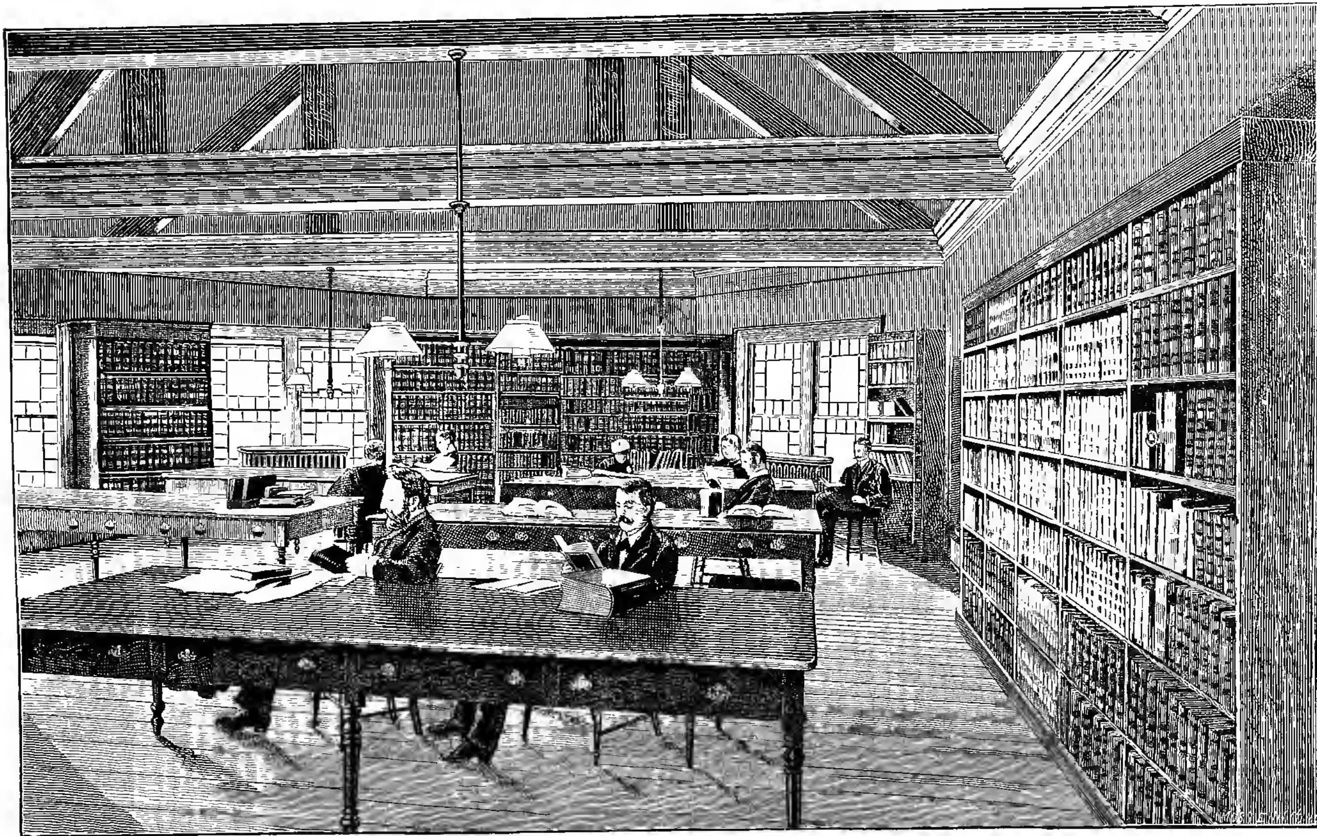
The subject of museums of art and history in American colleges is well worth examination. When we learn what has been done, we shall know better what to do. In German universities such museums are highly appreciated and are of great educational value. They are second only to libraries and laboratories.

[1] Mr. Winsor ascribes the development of the modern library movement to the influence of Antonio Panizzi, librarian of the British Museum in the second quarter of the present century. The librarian of Harvard University intimates that his own interest in the study of library economy dates from a reading, when in college, of the Blue Books containing the reports of the royal commissions of 1835 and 1848 on the British Museum. They are mentioned here with the hope that, in their old age, these reports may yet produce another librarian.

One bit of practical wisdom from the Michigan address I cannot refrain from quoting: "Mr. Edward Edwards, the chief English authority on library history and economy, has said that the trash of one generation becomes the highly prized treasure of another. It is to-day the rule of the Bodleian, the British Museum, and the other great libraries of Europe, to reject nothing, having long ago learned the folly of discrimination, and I am glad to say that our chief American libraries follow the same rule." (Page 31.)



General Reading Room—University of Michigan.



Historical Seminary—University of Michigan.

University (1884). Mr. Winsor said Harvard College "grew upon a foundation of books." The University of Michigan grew upon a foundation of land, but books have quickened it to higher life. The new library and its new treasures have given strength to every department, but especially to the department of Historical and Political Science, which was planted anew in library soil, where it began to flourish as never before. The sum of $4,300 was given to Professor C. K. Adams by a personal friend, upon condition of secrecy as to the name of the donor, to expend for books in the interest of his new school of original investigation. He purchased at discretion the most needed works of history and political science, acquiring 2,600 volumes of great serial publications and the special literature relating to municipal government in the various countries of Europe. Such are the historic foundations for the study of history in the University of Michigan.

CHAPTER V.

HISTORY AT CORNELL UNIVERSITY.[1]

The genesis of a great university is always an interesting subject of historical inquiry, especially when the creative process is so clearly a matter of record as is the foundation by Ezra Cornell and Andrew Dickson White. These two names are inseparably connected with the beginnings of Cornell University. While there were many other influences, educational and political, State and national, which entered into the life of that institution, it was pre-eminently a creation by these two individuals, the first of whom was the material founder, the second the intellectual upbuilder.

THE UNIVERSITY IDEA.

If one were to trace the genesis of the *idea* of a great university in Central New York, he would find it in the mind of that young citizen of Syracuse who, in 1857, returned home from prolonged studies in European universities and offered the greater part of his income for the endowment of a university library in his native town, provided Gerrit Smith (an avowed friend of the higher education) would establish in that place a real university. Failing in this project, Andrew D. White accepted a professorship of history in the University of Michigan. There, during a sojourn of six years, was acquired that practical experience, that American adaptation of a German ideal, which finally shaped Cornell University. Institutionally speaking, Cornell is the offspring of Michigan. To one who has read with care the documentary history of both institutions, nothing is clearer than this genealogy.

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[1] In preparing this chapter, which is a sketch of Cornell University in connection with its historical department, the writer has enjoyed the use of a large collection of original documents, reports, registers, &c., kindly lent him by Mr. George William Harris, acting librarian of the institution, and also of a full set of President White's educational addresses. Two manuscript histories of Cornell University, prepared by Professor Russel and Mr. Huffcut, and now in the possession of President Charles Kendall Adams, did not come to the writer's notice until after the present article was completed. These two important sources of information, which the author has examined with care, will probably be utilized in some future history of Cornell University. The only pioneer in the writer's special field of investigation is President White's brief notice of the theory and practice of historical instruction in the course of History and Political Science at Cornell University, contributed to Dr. G. S. Hall's Pedagogical Library, Vol. I, pp. 73–76.

In 1862 Mr. White, without immediately withdrawing from the University of Michigan, after spending a year in Europe, returned home to Syracuse, where he came into the possession of a large property left him by his father. Mr. C. K. Adams was left in charge of the work at Ann Arbor. In 1864 Mr. White entered the State senate of New York from the district of Syracuse and began a promising political career, from which he was soon to be diverted by the project for Cornell University. One cannot read those vigorous speeches, made in war time by the young senator, without realizing that a good politician, competent to force the lessons of history into American politics, was lost when Mr. White became a college president. But his original purpose of fostering history and political science through university education for American youth was, after all, the more feasible idea.

THE AGRICULTURAL COLLEGE LAND GRANT.

There arose in the legislature of New York, in 1864, a bitter controversy respecting the final disposition of the agricultural college land grant, made by Congress in 1862. This grant, which Mr. White afterward called "a far-reaching measure of peace" in the midst of civil war, gave to each State in the Union 30,000 acres of public land, to every Senator and Representative in Congress, for the "maintenance of at least one college where the leading object shall be, *without excluding other scientific and classical studies*, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts."

By the New York legislature, in 1863, the national land grant, amounting to nearly 990,000 acres, had been conferred upon the People's College, at Havana, in Schuyler County, upon condition of securing within three years a competent faculty, a library, the necessary apparatus, implements, buildings, etc. Although agents of this college and others had labored in Washington to secure the passage of the agricultural college act, nothing had been really done at Havana to deserve the land grant, and there was no prospect of meeting the required conditions. Other and sectarian colleges began to press their claims upon the legislature, and, at one time, there seemed danger of a division of the fund. Against this policy Andrew D. White, chairman of the committee on education, resolutely set himself, and he carried with him into the struggle for a redemption and concentration of the national grant Ezra Cornell, senator from Ithaca, together with a small but aggressive party of able and far-sighted men. Mr. Cornell's purpose, declared in this session, to give half a million dollars to found a university for the people, is inseparably connected with the idea of saving and utilizing the agricultural college grant. With other friends of agriculture he had been interested in pushing the agricultural college bill through Congress. It is not clear, however, that he had any real university project until he came in contact with Mr. White. Indeed, it is

evident from Mr. Cornell's own words[1] that he once favored the People's College, at Havana, and the State Agricultural College, at Ovid, in about equal measure.

EZRA CORNELL.

The senator from Ithaca was a man of the people. He was of hardy New England stock. His mother's family came from Nantucket, and his father was a native of Bristol County, Massachusetts. Heredity may have influenced Ezra Cornell to favor industrial education, for his father was a potter by trade and a school teacher in the winter season. Born at Westchester Landing, N. Y., 1807, Ezra Cornell, between that date and the year of his death, 1874, lived through all the phases which characterize American economic development. He cleared timber land for planting and became a successful farmer. Before he was twenty years old he was a good carpenter and joiner, thus adding mechanic arts to a knowledge of agriculture. At the age of twenty-one he came to Ithaca and began to work in a machine shop in connection with a cotton mill; two years later he was manager of a large flouring mill. He then became a builder of mills and a practical engineer, constructing dams and tunnels. To scientific agriculture and the industrial arts he soon added an interest in practical inventions, in patent plows, and the electric telegraph. He, himself, by a wonderful continuity of ideas, first applied a combination of the agricultural plow and the revolving drum of the machine shop to laying down in the earth Morse's telegraphic wires, encased in lead pipe, along that first experimental line between Washington and Baltimore. The underground method failing at first, only to succeed at last in our own day, Cornell proposed stringing the wires on poles. He became a telegraph superintendent and actually completed the first successful lines between Washington and Baltimore, New York and Philadelphia, New York and Albany, Troy and Montreal. He cleared many thousand dollars by these contracts. The Western Union Telegraph Company was largely the result of his masterly enterprise, and at the same time the economic consolidation of his life-work, as well as the financial basis of Cornell University. The pioneer boy, farmer, carpenter, miller, and inventor was now a capitalist. What a wonderful process of evolution! From a wood-chopper to a wealthy electrician perfecting the invention of Morse and uniting a continent by his practical genius! In 1863 Ezra Cornell became a philanthropist by founding the Cornell public library, in Ithaca, at a final cost of $80,000. The next year he was senator from Ithaca in the New York Legislature.

The Cornell public library was the corner stone of Cornell University. One good deed always deserves another. His adopted town appears to have had as strong a hold upon Ezra Cornell's heart-strings as did Baltimore upon George Peabody or Johns Hopkins. An attempt was

[1] Laws and documents relating to the Cornell University, p. 76.

made to influence Mr. Cornell, after he had once conceived the idea of founding a great university, to plant the institution in Syracuse; but "no"; the man remained loyal to Ithaca. President White, in the friendly abandon of an after-dinner speech among his old neighbors in Syracuse, tells the whole story of Mr. Cornell's inception of the university idea: "I found myself in the senate of this State sitting near a man never before known to me, but to whom I soon became attached by the largeness and nobleness of his views. On his informing me that he had half a million of dollars to give to some good object, and asking my advice as to the dispssal of it, my answer was that charities would always be cared for by asylums and hospitals, that the public school system and the intermediate school system would be taken care of by the States and municipalities, but that advanced instruction—the crown of all, without which all the rest could have but a dwarfed life—must be cared for in these Eastern States, at least, by individuals. He decided to establish an institution for advanced learning. I made every effort to have it placed in Syracuse. Our friends, who have since established an university here, have chosen the very site which I had selected. I brought my honored and lamented friend, Mr. Cornell, to this city, took him to yonder hill, on which now stands the beautiful edifice of the Syracuse University, showed him the neighboring castellated mansion as the place which he might select as his residence, and offered him the half of such fortune as I possessed for the institution, if it could be placed here. His answer was, 'I think a smaller town is better and safer for young men, and I will do more in addition to what I have done if it remains where it is than you will do for it here.' Reluctantly I was obliged to yield that point."

CORNELL UNIVERSITY.

The bill for the incorporation of Cornell University was brought forward by Mr. White and supported in a speech which marks the crisis in the controversy. Against the policy of dividing the national endowment he took the firm ground of historical experience. "The State of Michigan having received from the General Government public lands for a university, at first followed our policy and divided the fund among several colleges. It was so much money thrown to the winds. At last wiser counsels prevailed. A son of New York was made president of the State university; the fund was concentrated upon this. The result was most striking. To-day are in attendance there over nine hundred students and a body of more manly, enthusiastic, earnest young men can be found nowhere."

Concentration of resources for universities and distribution for common schools have always been cardinal principles in Mr. White's educational philosophy. "To him that hath shall be given, but from him that hath not shall be taken away even that which he hath." This sound

doctrine was applied with telling force to the People's College at Havana, which owned nothing and was doing nothing. Irresistible arguments were urged by Mr. White for withdrawing the agricultural college grant from this institution and conferring it upon Cornell University. Other modes of disposition would require further investment on the part of the State, for the conditions imposed by the land grant allowed nothing for buildings. Mr. Cornell would place half a million at the service of the people without involving any taxation. "Rare, indeed, is it that a million of dollars is given by government for educational purposes; still more rare is it that an individual gives half a million; rarest of all is it that two such offers come together." The bill to charter Cornell University, carrying with it the agricultural-college grant, was passed April 27, 1865.

CORNELL ENDOWMENT FUND.

The agricultural college grant did not authorize the States to locate their college lands except within their own borders. In cases where there was no available public land within State limits, the Secretary of the Interior issued land scrip entitling such States to lands outside their own boundaries, but not authorizing definite location within any other State or Territory. This measure was to avoid an *imperium in imperio*. To grant the State of New York nearly a million of acres of land in the State of Wisconsin would not have been good national policy. But individuals to whom the State of New York sold its land scrip, were permitted to locate the same "upon any of the unappropriated lands of the United States, subject to sale at private entry at one dollar and twenty-five cents, or less, per acre," provided not more than a million acres were thus located in any one of the States.

So much land scrip was thrown upon the market by the Eastern States, that the price per acre soon fell to sixty cents. Before the incorporation of Cornell University New York had sold off 76,000 acres of her land scrip for about eighty-five cents an acre. In 1866 Mr. Cornell purchased scrip for 100,000 acres at fifty cents, binding himself to pay all profits to the trustees of Cornell University. It was obviously the policy of the institution to buy up all the remaining land scrip. Indeed the State offered it to the trustees in 1866 for thirty cents an acre. But there was no capital for such an investment. Mr. Cornell then came forward and generously offered to take all the remaining land scrip, 814,000 acres, at thirty cents, and allow from the profits thirty cents more to the college land-scrip fund, provided all profits in excess of that figure should be accredited to the Cornell Endowment Fund, and thus released from all conditions governing the agricultural college grant.

It was a perfectly legitimate and honorable proposition. The extra thirty cents profit per acre, which Mr. Cornell allowed the State treasury, brought up the Government fund to the full market value of the

scrip, sixty cents per acre. All profit beyond that figure was honestly due to the enterprise which dared risk private capital for a public good. Mr. Cornell's proposition was accepted by the State of New York, and he proceeded, on the advice of land surveyors and experts, to locate his scrip chiefly in the white-pine timber lands of Wisconsin, which, although at that time unproductive, promised generous returns in the future. The utmost sum which the State of New York could have realized from its land grant at the market price of scrip was less than $600,000. In consequence of Mr. Cornell's enterprise and far-sighted policy, Cornell University will ultimately draw vastly more than the income of the land-scrip fund. Whatever the future profits arising from Mr. Cornell's individual purchase, they will be added to the Cornell Endowment Fund, which now amounts to over $3,635,000.

The following figures, taken from the University treasurer's report for the year ending August 1, 1887, represent the material equipment and endowment of the University. The figures, however, do not include a number of items that have not yet been entered upon the treasurer's books, the most important of which are 163,000 acres of western lands still unsold, the President White Library, valued at $100,000, the Christian Association building, erected by Mr. A. S. Barnes at a cost of $45,000, and the additions made in 1887 by Mr. Sibley to Sibley College, at a cost not yet ascertained:

Cornell Endowment Fund	$3, 635, 000
College Land Scrip Fund	475, 000
Sage College Endowment	135, 000
Dean Sage Sermon Fund	30, 000
Sibley Endowment	50, 000
Woodford Medal Fund	1, 500
H. K. White Vet. Prize Fund	500
Susan E. Linn Sage Fund	60, 000
McGraw-Fiske Funds	885, 000
Interest accrued to date	37, 000
Real estate	900, 000
Equipment of Departments	410, 000
	6, 619, 000

Of the amounts included in the above table, the most important gifts of individuals are as follows:

Ezra Cornell	$700, 000
Henry W. Sage	350, 000
John McGraw	140, 000
Jennie McGraw Fiske	885, 000
Hiram Sibley	150, 000
Andrew D. White	100, 000
Dean Sage	30, 000
	2, 355, 000

PLAN OF UNIVERSITY INSTRUCTION.

The first steps toward the organization of Cornell University were suggested to the trustees in a report drawn up in 1866 by a committee of which Andrew D. White was chairman. In this report may be found, in outline, the main features which characterize the organization of Cornell University instruction to-day. There, in the first place, was the great idea of industrial education, or special courses in subjects related to agriculture and the mechanic arts, courses planned to meet the industrial wants of the American people, for whom the agricultural college grant was intended. There, too, was the university idea of broad and general training, in distinction from the narrow, special, old-fashioned college course, with only "a single combination of studies." This university idea was an expansion of the university system of Michigan, where, as early as the opening régime of President Tappan, began an evolution of that double combination of studies known in various American colleges as the Classical and the Scientific, but without the caste distinction for the former or the academic inferiority for the latter which at first prevailed outside of Ann Arbor. From the double combination in Michigan soon evolved the fourfold university combination known as the Classical, the Scientific, the Latin-Scientific, and the "Select Courses," now fully differentiated into a university system, beginning with junior year. Mr. White proposed not only a great variety of special departments, but also at least five general combinations, which were early characterized as: (1) The Classical course; (2) the Combined course, where Latin and German formed the joint linguistic basis; (3) the Modern course, where modern languages were substituted for the ancient; (4) the Scientific course; (5) the Optional course, which was entirely elective, or, in President White's words, "similar to that allowed American students in the greater German universities; also like the 'Select course' at the University of Michigan; and which, in both cases, has been found very successful."

The courses above mentioned have been modified in various ways, but they were the origin of the present general courses at Cornell University, described as the course in arts, or the classical course; the course in letters, based on the modern languages; the course in philosophy, based on Latin without Greek; the course in science, without Latin or Greek, but with French and German; the course in science and letters, without Latin or Greek. In the two courses last named the modern languages are regarded as substitutes for the classics.

CORNELL UNIVERSITY IDEAS.

The corporate seal of Cornell University is a portrait of its founder, a stern man of inflexible energy, whose own motto was "Firm and True." Around the portrait is engraved his most memorable saying, which, more than any other words, have been accepted as character-

istic of the main idea of Cornell University: "I would found an institution where any person can find instruction in any study." But those words, pregnant as they are with meaning, are vastly more significant when taken in connection with the context from the address of Mr. Cornell at the inauguration of President White, October 7, 1868: "I desire that this shall prove to be the beginning of an institution which shall furnish better means for the culture of all men of every calling, of every aim; which shall make men more truthful, more honest, more virtuous, more noble, more manly; which shall give them higher purposes and more lofty aims, qualifying them to serve their fellow-men better, preparing them to serve society better, training them to be more useful in their relations to the state and to better comprehend their higher and holier relations to their families and their God. It shall be our aim and our constant effort to make true Christian men without dwarfing or paring them down to fit the narrow guage of any sect.

"Finally, I trust we have laid the foundation of an university—'*an institution where any person can find instruction in any study.*'"

In the inaugural address of President White, who, from the beginning, was foreordained to execute the great bequest of Ezra Cornell, there are certain thoughts which still further characterize Cornell University. Among the fundamental ideas are (1) the close union of liberal and practical education; (2) non-sectarianism, the charter itself providing that "no professor, officer, or student shall ever be accepted or rejected on account of any religious or political views which he may or may not hold," and, again, that "a majority of the trustees shall never be of any one religious sect or of no religious sect" (this great idea of religious freedom in the higher education President White defended by quoting the example of the University of Michigan, "the greatest of educational successes in our country"); (3) a living union between the University and the whole school system of New York, the charter providing that the University shall annually receive, free of charge, one student from each assembly district of the State, the appointment to be made by the school commissioners upon the basis of a competitive examination; (4) concentration of revenues for advanced education, a policy again justified by appeal to the experience of the University of Michigan.

Among the formative ideas suggested and since realized by President White are (1) equality between different courses of study, an idea first established by the University of Michigan; (2) a combination of study and honorable labor, an idea of immense educational significance in these days when excessive bounty is degrading poor students and extravagance is enervating the rich; (3) prominence of scientific studies; (4) opportunity for historical, political, economic, and social studies; (5) adaptation of the University to American needs. At the very outset Goldwin Smith advised President White to take for "general culture those subjects which are most important to the citizen and the man."

For the government of the University these ideas were adopted: (1) The regular and frequent infusion of new life into the board of trustees; (2) student self-government; (3) student accountability; (4) a simple military organization, without harshness of discipline, under a general commandant. The best features of Dr. Arnold's admirable system at Rugby, which re-appeared at Phillips Exeter Academy and at Cornell University, were self-government, responsible government, and sovereign authority, the very elements of the English constitution.

The crowning ideas of the university were declared to be: (1) "The need of labor and sacrifice in developing the individual man, in all his nature, in all his powers, as a being intellectual, moral, and religious." It was urged that the university, while fostering history and literature, science and the arts, should "work toward some great sciences and arts which have been sadly neglected, which nevertheless are among the most powerful in developing the whole man." Among college presidents Mr. White has always stood foremost for the fine arts and for music, the last and greatest of all. Among his own gifts to Cornell University, one of the best and richest is his great and ever-increasing collection for illustrating the history of art, which Herman Grimm, of the University of Berlin, calls the very flower of history, *die Blüthe der Geschichte.*

The art-idea might well seem the crown of all university education, which began with the liberal arts, and tends to the fine arts, more liberal than all the rest. But, there is yet a higher idea, approaching ever nearer to Religion. It is the idea of applying the humanities to Humanity itself, or, as President White expresses it, "bringing the powers of the man, thus developed, to bear upon society." In no way can education better take a religious, a truly Christian form, than in cultivating a spirit of humanity and in improving the condition of our fellowmen. President White was the first of American college presidents to speak out for the masses. "More and more," he said, "the universities should have the wants of the great 'fourth estate' in view. We should, to meet their wants, provide ample instruction in history, in political science, in social science, in modern literatures." In the light of present tendencies in university education and in the darkness of present problems, how true are these words spoken nearly twenty years ago! If there is one demand more pressing than that of wealth for more wealth, it is the cry of poverty for help and of ignorance for light.

HISTORY IN THE PLAN OF ORGANIZATION.

If there is one idea which President White has represented more strongly than any other at Cornell University it is the idea of educating American youth in history and political science. This is and always has been the leading idea of his life, from his student days at Yale under Dr. Woolsey, and in Berlin under Ranke, Ritter, Böckh, Stahl, and Gneist, to his retirement from the presidency of Cornell University in

1885, when he returned to Europe to continue the studies and collections of his youth, with the needs of his young countrymen ever in mind. To Andrew D. White the young men of this country owe a lasting debt of gratitude for his early and constant encouragement of those subjects which Goldwin Smith says are "most important to the citizen and the man." He was not only one of this country's pioneers in teaching history and politics, but he has opened a way to teach these subjects for many a student who had courage to pursue them in days when there was little demand for such knowledge. The names of Charles Kendall Adams, Henry Carter Adams, Herbert Tuttle, Richard T. Ely, and George L. Burr are sufficient vouchers for this statement.

In the very first plan for the organization of Cornell University, after proposing a variety of special departments, such as agriculture, mechanic arts, civil engineering, commerce and trade, mining, medicine, law, education, history, and political science, Mr. White singled out the latter for special recommendation. He said, "although there will be some attention to these subjects in the general course, there is need of a separate department devoted to the study of them, wider and deeper. In various connections with institutions of learning, in various public employments, the committee have been convinced: *First*, That great numbers of the most active young men long for such a department, would work vigorously in it, and would secure good discipline by it, and that these young men are, many of them, not attracted to the existing colleges. *Secondly*, We believe that the State and Nation are constantly injured by their chosen servants, who lack the simplest rudiments of knowledge which such a department could supply. No one can stand in any legislative position and not be struck with the frequent want in men, otherwise strong and keen, of the simplest knowledge of principles essential to public welfare. Of technical knowledge of law, and of practical acquaintance with business, the supply is always plentiful, but it is very common that in deciding great public questions exploded errors in political and social science are revamped, fundamental principles of law disregarded, and the plainest teachings of history ignored.

"In any republic, and especially in this, the most frequent ambition among young men will be to rise to positions in the public service, and the committee think it well at least to *attempt* to provide a department in view of the wants of these, a department where there should be something more than a mere glance over one or two superseded text-books, where there should be large and hearty study and comparison of the views and methods of Guizot and Mill and Lieber and Woolsey and Bastiat and Carey and Maine and others."

COLLEGE OF HISTORY AND POLITICAL SCIENCE.

The special faculties of instruction in Cornell University were grouped into "colleges" the very first year. Eminent among them was the College of History and Political Science, with President White as dean,

and with Messrs. Theodore Dwight, Russel, Goldwin Smith, and Wilson as professors. The experience of President White in lecturing upon general European history for five years at the University of Michigan was immediately brought to bear upon the development of an historical department at Ithaca. At the very outset he took the chair of History in addition to his duties as president. He associated with himself in ancient and early modern history William Channing Russel, M. A., who, throughout his career at Cornell, bore the title of "Associate Professor of History." This was the historical origin of the term "associate professor" in American academic usage. President White early conceived the idea of non-resident professors, who should "deliver each year courses of lectures upon subjects in the investigation of which they have acquired high reputations." Professor Theodore Dwight, of the Columbia College law school, was engaged to give a short course upon the constitutional history and law of the United States. Goldwin Smith consented to lecture upon the general and constitutional history of England. Professor Wilson, of the philosophical department, taught general history or the philosophy of history and political economy. The latter course and Professor Dwight's lectures on constitutional law were regarded in 1868 as the beginning of a "School of Political Science" (the first appearance in America of this significant term), which was to form a division of the "College of History and Political Science"—a far better plan of organization than the single "school."

In the early registers of Cornell University the College of History and political science is described as follows: "The historical and political sciences are taught in this college chiefly through lectures, but in early modern history there are regular class exercises, the text-book being Gibbon's 'Decline and Fall of the Roman Empire.' The lectures upon history are so arranged as to form a chronological sequence, ancient history being followed by the early modern period, that by mediæval and later modern history, and that again by the history of England and the constitutional history of the United States—the elementary facts bearing upon the history of the principles of the continental nations of Europe are taught in connection with the modern languages in the college of languages, much of the collateral reading recommended being in French and German. The student, therefore, comes to the lectures prepared to avail himself of the opportunities they offer. Special attention is also paid to Greek and Roman history in connection with the study of the classics in the course in arts. The college is well supplied with illustrative material in the shape of mural charts, photographic views, portraits, casts, and diagrams, the collection including the historical wall maps of Spruner and Bretschneider, the political wall maps of Stülpnagel, the physical wall maps of Sydow, and the various special charts issued by Kiepert and others. In connection with the lectures, students are expected to make frequent use of the university library, which is well supplied with works on ancient, Eng-

lish, and general history, and thus to enlarge, by careful reference and reading, their acquaintance with the facts presented by the lecturer. The examinations in history are chiefly by written papers, and theses on historical subjects are occasionally required. The main efforts of the professors are given to imparting a good knowledge of general history, in developing ideas of the philosophy of history, and in bringing this knowledge to bear upon the most important points of modern history."

PRESIDENT WHITE'S GENERAL COURSE.

Some idea of the nature and scope of President White's historical courses at Cornell University may be derived from two pamphlets privately printed for the benefit of his classes and entitled (1) Outlines of a Course of Lectures on History; and (2) Analysis of Lectures on the Greater States of Continental Europe. While from this topical skeleton nothing can be gathered of the well-known spirit and manner of the lecturer, nothing of the freshness and quickening power which proceeded from his study of original materials and personal observations upon historic ground, yet even from dry bones one can sometimes take valuable measurements of men.

It is evident that President White believes strongly in the study of general history and of the history of civilization.[1] All his lectures are constructed upon the French plan of general and rapid surveys of great subjects. Indeed, in a study of these outlines or analyses one is frequently reminded of the structural methods of Guizot and De Tocqueville. It is not unlikely that the general or introductory course was designed as a supplement to Guizot's published lectures on the history of European civilization, a work used by Mr. White as a text-book for many years at the University of Michigan. He says in the preface to the first syllabus, "The nucleus of this course is my former series before the law department and senior class of the University of Michigan." One can readily see, from the great variety of general topics and the original character of many of the subdivisions, that here are grouped in orderly fashion the results of many years' reading in a wide range of authorities and of numberless excursions into special fields for original research. While traversing, in the main, the great highways of European history, the lecturer was continually branching off into interesting by-ways and continually noting side lights.

If one who has carefully reviewed President White's two pamphlets, each from cover to cover, may be permitted to redistribute the substance, he would group the entire collection of one hundred and eleven outlined lectures, without regard to present pamphlet-units, into two

[1] President White made a strong plea for "Studies in General History and the History of Civilization" in his address before the American Historical Association, at its organization in Saratoga in 1884, published in the papers of the Association, Vol. I, No. 2. This address was the ripened fruit of a life devoted to historical instruction, along such great lines of interest as those suggested by Guizot.

main divisions: (1) History of European Civilization down to the close of the Thirty Years' War; (2) History of Modern European States, with very special treatment of France. The reviewer would make this readjustment because the French and English topics included in the first pamphlet may be considered more naturally in connection with the contents of the second.

In the first, or general course on European civilization, the lecturer devoted two introductory discourses to the study of history and the best courses of historical study. He remarked, with Thiers (Consulate and Empire, vol. 14), the eagerness of these times in historical studies, and spoke of the prominence of history in European universities. The purpose of historical study he conceived to be twofold: (1) *accumulation* of facts, principles, and laws; (2) *discipline* for keenness, precision, and breadth of mind. In reading history, he advised a close, structural study of historical narrative. He emphasized the importance of geography and chronology, noted "what spurs and what curbs are to be used" in studying the philosophy of history, advised care and skill in the choice of special history, and urged the necessity of getting into the stir of events.

Without attempting to enumerate the special points of view from which general subjects are approached, let us rapidly review the range of topics included in the first great division of President White's lectures. While the topics seem very comprehensive, it should be remembered that each was illustrated by twenty or more special (and sometimes very original) side-lights. Manifestly the purpose of the course was to afford a general introduction to the history of European culture and civilization for young men who had not enjoyed any considerable amount of historical training. The syllabus indicates a bold, free-hand sketch of such great subjects as these: the fall of the Roman empire; the feudal system; the crusades; the rise of cities; Mohammedanism; chivalry; monachism; the development of papal power; development of commerce; Christian clearing-up of Europe; rise of institutions of learning; growth of literature (two lectures); growth of science (two lectures); growth of law; the laboring classes in the middle ages (two lectures); cathedral builders and mediæval sculptors; revival of learning; revival of art; Erasmus; Luther and the reformation in Germany (two lectures); Luther's character, writings, and influence; Ulrich Von Hutten; Charles V and Francis I; the reformation in the Romanic countries (two lectures); the Jesuits (four lectures); the thirty years' war.

The writer here recalls the fact that President White once expressed to him in Baltimore some surprise that Professor Diman, of Brown University, should have given so many as twenty lectures on the thirty years' war to students at the Johns Hopkins University, remarking that he himself usually treated the subject much more summarily. Now, from the standpoint of an instructor in general European history, President

White's idea was perfectly sound and correct. But to a Baltimore student, whose memory reaches back to that special course by Professor Diman, it still seems the most admirable and instructive of all historical courses in the entire record of the Johns Hopkins University. It was indeed a somewhat detailed course, but it was based upon a philosophical study of the most recent German authorities, Gindely, Droysen, Ranke, Gfrörer, Föster, etc., and it was given from a full head, with scarcely the suggestion of notes, in that perfect manner which always distinguished Professor Diman, whether in the pulpit or upon the platform. There he stood, before an audience composed of the best Protestant and best Catholic elements in the city of Baltimore, before university students and Jesuit fathers, calmly narrating and dispassionately judging some of the most vexed questions in that greatest of European controversies, in a way that enlightened all his hearers without kindling their religious passions. It was seen that each of those two great parties, which were at war not merely for thirty years but for centuries, had its rights and wrongs, its virtues and its vices. A spirit of honest concession, of fair-minded judgment, and mutual toleration was wonderfully heightened in that community where the treatment of religious history has rarely been calm and judicial, although religious differences long ago ceased to trouble society. Those twenty lectures, occupying an academic month, were a wonderful triumph of quiet reflection, the very muse of history; but such a profound impression could not have been made in a single hour. There are many subjects in the teaching of history which need to be approached with great deliberation and with almost diplomatic art. It is as true of education as of philosophy that "Truth is the daughter of Time."

The moral which the writer would draw from this digression is that, like Catholics and Protestants, representatives of the general and special methods in the teaching of history, men like President White and Professor Diman may be both right from their respective points of view. The general or special method of instruction is right or wrong according to the purpose which a teacher has in mind. Professor Diman was certainly judicious in presenting in great detail such a topic as the thirty years' war in Catholic Baltimore, for he accomplished a special purpose in that university community; he promoted catholicity of mind and heart, which was always his noblest specialty. President White, from his point of view of a general course in European history, with a limited number of hours, was equally correct in judging that a more rapid survey of the thirty years' war will suffice. It is obviously far better, if a class knows nothing of such great topics as the fall of the Roman empire, the feudal system, the crusades, the rise of cities, etc., to give them some idea of these subjects and of their modern bearing than to spend half of the time allotted to history upon the details of the thirty years' war.

For most college students in America the Old World of European history is almost as truly an undiscovered country as was the New World to early explorers. The wonderful success of this department of study wherever it has been newly introduced, whether in Ann Arbor, Ithaca, Amherst, or Baltimore, is due in no small degree to the freshness and novelty of the subject. For an American student to discover Europe historically seems like a new creation dawn, or like a veritable renaissance. It is therefore always well for the pilot of an historical department to steer boldly, as did President White, across great seas of human experience. It is not absolutely necessary to make new charts for every voyage, or to explore every coast-line in minutest detail; but let the pilot sight the great headlands of history and put in, now and then, at good harbors. A wise voyager will see all he can of European history, or of any great country's life, but he is not unwise who tarries long amid the associations of Rome or Florence, Monte Casino, or Saint Gall, or the smallest of Swiss villages if they suit an historical purpose.

PRESIDENT WHITE'S SPECIAL COURSES.

It is perfectly clear that President White has himself specialized historical instruction in the most attractive of all fields, from a political point of view, namely, the state-life of modern Europe. He prepared thirty-seven special lectures upon France, six upon Italy, three upon Spain, four upon Austria, six upon the Netherlands, five upon Prussia, five upon Russia, two upon Poland, and three upon the Turkish power. In this great field of modern historical politics France was evidently Mr. White's first choice; and, in this special territory, the French Revolution was clearly the supreme attraction. Very early in life he is said to have conceived the idea of writing an American history of this great revolutionary struggle in France.

It appears from the preface to President White's syllabus that very valuable collections of materials were made by him for the study of French history from original sources. A bare enumeration of some of these collections is highly suggestive: 1. An extended series of Mazarinades, originals and reprints, with other materials for the history of the rise of absolute monarchy in France. 2. The Vieil-Castel collection, brought by Mr. White to this country in 1863, and "comprising more than five thousand pamphlets published during the entire period from the calling of the States General in 1789 to the restoration of the Bourbons, and carefully encased and classified with reference to every important man and events of the whole struggle. (3) A collection of the *Assignats* and paper money of all the important issues, including those of John Law, Louis XVI, and the Convention, Tickets of Subsistence, Caricatures, both French and English, and a very complete series of the Bulletins of the Revolutionary Tribunal. (4) A collection of Newspapers of the French Revolution, embracing sets more or less

complete of those issued by Mirabeau, Marat, Robespierre, Prudhomme, and Peltier, and a complete series of the *Moniteur*, with the Introduction, covering every day from 1789. (5) A collection relating to the period since the first Revolution, especially to the First Empire and Restoration, the Revolution of 1848, the Second Empire, and the rule of the Commune."

Mr. White also says in his preface to the syllabus of his lectures: "In my intervals of other work I have made some investigations in the archives of France—have studied on the spot nearly every great event of the Revolution—have made several journeys in various parts of France, including excursions on foot through Picardy, Normandy, Brittany, Touraine, and the borders of La Vendée, and have talked with many who had a very intimate and direct knowledge of those great events. While thus satisfying my love for a study which has fascinated me, I have hoped to do something to counteract the influence of prejudiced English historians and the American dilutions of their works; and to give that view of the struggle, which, so far from disheartening young men, will strengthen their faith and hope."

Thus we are prepared to find in Mr. White's syllabus a very original and highly suggestive view of French history and particularly of the French Revolution. After a rapid review of the general topics connected with this special course, one or two analyses will be singled out for detailed examination. The course comprised lectures on the establishment of French unity, centralization, beginnings of intellectual relations with Europe; the Renaissance; the Reformation and Wars for Religion; Henry IV; Rise of Parliamentary Power in France; the Administration of Richelieu; Administration of Mazarin; St. Vincent de Paul; Louis XIV (two lectures); the Regency and Louis XIV; French Institutions before the Revolution; French Philosophers, their Attack on Institutions; Louis XVI; influence of American ideas upon the French Revolution (two lectures); the French Revolution (six lectures) the National Legislative Assembly (two lectures); the National Convention (three lectures); the Directory (two lectures); the Consulate; the First Empire (four lectures); the Restoration (1824); Louis Philippe; the Republic of 1858 and the Second Empire.

From this list of general topics may be selected, as perhaps most interesting and suggestive to American readers, the special subject of the Influence of American Ideas upon the French Revolution. The following detailed syllabus will serve to show Mr. White's method of presenting a theme, which occupied two successive lectures:

THE INFLUENCE OF AMERICAN IDEAS UPON THE FRENCH REVOLUTION.

Purpose of these lectures: Outline of history preceding the French Revolution; want of practical direction to French ideas of liberty and reform; general influence of America in giving this practical direction.

First Lecture.

I. THE INFLUENCE OF FRANKLIN.

1. On the nation directly.
2. Through Turgot.
3. Through Condorcet.
4. Through Chamfort.
5. Through Morellet.
6. Through a number of others of whom Mirabeau and Chénier are representatives.

II. INFLUENCE OF JEFFERSON.

1. Reciprocal influence between Jefferson and the leaders of French thought.
2. Jefferson's influence through Lafayette—through Rabaud St. Etienne—through the Girondists. (Federal ideas of the Girondists.)
3. Relations with Robespierre falsely imputed to Jefferson. The dividing line between American influence and want of influence in the French Revolution.

III. THE INFLUENCE OF FRENCH OFFICERS RETURNED FROM THE AMERICAN REVOLUTION.

1. Lafayette—his influence in bringing on the French Revolution—in shaping it. (His draft of the Declaration of Rights.)
2. Rochambeau—peculiarities of his growth in Americanism.
3. Montmorency and others. Detection by Arthur Young of American ideas in the early Revolutionary ferment.

IV. INFLUENCE OF FRENCHMEN RETURNED FROM AMERICAN TRAVEL.

1. Chastellux. (Difference in spirit between that and the recent race of travellers in America.) Causes of Chastellux's great influence.
2. Brissot (de Warville).—(Clavière's preface.) Brissot the first open Republican in France.
3. Crèvecœur and others.

Second Lecture.

V. SUMMARY OF THE AMERICAN INFLUENCES.

1. Familiarity with the idea of Revolution.
2. Strength given to French ideas of Liberty—new meanings given to the word *Liberty*. Chénier's Ode—Fauchet's Sermon—Anacharsis de Cleotz's tribute.
3. Practical shape given to ideas of Equality. Vagueness of these ideas previously. Remarks by Maine on this. (History of Ancient Law.) Proofs from Constitutions of 1791, '93, and '95.
4. Practical combination of Liberty and Equality into institutions, republican and democratic. Brissot's writings, Camille Desmoulin's pamphlet. Indirect testimony of Portier (in History of English Influences on French Revolution).
5. An ideal of Republican manhood. M. I. Chénier's apostrophe to Washington and Franklin. Sauvigny's Tragedy of "*Vashington ou la Liberté du Nouveau Monde.*" Extracts to show its absurdities. Summary to show its real significance.
6. American influence on French Revolution a cause of just pride. That influence co-ordinate with the *greatness* of that Revolution. It ceases when the Revolution degenerates.

VI. BEARINGS OF THIS HISTORY ON AMERICAN AIMS TO-DAY.

1. How this American influence on European liberty was lost.
2. How alone it may be regained.

The last two points contain the moral of this special study, which was presented by Mr. President White to the American Historical Association at its Saratoga meeting, September 8, 1885, in the shape of a revised and enlarged syllabus, with special comments upon particular topics. Under the last two heads, as reported in the proceedings for 1885, page 12, Mr. White maintained that "American influence abroad was gained by fidelity to republican doctrines and honesty and integrity in the administration of public affairs; that it had now been largely lost by American misgovernment, especially in our great cities, so that American republican government is now pointed at in Europe rather with word of warning than with admiration. He insisted that if the proper influence of American institutions abroad is to be regained it can only be by reforming our system in various parts, and, above all, in maintaining and extending a better civil service through the country at large and a better system of administration in our great cities."

Thus we see that Mr. White brought the special lessons of history to bear upon the concrete questions of American politics. It may also be proper to say, in this connection, that one of the most valuable studies in the history of American foreign relations, that by Mr. Rosenthal on "America and France" (New York, Henry Holt, 1882), was originally suggested by Mr. White and was the direct outgrowth of his own special line of investigation and collection.

EXAMINATION PAPER IN FRENCH HISTORY.

As an illustration of the kind of knowledge communicated by President White to his students in class lectures and required from them at the final examination, the following examination papers, taken from the annual register, 1871–'72, will have its interest for teachers:

1. What is Mignet's remark regarding the transition from the classic literature of the time of Louis XIV to the philosophic literature of the time of Louis XV?
2. Give a general statement regarding Voltaire's life and influence.
3. Give some idea of the method of attacking old institutions in France taken by Montesquieu in the Persian Letters.
4. Give Rousseau's idea of representation in a republic as stated in the treatise on the Social Contract.
5. Name some of the principal encyclopædists. Why were they so called? What relation do they bear in the history of French thought to Voltaire and Rousseau?
6. What was Jansenism?
7. Who was Maurepas? What were his ideas regarding the formation of the ministry?
8. State the main agencies through which the American Revolution influenced the French.
9. Up to what period of the French Revolution was this influence exercised and why did it cease?
10. What was the great preliminary question regarding the States General to be decided before the meeting?
11. What as soon as it had met?
12. Give Burke's objection to the way the States General was composed and give your own opinion.

EXAMINATION PAPER IN MODERN HISTORY.

(*General.*)

The questions in the following paper are evidently taken from the earlier or introductory course on general European history:

1. Give some account of Brunelleschi and his connection with the history of Florentine art.
2. Sketch the cause of the decline of Art after Michael Angelo and Raphael.
3. Give a brief account of the Colloquies of Erasmus. Name some of them. State the resemblances between Erasmus and Voltaire.
4. Give the main features of the struggle between the Obscurantists and Humanists,[1] with an account of the part taken by Pfefferkorn.
5. Give the dates of Charles V's accession to the thrones of Spain and Germany. What was his title as king of Spain?
6. Give a short account of the attempt made by Charles V on one side and Francis I on the other to secure the alliance of Henry VIII.
7. What was the League of Schmalkalden? What was the peace of Passau, and when?
8. State the effect of the war between Charles V and Joseph I on Protestantism in Germany.
9. Give the names of Loyola's principal associates in founding the Order of the Jesuits.
10. State the part taken by Lainez in the Council of Trent.
11. Give the date of the beginning of the Council of Trent. Where is Trent?
12. Describe the connection of Wallenstein with the Thirty Years' War.
13. What is Cardinal Richelieu's relation to the history of religious toleration?[2]
14. What struggle was going on in England at the time of the Fronde?
15. Name the two religious orders founded by St. Vincent de Paul.
16. Name the chief political opponents in Europe of Louis XIV. What were *Les Chambres de la Réunion?*
17. Give the main points in the connection of John Law with the French Government.

PRIZE EXAMINATION IN HISTORY.

For the encouragement of meritorious students President White was accustomed each year to give prizes in the general courses (science, philosophy, and the arts) and in the various colleges (agriculture, chemistry, history, literature, mathematics, mechanic arts, and natural sci-

[1] Among the most original and interesting of Mr. White's literary collections are "pamphlets, tracts, and ephemeral writings issued during the first period of the Obscurantist and Humanist struggles, at the close of the fifteenth and beginning of the sixteenth centuries, the nucleus of which was made by D. Simon, of Berlin." Mr. White also mentions in the preface to his syllabus "A collection of original materials bearing upon the latter part of the same struggle, mainly embracing contemporary histories, biographies, and pamphlets relating to Erasmus and the men and events of his time. The foundation of this collection was made by Mr. George P. Philes, of New York." A complete catalogue of Mr. White's library has been made by Mr. Burr.

[2] The last five topics belong properly with the special course on French history, as shown in the reviewer's readjustment of the syllabus, but it is evident that Mr. White worked out his earlier lectures on French history as part of his general course and then added special courses on the greater states of continental Europe, including supplementary lectures on France.

ence). For each general course and for each special branch of study within a given college there were usually two prizes, the first of $30 and the second of $20. In the college of History $30 were offered for the best series of notes or essay in connection with the president's course in history, and $20 for the second in merit. Thirty dollars were also given for the best series of notes or essay in connection with Goldwin Smith's course in English history, and $20 for the second best. For the best set of notes in connection with Professor Russel's course, $20 were offered, and for the next in merit $10. In 1870 the president's prizes in his own course appear to have been awarded upon the basis of the following examination:

1. State the two theories which have given rise to the opposite charges against the influences of the Reformation: *First*, the theory of John Adams and Guizot; *secondly*, the theory of Professor Fisher. How may these two apparently contradictory theories be reconciled?

2. Give the name and geographical positions of the three towns where the Diets of the Empire were held which dealt with important matters relating to the Reformation; for what was each of these Diets noted?

3. Give the citation from St. Filippo Neri regarding the young men preparing for the Jesuit missions to England. State the circumstances which give point to that saying.

4. Name the two most laborious and self-sacrificing of the Jesuit missionaries to England. Name any who distinguished themselves in North America.

5. What do you understand by the "Secularization of European Politics" under Richelieu?

6. What was the Paulette? What had it to do with the Fronde?

7. Give a general sketch of the Parliament of Paris.

8. Give, as concisely as possible, an argument on the comparative fertility of republics and monarchies in great men, with any historical illustrations which may occur to you.

9. Who was ruling in England at the time of the accession of Louis XIV? Who at the time of his death?

10. What was the Calas affair, and what was Voltaire's agency in it?

11. Name the three most important writings of Montesquieu, and give a brief sketch of each.

12. What is the approximate date given by Bucklo as separating the philosophic attack on the French Church from the attack on the State?

13. What was the central idea of Calonne's financial policy?

14. How may the French revolutionary ferocity be accounted for on general principles? Name any agencies in training the French to it.

15. What was the "Suspensive Veto" under the Constitution of 1791?

16. Give the main features of the French Constitution of 1795, and trace in it the reaction against the earlier revolutionary Constitution.

ASSOCIATE PROFESSOR RUSSEL.[1]

Prof. William Channing Russel, a graduate of Columbia College, and at one time professor in Horace Mann's College, Ohio, a man of scholarly tastes, was associated with President White in the depart-

[1] Professor Russel left Cornell University in 1881 and occupied temporarily the chair of the late Professor Diman, now held by Professor Andrews. Mr. Russel is said by Mr. Burr to have early introduced the seminary method at Cornell University.

ment of history from the very beginning of the Cornell University. He occupied a peculiarly strong and influential position in the early years of that institution and even served it as vice-president during the absence of Mr. White as American minister to Berlin 1879–'81. At the inauguration of President White in 1868 Mr. Russel delivered an address representing the faculty and expressed strong sympathy with both classical culture and the modern movement towards historical and scientific studies. He devoted himself as an instructor particularly to Roman and mediæval history, although he gave also instruction in French. Old graduates of Cornell University have spoken to the writer in warm terms of Professor Russel's devotion to the university and of his excellent work as a teacher, although in a somewhat unpopular field. The teaching of ancient and mediæval history, in this country, requires men of uncommon zeal and enthusiasm, for, as a rule, American students are much more interested in the modern history and especially in that of England and of their own country. But a wholesome corrective and proper balance to this practical tendency should be rigidly enforced in every college and university.

Perhaps the best idea of the nature of Professor Russel's courses can be derived from the following specimens of his examination papers. The instructor gave lectures on Ancient history and required select readings from Gibbon's Decline and Fall of the Roman Empire.

EXAMINATION IN ANCIENT HISTORY (1874–'75).

1. Into what races are mankind divided ethnologically?
2. Into what families are the languages of Europe and Asia divided philologically?
3. To what race of mankind do the Chinese belong, and to what family does their language belong?
4. About how far back do Chinese records extend?
5. What attention have the Chinese paid to the history of their nation?
6. When did Confucius live? What was the character of his teaching?
7. What nations successively conquered China, and at about what time? Of what nationality is the present ruling race?
8. To what race do the people of Hindoostan belong, and to what family does their language?
9. What attention did the East Indians pay to history? Describe their intellectual character and habits.
10. What have been the prevailing religions of the East Indians? State their doctrines.
11. By what nations has Hindoostan been successively conquered?
12. Of what race were the Babylonians?
13. How far back can we trace Baylonian history?
14. Of what nationality were the Assyrians?
15. What memorials of Babylonian and Assyrian history remain?
16. Describe Assyrian civilization.
17. By what nation were Babylon and Assyria conquered?
18. What was the extent of the Persian monarchy under Darius Hystaspes?
19. How far back does our knowledge of Egypt extend? To what races did the Egyptians belong?

20. What means have we of knowing Egyptian history and civilization? Describe their civilization.

21. By whom were Persia and Egypt finally conquered, and of whose empire did they become a part?

22. To what races did the Hellenes belong? Which were the two principal subraces?

23. What was the general character of the Spartan Government? What was the character of the Athenian Government? Explain as to each.

EXAMINATION IN ROMAN HISTORY.

(*April* 2, 1870.)

I.—1. Who were the original Italians?
 2. What other people belonged to the same family?
 3. After the Italians came into Italy, into what nations were they divided?

II.—1. At what date does the authentic history of Rome begin?
 2. What authority have we for facts said to have occurred before that period?
 3. What is the date usually ascribed to the foundation of Rome?
 4. Of what three nations were the early inhabitants of Rome?

III.—1. What was a Roman Gens? a Curia? a Century? a Tribe?
 2. Under what two great divisions were the free inhabitants of Rome classed?
 3. What rights had they respectively?
 4. What means of obtaining privileges did the unprivileged class several times use?

IV.—1. What principle in regard to the possession of land is conspicuous in Roman history?
 2. How did the small proprietors of land lose it?
 3. What was the effect on the prosperity of Rome of the want of small landed proprietors?
 4. What was the object of an agrarian law?
 5. Who were the Gracchi, and what did they accomplish?
 6. What other persons attempted the same thing?

V.—1. What was the prevailing policy of Rome with respect to foreign nations?
 2. By what wars did Rome extend her power?
 3. At the time of Julius Cæsar, what was the extent of the Roman Empire?

VI.—1. What was the effect of foreign conquest on the prosperity of the Romans?
 2. How did it affect their mode of life, their independence, their morality.

VII.—1. In the time of Marius who were Roman citizens?
 2. Under Julius Cæsar who were they?

VIII.—1. What were the original causes of the loss of Roman liberty?
 2. Who first destoyed Roman liberty?
 3. After him what form of Government did Rome need?
 4. Between what persons was the struggle for supreme power?
 5. How did the struggle result?

IX.—1. What fatal political mistake did Julius Cæsar make?

EXAMINATION IN LATER ROMAN HISTORY.

(*June* 25, 1870.)

1. What were the powers of Emperor Augustus and his immediate successors? Whence were those powers derived?

2. After the time of the Antonines, what body virtually appointed the Emperor? What was the origin of that body, and how large was it?

3. What changes did Diocletian introduce into the form of government, in the places of the imperial residence, and in the imperial style of living? What effect had these changes on the powers of the Senate and on the burthens of the people?

4. What change did Constantine the Great make in the imperial residence and in the constitution of the empire?

5. By whom and when was the empire divided into two parts? What was the effect of that division on the decline of the Empire?

6. How and when did the Roman Empire of the West become extinct?

7. By what means was Italy ruled by the Emperor of the Eastern Empire? What was the title of his representative.

8. To what principal causes was the decline of the Roman Empire due?

9. How were the Goths divided? Where did they come from? Where were they when they first appeared in Roman history? What Roman Emperor was defeated by them and when? When and under whom did they finally conquer Italy? How long did they keep possession of it?

EXAMINATION IN MEDIÆVAL HISTORY.

(*Fall trimester*, 1871.)

1. (*a*) Who were the inhabitants of Gaul when the Franks invaded it?
   (*b*) Who were the Franks? Where did they come from into Gaul? What was their form of government? What was their religion?
   (*c*) What other nations invaded and occupied portions of Gaul, and what portions?
   (*d*) Describe the conquests of Clovis. Give date.
   (*e*) What political considerations influenced the conversion of Clovis?
   (*f*) What was the general character of the succeeding Merovingian kings?
2. (*a*) What political influences brought about the change from the Merovingian to the Carlovingian dynasty?
   (*b*) Who was the first Carlovingian king? Give the date of his reign.
   (*c*) What sanction to his usurpation did he obtain? How did he procure it?
   (*d*) Against what influences did the Carlovingians have to contend?
   (*e*) To what territorial limits was the royal domain reduced under the Carlovingians?
   (*f*) What brought about the change from the Carlovingian to the Capetian dynasty?
3. (*a*) Who was Hugh Capet? Give date.
   (*b*) What was the territorial extent of his authority when he became king?
   (*c*) Who was the last king of the Capetian dynasty? Give date.
   (*d*) With what difficulties did the early Capetians have to contend. How did they surmount them?
   (*e*) What was the greatest territorial extent of the royal authority under Charles VII?
4. (*a*) What was the effect of the Crusades on the royal authority in France?
   (*b*) Which French kings took part in the Crusades?
5. (*a*) What were the *Capitularies* of Charlemagne?
   (*b*) By what authority were they enacted?
   (*c*) What means of government did he devise?
   (*d*) What were *Dukes* and *Counts* in his reign?
   (*e*) What was his policy in regard to the church?
6. (*a*) Under the successors of Charlemagne how were the laws made and administered outside of the royal domain?
   (*b*) What were the *Etablissements* of Louis IX?
   (*c*) What was their influence in Europe?

7. (*a*) To how much French territory was Edward I of England lawfully entitled?
   (*b*) Under what kings was the battle of Crecy fought?
   (*c*) For what was that battle remarkable?
8. (*a*) Between what princes was the battle of Poictiers fought?
   (*b*) What was the result to France of that battle?
   (*c*) What was the most important conquest of Edward III in France?
9. (*a*) Who was Etienne Marcel?
   (*b*) What object did he attempt?
   (*c*) What caused his failure?
   (*d*) What makes his attempt remarkable in French history?
10. (*a*) What was the condition of France under Charles VI?
    (*b*) What question was involved in the war with England?
    (*c*) What domestic discord divided France in that reign?
11. What means did Charles VII adopt for the recovery of France and with what result?
12. What political lesson may be learned from the government of France in the thirteenth and fourteenth centuries?

PROFESSOR WILLIAM D. WILSON.

The professor of moral and intellectual philosophy was enrolled in the faculty of history and political science as well as in the faculty of philosophy and letters. He was for many years the faithful registrar of the university, and was the first teacher Cornell students ever had in political economy and in civil polity. In addition to his regular work in connection with the philosophical department, he lectured twice a week to the senior class upon the philosophy of history, with the intention of explaining the origin, course, and progress of civilization, and the causes that have contributed to it. A specimen set of the questions drawn by each student by lot, for the final examination, is appended, and will sufficiently illustrate the nature of his course:

QUESTIONS IN THE PHILOSOPHY OF HISTORY.

(*Specimen set No.* 2.)

2. What are the three agents that control the causes and results of history? What are the different theories of their relative influence?

22. Why may we not expect any high civilization in extreme latitudes? What is the effect of elevation above sea-level on civilization?

42. What influence has intellectual culture on religion with reference to (1) fetichism, (2) polytheism, and (3) monotheism?

62. Describe the circumstances of race and physical position that made Athens the place of origin of modern civilization.

HISTORY THROUGH THE LANGUAGES.

An excellent feature of historical instruction was early introduced at Cornell University, as well as at Harvard, by the professors of the modern languages. Just as special attention is paid to classical history by teachers of the classics at Harvard, Yale, Michigan, and all the better colleges, so at Cornell it was recognized, almost from the outset,

that the elementary facts bearing upon the history of the principal continental nations should be taught by the departments of modern languages most interested therein, and that much of the collateral reading should be in French and German. Mr. Russel, who was associate professor of history, was for many years professor of South European languages and lectured regularly on the history and literatures of the peoples whose languages he taught. The best illustration of the possibilities of the method, from an historical point of view, is the examination set, in 1870-'71, by Dr. Willard Fiske, professor of North European languages and librarian of the University. The test was to write brief essays (one of which was to be in German) on the following subjects. It will be observed that with the general topic is a kind of syllabus for the student to follow. Of course, only the barest outline was expected.

GERMAN HISTORY IN GERMAN.

1. *Die Voelkerwanderung.*—Earliest migrations. Leading incidents of the Cimbro-Teutonic movement. Event which marked the beginning of the *Voelkerwanderung* proper. Principal nationalities engaged in it and kingdoms founded by them. Route pursued by the Goths. Their conquests, supremacy, and decline. Their language and its relation to other Germanic tongues. Life and labors of Ulphilas.

2. *The Princes and the Empire.*—Names and general limits of the chief dukedoms. Original object of the ducal office. Constant aspirations of the Dukes. Their contests with the Empire. Policy of the Saxon monarchs in regard to them. Policy of the Salic monarchs. The ecclesiastical principalities. Their position with regard to the Emperors and the Popes. The electors. Character and constitution of the electoral body at different periods of the Empire.

3. *Literature of the Hohenstaufen Period.*—Frederick the Second as the protector of learning. Dialects employed in literature during the days of the Staufen. *Die Volkspoesie* and the sources of its material. Chief works produced. *Die Kunstpoesie* and the two chief sources of its material. Works of Wolfram von Eschenbach and Hartmann von der Aue. Character of the *Minnesang.* Walther von der Vogelweide. Most important example of the *Thiersage.* Its character and influence.

4. *The Teutonic Knights.*—Origin of the order; its regulations. Successive residences of the grand masters. Commencement of their connection with Northeastern Germany. Extent of their possessions beyond the order. Their contests with the Lithuanians. Decline of the order.

5. *The Hansa.*—Origin and progress of the League. Its constitution. Its chief city and the other *Quartierstädte.* Five chief dépôts outside of Germany. Period of the League's greatest prosperity. Its connection with Asiatic commerce. Its wars. Causes of its decline. Its relics in later times.

GOLDWIN SMITH'S COURSE IN ENGLISH HISTORY.

The connection of Goldwin Smith with Cornell University has been one of the strongest intellectual forces in its constitution. President White, on the very day of his own inauguration, read in public an extract from one of Goldwin Smith's letters, in which the English scholar said: "The only advice I should give you, would be, without ignoring the educational experience of Europe, to act quite independently of it, and to remain uninfluenced, either in the way of imitation or of antagonism,

by our educational institutions or ideas. What I would say is, adapt your practical education, which must be the basis of the whole, to the practical needs of American life, and for the general culture take those subjects which are most important and interesting to the citizen and the man. Whatever part may be assigned to my subject in the course of general culture, I will do what I can to meet the wishes of the authorities of the University, without exaggerating the value of the subject or unduly extending its sphere."

In the very first catalogue of Cornell University the name of Goldwin Smith appears as non-resident professor of English history, together with such names as Louis Agassiz, lecturer on natural history; George William Curtis, lecturer on recent literature; Theodore W. Dwight, lecturer on constitutional law; James Russell Lowell, lecturer on English literature. It was a part of President White's original plan that there should be given every year courses of lectures by non-resident professors upon subjects wherein they were specially eminent. Goldwin Smith had long been known in the old world and in the new for his special studies in history and politics. He was the successor of Thomas Arnold and the predecessor of William Stubbs and Edward A. Freeman as regius professor of modern history in the university of Oxford. It was, therefore, a peculiar honor as well as a singular advantage for young Cornell University to have the co-operation of such a man in the up-building of her historical department. He brought scholarly training and distinguished prestige from the oldest English seat of learning to the youngest institution of science in America. Devoting himself to English and Canadian politics in Toronto and to an occasional course of lectures on English history at Cornell University, he combined most harmoniously the noblest elements in English life—present striving and past achievement.

The combination of English and American qualities, historical and political, which Goldwin Smith and Andrew Dickson White represented for many years at Ithaca, was a force absolutely unique in American academic life. The vigorous influence of their joint instruction upon the students of Cornell University is best described by the following extract from a letter written by G. William Harris, acting librarian of Cornell University: "If, as an old Cornell student, I may be permitted to express my personal opinion, I would like to say that the stimulating and inspiring influence of the historical lectures of President White and Goldwin Smith was very great upon the students who attended them. In the early years of the university Goldwin Smith delivered an extended course of lectures on the political and constitutional history of England, from the Roman conquest to the rebellion of 1745, of which I have ever retained a lively remembrance as one of the most instructive and profitable in my college course."

President White, in his final report to the trustees, upon his resignation in 1885, paid a high tribute to Goldwin Smith for the services

which he had rendered to Cornell University: "Professor Goldwin Smith came here at the opening of the University. Without fee or reward he continued, first through all the early period of our privations and hardships, as a resident professor; and since that time he has remained as a non-resident professor, giving lectures on the general and constitutional history of England. In any list of founders of the university his name must surely take an honored place. I might speak of the quiet services he has rendered as a counselor, of a large gift to the university when it was most needed, of benefactions liberally and constantly made, yet always without the slightest tinge of ostentation, to the university and to individuals. But I must speak of the debt we owe him for his instruction. Every thinking professor and student who has had anything to do with history and kindred subjects here, will confess to receiving the best impulses and direction from him. Though always true to his own country, never faltering for an instant in loyalty to it, an Englishman of Englishmen, this loyalty has but increased respect for him, and for his country. I know of no one who, in these days, has done so much to promote the kindly feelings, so rudely shaken during our civil war, between scholarly men in the two countries, as has Goldwin Smith."

GOLDWIN SMITH'S EXAMINATIONS IN ENGLISH HISTORY.

The following two examination papers, prepared by Goldwin Smith, are the only ones of the kind that the writer has found in the registers of Cornell University, and they are well worthy of preservation for their suggestiveness to teachers of English history.

Paper for 1870.

1. Edward I has been called the English Justinian. What claim has he to that title?

2. What took place (*a*) in the organization; (*b*) in the weapons of the English army in the time of Edward III? State the military and political effects of these changes.

3. Give an account of Wyckliffe. To what extent was his movement successful?

4. State the causes, character, and political effects of the War of the Roses.

5. Describe the domestic policy of the first two Tudors. What was the Star Chamber?

6. What were the political, social, and economical effects of the dissolution of the monasteries? What question of jurisprudence arises out of this transaction?

7. Give an account of the political opinions and career of Bacon. On what grounds was he impeached? What plea has been urged in his defense, and how far is it valid?

8. What was the state of France, Germany, and Spain towards the end of the reign of James I? What were the leanings of the English court with regard to foreign affairs?

9. Give an account of the petition of right and the question of ship money.

10. At the commencement of the civil war which districts, classes, and interests adhered to the King, which to the Parliament?

11. Mention the chief battles of the first civil war, with dates, and state the consequences of each.

12. Under what influences was the character of Cromwell formed?

Paper for 1871.

1. Of what races is the British nation composed? In what districts does each race prevail?
2. What were the powers of the Saxon kings? Was the monarchy hereditary or elective?
3. What political struggle took place in the reign of Edward the Confessor?
4. Give the leading features of the policy of William the Conqueror in church and state.
5. For what principle did Anselm contend against Henry I? What was the issue of the contest?
6. Of what tendency of the feudal system is the reign of Stephen an example?
7. What was the question at issue between Henry II and Thomas à Becket? What was the immediate and what the ultimate result of the struggle?
8. State the good and bad features of the character of Richard I, connecting them with the state of morality and civilization in his time.
9. What are the most important articles of the Great Charter?
10. What new religious orders appeared in England in the time of Henry III? What led to their foundation?
11. Give an account of the Statute of Mortmain.
12. What economical crisis marked the reign of Edward III? To what legislation did it lead?
13. What led to the insurrection of Wat Tyler?
14. What were the political consequences of the Wars of the Roses?
15. Why is the reign of Henry VII said to mark the commencement of Modern History?
16. How far was the Reformation carried in the reign of Henry VIII?
17. What was the policy of the Protector Somerset?
18. Account for the religious reaction at the accession of Mary.
19. What led to the development of the English drama in the age of Elizabeth?

JAMES ANTHONY FROUDE AT CORNELL.

In 1872–'73 the study of English history at Cornell University was still further promoted by a course of lectures upon that subject by James Anthony Froude. Unfortunately no evidence is at hand respecting the exact nature of the course, but the visit of this English historian to Ithaca is memorable because of the remarkable tribute which, upon the eve of his departure, he publicly paid to Ezra Cornell, one year before the latter's death. The words deserve to be recorded: "Since I landed in America, a few weeks ago, I have had my eyes opened to a great many things, but I must say I have seen nothing which, perhaps, astonished and even startled me, more than I have seen in Ithaca. I will not say Cornell University alone; there is something I admire even more than the University, and that is the quiet, unpretending man by whom the University was founded." Mr. Froude added other words of honor, but this simple tribute best befits the man who made it possible for history to flourish in a land without castles and a landed gentry. "There are men in England," said Mr. Froude, in conclusion, "who make great fortunes, and who make claim to great munificence, but who manifest their greatness in buying great estates and building castles, for the founding of peerages to be handed down from father to son. Mr. Cornell

has sought for immortality, and the perpetuity[1] of his name among the people of a free nation. There stands his great University, built upon a rock—built of stone, as solid as a rock, to endure while the American Nation endures."

CHAIR OF AMERICAN HISTORY.

The provision made for historical study at Cornell University did not at first embrace the history of this country, although a chair of American History was suggested by President White as early as 1868. Goldwin Smith represented English history and President White the history of the greater states of continental Europe; but America had no place in the original curriculum at Ithaca. It was a defect by no means uncommon in American colleges, and it was early recognized by President White in his communications to the trustees of Cornell University. In his semi-annual report for 1871-'72, he said: "As regards history it is not known that any institution in the country has so extended a course, but there is needed an addition here, and I hope at an early date to see the history of our own country fairly and fully treated. It is a curious fact, and one not very creditable to our nation, that at present if any person wishes to hear a full and thorough course of lectures on the history of this country he must go to Paris or Berlin for it. That the subject can be made interesting is shown by the crowds who flocked to the lecture rooms of Neumann, the German, or Laboulaye, the Frenchman. That it is important needs no proof.

"We ought soon to have a series of lecturers with judicial fairness, going over the great periods of our history, doing justice to all parties and being unduly enthralled by none. My plan would be to take four or five thoughtful men, and assign to each a period, say, to the first the Colonial period, to the second the period of the Revolution, to the third the period from the Revolution to the war of 1812, to the fourth the period extending from the war of 1812 to the beginning of our civil war. I believe that such a course well prepared would be a powerful instrumentality in sending out from this institution a great body of men above the level of mere partisanship, and beyond the reach of corruption. Recognizing the fact that the safe working of our Government demands two parties, and seeing, what any just treatment of our history must show, that there must always be in every nation not decrepit or oppressed, a division between the more radical and the more conservative, students would become in either party less bigoted, but none the less earnest.

"As to political economy, I would have the same principle adopted. Two lectureships should be established, to which leading advocates of the two great sides in political economy might be called. Lecturers like these would stir great activity among the students, would awake many,

[1] A curious survival, or pardonable transformation, of the principle of primogeniture, in the institution of Cornell University, is the charter provision that "the eldest male lineal descendant of Ezra Cornell" shall always be one of the board of trustees.

and spur on more. Both parties being represented neither could complain."

The principle involved in these recommendations, namely, a *representative* treatment of American history and of political economy was carried out in the latter department in that double system of lectures by Dr. Henry Carter Adams and the Hon. Ellis Roberts, representatives respectively of free trade and protection. Although the system was criticised at the time in an article published in The Nation, entitled "A Duplex Professorship," it has been practically essayed in recent years by Harvard University and Yale College, which both secured the services of Professor Robert Thompson, of the University of Pennsylvania, to represent economic interests not already advocated. It may, however, be seriously questioned whether partisan interests in political economy have really any more fitting place in university circles than have sectarian interests, against which President White led one of the modern crusades.

The first foundations for a chair of American History in Cornell University were made the very year of President White's recommendation, 1871–'72, in the election of Professor George Washington Greene "to one of the chairs of American History, and the purchase of President Sparks' library in American History" (Cornell University Register, 1871–'72, p. 45). Professor Greene, of East Greenwich, R. I., was a non-resident lecturer during one trimester, either fall or winter, from 1871 to 1874–'75. The only evidence available respecting the character of his course is the following examination paper, set in the second term of Senior year, 1873–'74:

PROFESSOR GREENE'S EXAMINATION IN AMERICAN HISTORY.

1. What four nations laid claim to the territories which ultimately became the United States?
2. Upon what principle did each found its claim?
3. What was the original object of the colonization of Virginia?
4. What that of New England?
5. What where the three forms of the relations of the colonies to the mother country?
6. How did alienation begin?
7. Explain the connection between the Stamp Act and the battle of Lexington.
8. Through what channel did the colonists receive their specie?
9. Give the story of the Hutchinson letters.
10. What was the civil government of the Revolution?
11. What was the first great financial error of the Revolution?
12. What was the fundamental error with regard to the army of the Revolution?
13. Who was the great diplomatist of the Revolution?
14. Name some authors and their works.
15. What two foreign officers rendered the most important services during the war of Independence?
16. What was the early life of Jean de Kalb?
17. What two schools of military tactics were represented in the American Army?
18. What was the approximate number of German mercenaries?
19. What was De Kalb's commission from Broglie?

Professor Greene's connection with Cornell University ceased in 1874–'75. From his time until the appointment of Professor Moses Coit Tyler in 1881, American history was represented as well as the circumstances allowed by Professor Dwight's lectures on American Constitutional Law and History; by Professor Wilson's course of forty lectures on American Law and Polity; and by Professor Russel who gave regular class instruction in the history of the United States. During the absence of President White as minister to Germany, Mr. Russel read the president's lectures on Mediæval history to the seniors and gave them two terms in the history of their own country, besides his regular work in Roman history. As acting president of the university in 1880–'81, he reported to the trustees that Mr. John Fiske gave that year seven lectures on American History, while Goldwin Smith gave five on the Constitutional History of England.

PROFESSOR MOSES COIT TYLER.

In 1881, the year in which Professor Russel withdrew from Cornell University to take the vacant chair of Professor Diman in Brown University, Mr. Tyler was appointed "Professor of American History and Literature." Since 1867 he had been professor of rhetoric and English literature in the University of Michigan, where he had already won fame for his special work in the history of American literature, and where he was deservedly popular by reason of his interest in every progressive movement. He was the champion of the students in the gymnasium cause, and he was on the affirmative side of the long mooted question of admitting women[1] to the University, which was decided in 1870, as Judge Cooley said, without causing a ripple on the surface of university matters, and with "no evil results whatever." In 1873 Professor Tyler and President Angell, of the University of Michigan, were both present at the laying of the corner-stone of Sage College for women, who were now to be admitted to Cornell University. Both the professor and the president declared their unqualified belief in the wisdom of this new departure. Mr. Tyler took for his text the words of Frederick Robertson, "Save yourself from all sectarianism," and applied this principle, upon which both the University of Michigan and that of Cornell had been founded, to education. He showed clearly that, as there could be no fencing off sections of knowledge, whether the classics, the modern lan-

[1] Students of this great question, which has been favorably decided by Michigan and Cornell Universities, will find very suggestive ideas upon the subject, *pro* and *con*, (1) in the report made to the regents of the University of Michigan, when the subject of the admission of women to academic training was first proposed in that State; (2) proceedings at the laying of the corner-stone of the Sage College of Cornell University, Ithaca; University Press, 1873, which contains, pp. 71 to 134, the report submitted to the trustees of Cornell University, in behalf of a majority of the committee on Mr. Sage's proposal to endow a college for women, with a most remarkable array of facts *vs.* opinions; (3) the annual reports of the president (Barnard) of Columbia College in recent years, particularly that of 1881.

guages, or the natural sciences, to be the exclusive field for academic culture, so there should be no limitations of persons in education. The great idea of the founder of Cornell University—"where any person can find instruction in any subject"—was logically applied to sex, the "most arbitrary species of educational sectarianism."

SUCCESS OF WOMEN IN THE STUDY OF HISTORY.

One excellent literary result of Professor Tyler's call to Cornell—an essay by one of his lady pupils—happened to fall into the hands of the present writer, who, for historical profit and pedagogical experiment, read the paper to the members of his seminary of history and politics in Baltimore. The members knew nothing and guessed nothing as to the author, least of all that the paper was written by a woman. The subject was "Bacon's Rebellion," in Virginia in 1675, and it was written from the best sources then available, before Mr. Eggleston's discovery of new material in London, by Miss Mary E. B. Roberts, when a student at Cornell University. She is now an assistant of Miss Coman, professor of history in Wellesley College, Massachusetts. These two young teachers, the one a graduate of the University of Michigan and the other of Cornell University, both with special attainments in history, have now united the experience derived at two universities for the promotion of history in a special college for women. Miss Freeman, the president of Wellesley College, and formerly its professor of history, was a graduate of the historical department of the University of Michigan, as was also her predecessor, Mary D. Sheldon, author of "Studies in General History" (Boston: D. C. Heath & Co., 1885). Still another graduate from that department is Miss Lucy M. Salmon, author of a valuable monograph on the "History of the Appointing Power of the President," which George William Curtis said "is by far the most thorough study of the subject, historically, yet made in this country; and its conciseness and mastery of an immense detail, of which I know something by experience, are remarkable." This monograph was published by the American Historical Association (Volume I, Paper No. 5, G. P. Putnam's Sons, New York, 1886). For the year 1886–'87, Miss Salmon was appointed fellow in history at Bryn Mawr, that new and well-equipped college for women near Philadelphia, and she has recently been made professor of history in Vassar College. From an historical point of view, it would therefore appear that the Michigan and Cornell experiment has been attended with successful results.

PROFESSOR TYLER'S COURSES AND METHODS.

In a private letter to the writer of these sketches, Professor Tyler thus describes his course and methods of teaching: "Perhaps it may be a peculiarity in my work as a teacher of history here that I am permitted to give my whole attention to American history. At any rate, this fact enables me to organize the work of American history so as to

cover, more perfectly than I could otherwise do, the whole field, from the prehistoric times of this continent down to the present, with a minuteness of attention varying, of course, as the importance of the particular topic varies.

"I confess that I adopt for American history the principle which Professor Seeley, of Cambridge, is fond of applying to English history, namely, that while history should be thoroughly scientific in its method, its object should be practical. To this extent I believe in history with a tendency. My interest in our own past is chiefly derived from my interest in our own present and future; and I teach American history, not so much to make historians as to make citizens and good leaders for the State and nation. From this point of view I decide upon the selection of historical topics for special study. At present I should describe them as the following: The native races, especially the mound-builders and the North American Indians; the alleged Pre-Columbian discoveries; the origin and enforcement of England's claim to North America, as against competing European nations; the motives and methods of English colony-planting in America in the seventeenth and eighteenth centuries; the development of ideas and institutions in the American colonies, with particular reference to religion, education, industry, and civil freedom; the grounds of intercolonial isolation and of intercolonial fellowship; the causes and progress of the movement for colonial independence; the history of the formation of the national Constitution; the origin and growth of political parties under the Constitution; the history of slavery[1] as a factor in American politics, culminating in the civil war of 1861-'65. On all these subjects, I try to generate and preserve in myself and my pupils such an anxiety for the truth that we shall prefer it even to national traditions or the idolatries of party.

"As to methods of work, I doubt if I have anything to report that is peculiar to myself or different from the usage of all teachers who try to keep abreast of the times. I am an eclectic. I have tried to learn all the current ways of doing this work, and have appropriated what I thought best suited to our own circumstances. As I have students of all grades so my methods of work include the recitation, the

[1] Special students of history at Cornell University enjoy exceptional advantages for the study of the history of slavery, which will some day be considered more from an economic and social, and less from a moral and political point of view. Scientific studies of the subject of slavery have already begun at the Johns Hopkins University, and this note is to remind all students of the subject that the late Rev. Samuel J. May, of Syracuse, gave to the library of Cornell University his large and remarkable collection of books and pamphlets on slavery and the history of the anti-slavery movement in England and in this country. This collection has been further enriched by gifts from Mr. Richard D. Webb, of Dublin, Ireland; Mrs. Elizabeth Pease Nichol, of Edinburgh, Scotland; Mr. Charles Francis Adams; the Rev. Adin Ballou; the Rev. Samuel May, jr.; and many others. The University library at Ithaca; the Public Library of the city of Providence; and the public and private libraries of Washington, D. C., are the best places in the United States for the study of the "peculiar institution."

lecture, and the seminary. I have found it impossible by the two former to keep my students from settling into a merely passive attitude; it is only by the latter that I can get them into an attitude that is inquisitive, eager, critical, originating. My notion is that the lecturing must be reciprocal. As I lecture to them so must they lecture to me. We are all students and all lecturers. The law of life with us is co-operation in the search after the truth of history."

PRESENT STATUS OF AMERICAN HISTORY AT CORNELL.

In the first annual report of Charles Kendall Adams, the successor of Andrew Dickson White as professor of history in the University of Michigan, and afterwards as professor of history and president of Cornell University (1885), may be found the first instructor's report of American history, and, indeed, of all special branches of instruction at Cornell, signed in each case by the representative man. This is another Michigan feature of university administration introduced by President Angell at the beginning of his régime. While there are some objections to the method on general grounds, it is eminently satisfactory from the standpoint of an individual department, which thus secures an adequate representation of its condition and necessities.

Professor Tyler's report showed that, during the academic year 1885-'86 his classes numbered as follows:

Students in—	Fall term.	Winter term.	Spring term.
Senior lectures	35	34	34
Senior seminary	21	14	....
Junior lectures	39	35	40
Junior seminary	33	31	31
Recitations in Von Holst	12	10	....
Total	140	124	105

PROFESSOR TYLER FAVORS STUDY BY TOPICS.

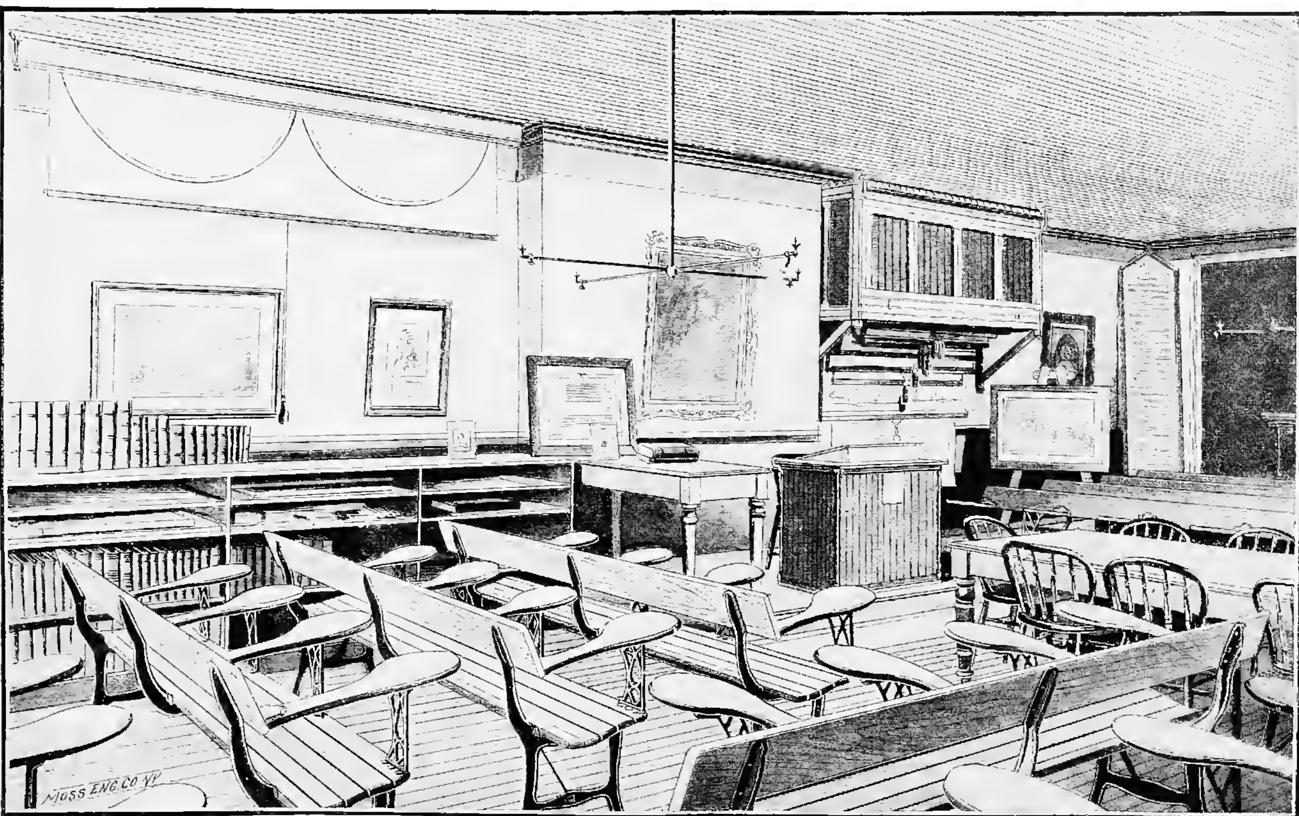
In his special report Professor Tyler says: "The one portion of my work during the year which has been the least satisfactory to me in its results was that in Von Holst. I introduced the work as an experiment. After two terms I convinced myself that I can get better results in other ways than in recitations from that author or from any other. It may be due to my own limitations as a teacher, but I can get far more work out of my pupils, even along the lines of Von Holst's volumes, can do more to quicken independent thinking on their part and to arouse in them enthusiasm for historical study, by setting them to the investigation of leading historical topics than by their learning of the contents of any one book for the purpose of reciting it to me. I do not ignore the necessity and the value of regular drill in learning and reciting history on the part of students in a certain stage of development. All my other work implies that when they come to me they have passed beyond that stage."

PROFESSOR TYLER'S SUGGESTIONS.

"For the future I see room for improvement in several directions: (*a*) In the more perfect adjustment and co-ordination of the different portions of our work in the department of history and political science; (*b*) in greater care that students shall not be admitted into advanced work until they have qualified themselves for it by taking work which is preparatory. For instance, my presentation of American history presupposes on the part of my students a fair knowledge of modern European history, particularly of that of England, but not a few of them are very defective in such knowledge; (*c*) in the greater use by the students of the historical library in real research, a thing only to be realized when all our students shall live somewhere near the university to which they belong and can thus easily make use of their half hours of daylight leisure and many of their evenings in the library; (*d*) in the greater stimulus to historical and political studies which would be given by the presence of a vigorous law school; (*e*) in the filling up of gaps in our historical library, particularly as to the primary documents."

A VISIT TO PROFESSOR TYLER'S SEMINARY.

After a study of the documentary history of the historical depart ment of Cornell University, a personal observation of its enviror ment proved highly interesting to the present writer. He found tl professor of American history in his private office, adjoining his seminary-room, to which there is a private entrance from the aforesaid office and a public entrance from one of the main halls of the university building. The seminary-room was well lighted and highly attractive to the eye. An ordinary recitation-room had plainly been transformed from its primitive savage state to an environment suggestive of civ' ized man and of human history. There was indeed a picture of t' Claveras skull, the oldest of Americans, but there were also historic portraits and engravings upon the walls. The great map published the Land Office of the United States was the most conspicuous thi g in the room and showed that here American history was especial taught. Most interesting of all was the original map of New York, pr pared in 1798 by General Simeon DeWitt, surveyor-general of the State, and showing the fountain-head of all those remarkably classic names which still designate the towns and counties of New York State. A better basis for local history could not be imagined than this original surveyor's map. Within easy reach of the instructor's desk was an excellent arrangement of general maps, suspended upon rollers, in an elevated case, from which any one map could be pulled down like a curtain. The room appeared to be a combination of lecture-room and seminary. There were desks arranged in a semicircle around the instructor's platform for class convenience in note taking, and there, too, at one side was the long seminary table, with chairs about it, charac-



LECTURE AND SEMINARY ROOM OF AMERICAN HISTORY—CORNELL UNIVERSITY.

teristic of smaller and more social assemblies where teacher and student meet upon a friendly footing with less formality than in the regular recitation. Close by the table was a convenient set of shelves for books of reference, maps, charts, diagrams, and the special collections of the seminary. An archæological museum, of which Professor Tyler is the curator, is deposited in another building in connection with the general museum of natural history, but the professor showed the visitor a written catalogue which was kept in the seminary-room to record each archæological or other gift made by students and also the locality whence each gift was derived. In such ways the department of American history and its historical environment are constantly improved by the co-operation of instructor and class. Although at the time of the writer's visit there was no class or seminary in session, it was not difficult in the light of facts already recorded in connection with Professor Tyler's work to imagine the scene at the giving of a lecture or the reading and discussion of a thesis. The picture of this seminary-room herewith presented may have a certain practical value in suggesting to other teachers and institutions the laboratory method of historical work.

GENERAL DEVELOPMENT OF HISTORY AND POLITICS SINCE 1881.

The year of the appointment of Professor Tyler to the chair of American history was the year of the return of President White from Germany, and this year marks an improvement of university work all along the lines of history and political science. It was the year of the engagement of the English historian, Edward A. Freemen, to lecture on general European history; of Charles Kendall Adams to lecture on English constitutional history; of Herbert Tuttle, who had been a special student of history and political science in Berlin, to give class instruction in English history and to lecture upon politics, international law, and diplomacy; of Henry Carter Adams, whom President White had met in Europe, to lecture upon political economy; and of two additional instructors in history to strengthen the foundations of the entire department by systematic instruction of the younger students. The subject of classical history which Professor Russel had represented was now relegated entirely to the classical department.

The year 1881 also marks the initiation of a general course of four years in history and political science, leading to the degree of bachelor of philosophy. This course had been recommended by President White ten years before. The freshman and sophomore years of the course were now regarded as preparatory to specialization in this department, somewhat according to the principles adopted at Columbia College and the University of Michigan. During these two preparatory years the class work *might* be identical with that in any one of the other three general courses leading to a degree in arts, literature, or philosophy. The conditions of entrance upon the general course in history and political science were made the same as for philosophy and literature,

namely, "the primary examiuation for admission to the university," in English grammer, geography, physiology, arithmetic, plane geometry, elementary algebra, and, in addition, French and German, and extra mathematics, Latin, and the outlines of Greek and Roman history as required for admission to the classical department; but not necessarily Greek, unless the candidate chose to approach the special course in history and political science through the classical avenue, in which case the conditions in French, German, and mathematics were lightened and an entrance examination in Greek was substituted. According to the first or more modern plan, a model four-years' course in history and political science would be as follows:

First year.

(Both languages are required in the course.)

First term.—French *or* German, 5 hours; Latin, 4; rhetoric, 2; geometry and conic sections, 5; military drill, 2.

Second term.—French *or* German, 5; Latin, 4; rhetoric, 2; algebra, 5.

Third term.—General European history, 2; French *or* German, 5; Latin, 4; rhetoric, 2; plane trigonometry, 3; military drill, 2.

Second year.

First term.—Grecian history, 2; English history, 3; French, 3; German, 3; essays and declamations, 1; Greek, Latin, modern languages, mathematics, *or* natural sciences, 3.

Second term.—Roman history, 2; English history, 3; French, 3; German, 3; essays and declamations, 1; Greek, Latin, modern languages, mathematics, *or* natural sciences, 3.

Third term.—Roman history, 2; English history, 3; French, 3; German, 3; essays and declamations, 1; theory of probabilities and statistics, 3; military drill, 2.

Third year.

First term.—Mediæval and modern history, 3; English constitutional history or systematic politics, 5; American history—prehistoric America and the period of discovery, 3; psychology, 2; sanitary science, labor laws, and penal discipline, or *optional*, 2.

Second term.—Modern history, 3; American history—the planting of the American colonies, 3; political economy, 2; moral philosophy aud political ethics, 2; essays and orations, 2; *optional*, 3.

Third term.—Modern history, 2; American history—the institutions of the colonial times, 3; logic, 3; political economy, 2; essays and orations, 2; *optional*, 3.

Fourth year.

First term.—American history—the period of the Revolution, 1765-1789, 3; modern history, 3; English constitutional history or systematic politics, 5; history of philosophy and the natural sciences, 3.

Second term.—American history, first national period, 1789–1820, 3; modern history, 3; philosophy of history, 3; international law, 5; military science, 2.

Third term.—American history, second national period, 1820–1865, 3; modern history, 2; American law and jurisprudence (Professor Wilson), 5; finance and political economy, 5; preparation of thesis.

PRESIDENT CHARLES KENDALL ADAMS.

In the year 1885 Professor Charles Kendall Adams, who, since 1881, had been non-resident lecturer on history in Cornell University, was called from his resident professorship in the University of Michigan to succeed President White at Ithaca. Mr. Adams was appointed not only to the presidency but to the same professorship of history which Mr. White had so ably filled. With this appointment the historical department of Cornell University found itself planted a second time upon a corner-stone taken from the University of Michigan. The best experience of the latter institution in teaching history was thus again removed to the Ithaca foundation. From the first annual report of President Adams (1886) it appears that two of the special courses of lectures, which had been prepared at the University of Michigan, were given last year to students at Cornell. The subjects were (1) Theories and Methods of English Government; (2) Political History of England since the Napoleonic Wars. For the year 1886–'87 President Adams announces a course on the Rise of Prussia, which is also a portion of Cornell's inheritance from Ann Arbor.

With President Adams there came to Cornell University one of his special students, Mr. F. H. Hodder, who has given satisfactory instruction in general history and in elementary political economy, preparatory to the more advanced economic courses of Dr. Henry Carter Adams, who, since 1881, has spent half the university-year at Ann Arbor and the other half at Ithaca.

PROFESSOR HERBERT TUTTLE.

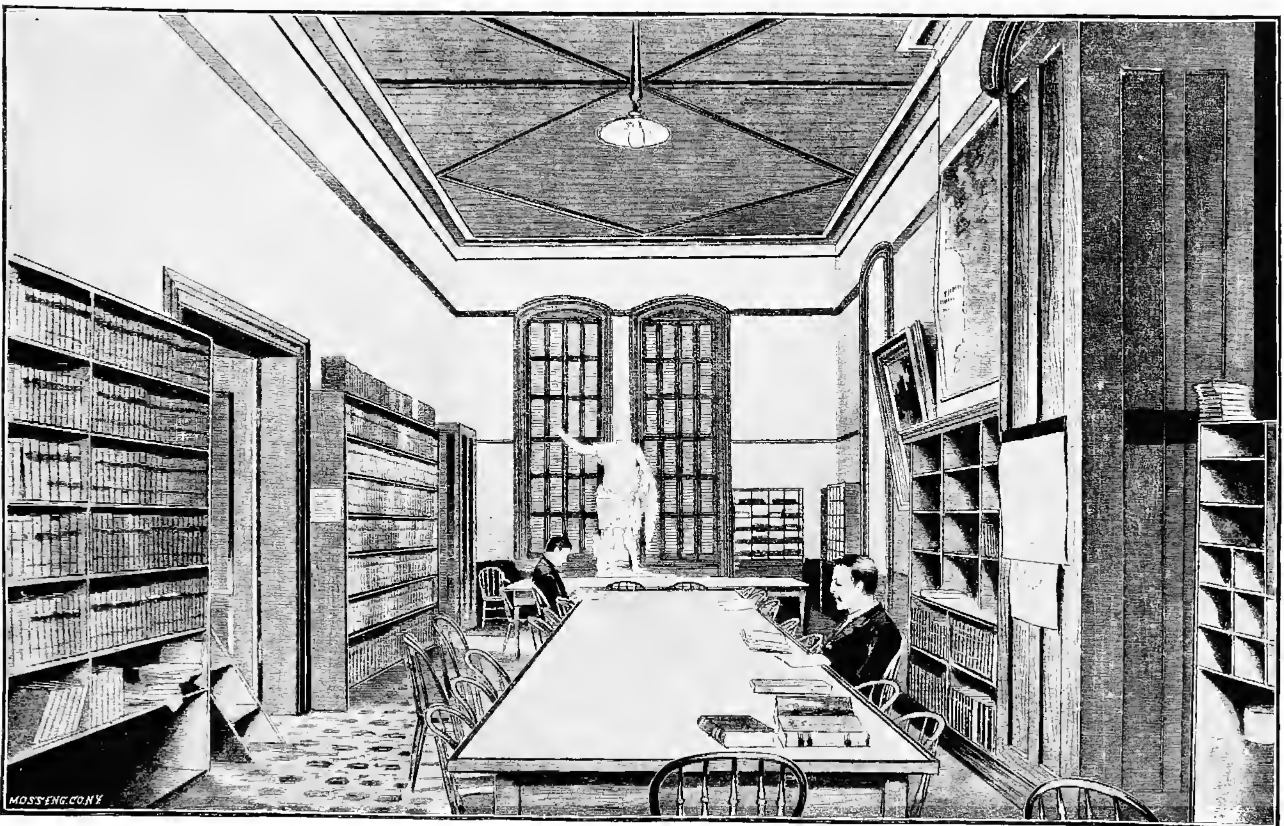
Although appointed to teach politics and international law, Professor Tuttle has devoted no little attention to the interests of history at Cornell University. He has been, from the time of his appointment in 1881, a representative of this subject, pre-eminently from a scientific and from a European point of view. He has devoted himself with great energy and decided success to writing the history of Prussia from a critical and unbiased standpoint. To aid in the prosecution of this important task, President White early saw to it that the University library was properly supplied with the necessary original materials, without which an attempt to write Prussian history in Ithaca would have been impossible. Aside from this literary work, Professor Tuttle has given systematic instruction in English constitutional history, and in the year 1885–'86, he gave a new and highly successful public course on European

History in the Eighteenth Century—a course which was the natural outgrowth of his studies in Prussian history. He has taken an active part in the historical seminary, where he suggested the following topics in the year 1886: (1) The Family, Clan, and Tribe; (2) Rousseau's Social Contract; (3) Federal Government; (4) Forms of Government; (5) Forms of Representation; (6) Constitution of Legislatures; (7) The Veto Power; (8) The Cabinet in England and America; (9) The Township; (10) Municipal Government; (11) The Civil Service; (12) The Jury System; (13) Appointment and Tenure of Judges; (14) Sources of Law; (15) Roman and Common Law; (16) The State and the Army.

Mr. Tuttle has recently, 1887, been made professor of the History of Political and Municipal Institutions and of International Law at Cornell University.

A VISIT TO PRESIDENT ADAMS' SEMINARY.

In company with President Adams and Professor Tuttle, the writer visited the seminary-room where the special and more advanced work of these two professors with their students is done. The room, which is high and well ventilated, adjoins the main library of the University, and is therefore most convenient for the prosecution of quiet, secluded studies within reach of adequate supplies of books and documents. The works most needed for frequent reference in English history, to the extent of about two thousand volumes, including, for example, Hansard's Debates, are kept upon open shelves in the seminary-room. There are the usual long tables, arranged T fashion, for the greatest convenience of the greatest number. The tables are provided with drawers, which lock, and each student is sovereign proprietor of his own place at the table. Around this friendly board graduate students, and seniors, competent and willing to elect the seminary course, assemble two hours each week for the discussion of original papers. The kind of topics treated is shown in the preceding list prepared by Professor Tuttle. Members of the seminary and other privileged students have access to the room during library hours, which are from 9 a. m. to 10 p. m. Besides the special collection of books employed in research, there are about one hundred and fifty periodicals, historical, political, literary, &c., kept in the seminary-room in their respective pigeon-holes. Besides a few interesting portraits which adorn the walls, the most noticeable work of historical art is a remarkably fine cast of the imperial statue of Augustus Cæsar, a cast presented to the University by a class of recent graduates. The gift was designed to form the beginning of a museum of plastic art, an idea which every historical department should foster in connection with a museum of archæology. If art is truly the very flower of history, as Herman Grimm well says, then historical teachers should foster the growth of its products as they do the collection of books and manuscripts; for, after all, the writing of history and even the preparation of historical theses is, or *should* be, an artistic process. *Good form*,



General Historical Seminary—Cornell University.

whether in men, statues, books, things done or said, is always a source of inspiration to students.

ADDITION OF SOCIAL SCIENCE TO HISTORY AND POLITICS.

The most notable recommendation made by President White, toward the close of his régime in Cornell University, was that, in 1884, for the institution of "a course of practical instruction calculated to fit young men to discuss intelligently such important social questions as the best methods of dealing practically with pauperism, intemperance, crime of various degrees and among persons of different ages, insanity, idiocy, and the like." He first suggested the course in 1871, in language well worthy of perusal. (See University Register, 1871-'72, p. 44.) Such a course was authorized by the trustees, and has since been conducted by a non-resident professor, Mr. Frank B. Sanborn, secretary of the Massachusetts Board of Charities and of the American Social Science Association. Not only were lectures given upon the subjects proposed, but, at the close of each week Mr. Sanborn visited, with his class of students, some instructive institution in the vicinity of Cornell University. They studied the local charities and punitory methods of the surrounding county; they went to the reformatory institution at Elmira, the lunatic asylum at Ovid, the State prison at Auburn, &c. Such excursions led to what President White well called "laboratory work in social science." Such methods have long been practiced by the pupils of Le Play in France, and Conrad in Germany; it is high time for their more general introduction into the American system of student-training. The best modern practice of European countries in the settlement of social questions is now a matter of history, of quite as much importance, perhaps, as the dynasties of Egypt or of Babylon.

The importance of instruction in social science was emphasized by Carroll D. Wright, president of the American Social Science Association, at its Saratoga meeting in 1886. He would have the subject taught, not only in colleges, but in high schools, in upper grammar schools, and even in Sunday schools.

MUSEUM OF ART AND ARCHÆOLOGY.

In the original plan for the organization of Cornell University, President White declared that "the University can never attain to the proportions we hope for it without some collections illustrative of the great arts of architecture, sculpture, and painting. While galleries of statues and paintings by artists just now in fashion are too expensive to be thought of, art collections of far greater educational value can be formed at an outlay comparatively trifling. The collections of casts at the German University at Bonn, and in the institutions at Boston, Ann Arbor and Toronto; the collections of photographs and medallions illustrating architecture and sculpture, and the collections illustrating the his-

tory of painting now forming at the University of Michigan, furnish examples of the equipment which ought ere long to be given to this department."

The first steps toward the realization of this ideal were taken in the supply of the classical department and the college of architecture with means of artistic illustration. The beginning of a collection of casts and pictures has already been made. The foundations for a museum of archæology were laid by President White in the gift of a collection obtained in South America during the expedition of Baron Henri de Rivière. Additions to this nucleus have been made from time to time. In 1881, when Moses Coit Tyler was appointed professor of American history, he began to interest his students in the further increase of this collection by donations, with a view to the better illustration of American archæology. Prehistoric antiquities from various parts of the world have been gradually brought together, and historical students at Cornell are now in position to study the art and development of prehistoric man from the comparative point of view. The archæological portion of the general museum has been under the direction of the professor of American history, and it has become a source of instruction second only to the historical libraries.

In his final report to the trustees in 1885, President White said, as he did virtually at the organization of the University: "I still feel that to accumulate collections of this sort in an institution like this is a necessity and a duty. We cannot indeed rival the great museums of the country, like those at Washington and New York, but we ought to have such a representative collection as would afford full means of illustration to the professor who brings the subject to the attention of his students. Collections and specimens in this department [American archæology] can be bought at present for comparatively small sums; the time is coming when they will cost far more. * * * I would also here impress again upon the trustees the necessity of looking forward to a proper receptacle for a collection of casts illustrative of classical art and archæology, history, sculpture, and plastic art in general. Every great university and technical school in Europe has such a collection either of its own, or in some institution in the neighborhood. The same is true of several important institutions in this country, especially Yale College and the University of Michigan."

LIBRARY FACILITIES IN HISTORY.

The growth of the historical department of Cornell University has been accompanied and greatly promoted by the addition of the following collections to the general library:

1. A large collection of several thousand works in history and in the literatures of England, France, Germany, and Italy, from President White's own library.

2. The Anthon library of seven thousand volumes, which is especially rich in works of classical and historical literature, and was once the working collection of Professor Charles Anthon during his long and useful career at Columbia College.

3. The Bopp library, of about twenty-five hundred volumes, representing oriental literature, and the foundations of comparative philology, laid by Professor Franz Bopp during his epoch-making career in the University of Berlin.

4. The Goldwin Smith library, now more than four thousand volumes, relating chiefly to English history and ancient and modern literatures. The first part of this collection was given to the University in 1869, and has since been greatly enriched by further donations.

5. The White Architectural library, a collection of over one thousand works on architecture, art, history, and archæology, made by Mr. White during a period of fifteen years, and embracing full sets of the leading architectural journals of England, France, Germany, and Italy, with a choice collection of monographs. With this library came a fund of $1,500 from President White for the gradual increase of the collection

6. The May collection of books and pamphlets relating to the history of slavery, one of the richest collections in this country.

7. The Sparks library of general literature and American history, purchased in 1872, soon after the professorship of American history was instituted and George Washington Greene appointed to the chair. This library, collected by the president of Harvard College and the first professor of history ever appointed at that institution, or, indeed, in this country, consists of about five thousand volumes and four thousand pamphlets.

8. In 1882, "as a supplement to the Sparks and May collections" (see annual report of President White, 1883, page 20), over $5,000 was appropriated by the trustees "to special purchase of books in the department of American history." This was done for the encouragement of Professor Tyler, who, in 1881, was called from the University of Michigan to take this chair. The immediate occasion, however, of this liberal grant of money was the sale, in New York, of the famous O'Callaghan library, from which Professor Tyler authorized many purchases. In the year 1882 also came the deposit of "a large collection of works relating to the most recent period in our history, especially the time of the civil war." The same year was fitted up a special library for the use of historical students, with an equipment of maps.

9. In 1882 there was paid into the library fund, from the bequest of Mrs. Jennie McGraw-Fiske, more than $600,000. This extra fund, although still in legal dispute, amounts now to over $1,100,000, and, when the income of this vast sum is applied to the increase of the library of Cornell University, there is every reason to believe the confident statement of President White, made in his report of 1883, that the Cornell collection, then numbering about 50,000 well-chosen books, will become

"one of the foremost libraries upon this continent—indeed, one of the important libraries of the world." Of course history will share in the appropriations from this generous bequest. In the year 1884–'85 over $14,000 were appropriated to the library without touching the McGraw fund. Plans for a magnificent library building are already in an advanced state of preparation.

10. Besides the above library facilities, of interest to the historical student, there is a good collection of Russian history and literature, which was presented, in 1884, to Cornell University by the Hon. Eugene Schuyler, author of a Life of Peter the Great. There is also a very large collection of American newspaper files, the value of which, for historical purposes, many college libraries have yet to learn.

PRESIDENT WHITE'S HISTORICAL LIBRARY.

In his final report to the trustees, 1884–'85, President White said large gifts of books are sure to follow the completion of a fire-proof library building. "I know," he added, "of one very valuable collection, numbering over twenty-five thousand volumes, which would come to the University to-day as a free gift were such a building in readiness to receive it." It was early announced in 1887 that ex-President White had formally transferred to the University his own private library upon the above condition, and at a nominal valuation of $100,000, with the understanding that the trustees should transfer from the general fund the above sum of money for the endowment of a historical professorship and of fellowships in history and political economy. One of the most important conditions of the gift requires that the university shall perpetually devote the income from $10,000 to the increase of the collection. The architect of the new library building is instructed to provide for the collection a suite of apartments that will accommodate 40,000 volumes, besides the necessary facilities for seminary work. Thus, Mr. White has strengthened anew the foundations of his own former work at Cornell, and provided for the perpetuation of the historical collections of a lifetime.

President White's collection, which the writer has seen, is particularly rich in works relating to the French Revolution and the Reformation. In addition to standard literature, there are many original documents, letters, state papers, and striking illustrations of the revolutionary period and of the time of Napoleon. Indeed, this library impresses the beholder as being not merely a magnificent collection of printed books, but as a wonderful literary museum. It is particularly interesting for its illustrations of early printing, and of the work of the German humanists, also of their controversies with the Obscurantists. English and Italian, as well as French and German, history is well represented, not only by the usual authorities but by many rare, quaint, and annotated volumes. Works of American history have been well selected. There are many thousand pamphlets bearing upon the late civil war, together

with many bound files of newspapers and other valuable materials upon the subject. The library is strong in materials for the history of science, of superstition, of witchcraft, sorcery, and magic; of criminal law and procedure, etc. In political and social science, in law and diplomacy, President White's collections are both rare and useful. The history of the fine arts is another prominent feature of this superb gift to Cornell University.

It is one of the wisest and most far-reaching modes of human philanthropy thus to provide for the preservation and use through all coming time of an excellent collection of books and manuscripts. By giving such things to a great university, a man's own enjoyment of his collections is increased and multiplied forever. This humane procedure is a happy contrast to those mercenary auction sales of valuable private libraries, the dispersion of which seems oftentimes like the scattering of a man's life-work to the winds.

RELATION OF THE LIBRARY TO THE UNIVERSITY.

An interesting and valuable feature of instruction in connection with the library of Cornell University is the course of elementary lectures on Bibliography, delivered by the acting librarian, Mr. George William Harris. The leading idea of this course is to trace "the history of the book, considered as the vehicle of literature." The printed syllabus, which is used in connection with the lectures, shows that the lecturer treats of the entire history of books and book-making, from the clay tablets and cylinders of Assyria, the palm-leaf books of India, and the papyrus rolls of Egypt, down to modern printing and book-binding. It is a distinctly historical course, with primary reference not so much to the contents as to the form of books. Such instruction to students by an accomplished librarian is of great value in teaching the unity of literature and the dependence of progressive science upon the labors of past generations. Books are the most precious inheritance of the living age. They are the intellectual capital with which its best work is done. A proper appreciation of the resources of science is the very best intellectual equipment with which a student can be graduated from a college or university.

Mr. Harris, in the latter part of his course, treats of practical questions in bibliography which every student ought to understand. The arrangement and classification of books in libraries and the various systems now in use are rapidly reviewed. The subject of catalogues and methods of cataloguing are suggestively handled. The reference library is shown to be the scholar's dictionary, which he should know how to consult as easily as a lexicon or an encyclopædia. The standard works on bibliography are described and the best works for general and special reference are mentioned. The course closes with a sketch of the most famous modern libraries, with special consideration of university libraries and private collections. Such a course of general bibliographical

information, given to students by the librarian of their college or university, cannot be too highly commended. Harvard, Michigan, Cornell, and Columbia have set the academic world a good example in making the library a real educational force.

Valuable suggestions with reference to the establishment of a closer *rapport* between students and the library were made by an assistant in Cornell University Library, Mr. Edwin H. Woodruff, in a paper on "University Libraries and Seminary Methods of Instruction," read at the annual conference of the American Library Association, in Milwaukee, Wis., July 9, 1886. The main thought in this paper is that the mere multiplication of mechanical devices for facilitating the finding of books is not sufficient. "The duty of a library is not merely to put into the hands of the reader in the shortest possible time something that any bookstore will do for a consideration; but its highest function should be to excite in him that intelligent love and reverence for books, and responsiveness to them, which have been experienced and celebrated by the best minds of all times—to kindle in him some of the joy that a confirmed book lover realizes in the friendship of books." The writer then attempts to show how this spirit may be engendered in students, how they and the library can be brought closer together. Mr. Woodruff admits that something has been accomplished by the system of reserving books for the special use of various classes; but this method breaks down unless students are required by their professors to show the practical results of private reading in such reservations.

The two points which Mr. Woodruff clearly brings out are both taken from the practical experience of the historical department of Cornell University, and of the close alliance which there subsists between the library administration, the historical seminaries, and teachers of historical classes. The first point is the desirability of fostering the seminary method of original research in college and university libraries. That method tends to convert one section of the library, say the historical, into a practical laboratory of really scientific work. Members of an historical seminary are given by their professor some subject for original investigation, with a sufficient suggestion of authorities to start them upon the difficult, but highly profitable, task of finding all that there is to be found upon that subject in the entire library, if not in all literature. Scattered facts are to be brought together, conflicting evidence is to be sifted down to a residuum of truth, and results are to be reported to the seminary and freshly combined in a scholarly monograph, which shall be a real contribution to science. This is the seminary method of library research. This is the first lesson for librarians to ponder and apply in every possible way.

The second lesson is like unto the first, save that it applies rather to undergraduate students, or to beginners in library work. It is called

the topical method. Students are assigned topics connected with their class course, topics not especially novel and requiring the use of standard authorities only and of well-known sources of information. The appointees are to report to their professor, or class, upon the results of their work, which, from necessity, must have been accomplished by private reading in the college or university library. The method differs from the seminary method in that it does not require original work, but merely the use of secondary information, to be acquired from authoritative literature rather than from original sources, such as State papers, published archives, Government documents, economic reports, &c. The topical method is simply a training process. The seminary method produces scientific results, not always of the highest order, but results acquired in a scientific way.

While these two methods of promoting study, *con amore*, in college libraries must always originate in professorial direction and student co-operation, nevertheless it is both the privilege and duty of college or university librarians to promote these methods by an intelligent mastery of the needs of the situation, by a quick response to the demand for Ariadne-threads that shall lead both students and professors through the great labyrinths of accumulated knowledge. Scholars do not want all knowledge at once; they want very specific information upon particular subjects; and good librarians are the best of all guides.

The writer understands Mr. Woodruff, of Cornell University, as making a plea for *personality* in the administration or representation of a great library. Just as our great railroad corporotions now employ in all large stations well-informed men who know time-tables by heart and who can answer every possible question that a helpless traveler may put, so universities should appoint librarians who understand libraries, who have the vast mechanism at their fingers' ends, who know every key and stop in the wonderful organ, and who can bring forth at any minute the desired note or key of information. In order to realize this ideal, in order that the librarian may indeed become the *persona* through which the great library is made to respond to the needs of living men, there will be need of greater specialization, of department librarians, who are themselves keys for the *maestro* to touch. In one sense, every good librarian ought to be able to say, *La Bibliothèque, c'est moi;* but, in practice, he will need all the assistance, all the mechanical devices, and all the bibliographies that the art of man can furnish. Good administrative methods, catalogues, and co-operation with the student public will transform personal or absolute government of libraries into constitutional or self-government without impairing the efficiency of the librarian-in-chief.

After all, the library is the best university, for it represents the sum and substance of all wisdom since the foundation of the world. To the library all teachers and all students must continually resort as to the fountain-head of knowledge and inspiration. Professors exhaust their little store of information; students pump them dry; but the library

remains an inexhaustible well of learning. Graduates may tarry at the university for years, and never be able to say of the library as they say of men, We have learned all that can be taught us. The foundation of English scholarship is graduate work in university libraries. Dr. Thomas Arnold, the Rugby historian of Rome, called the period of his fellowship at Oriel College his "golden time." For four solid years, as a graduate student, he read history and classical literature in the libraries of Oxford. In after life he wrote to Arthur Penrhyn Stanley, "I hope you will be at Oxford long enough to have one year at least of reading directly on the middle ages or modern times, and of revelling in the stores of the Oxford libraries. I have never lost the benefit of what I enjoyed in this respect, though I have often cause to regret that it is no longer within my reach."[1]

Cornell University is singularly fortunate, not only in the present possession of an excellent library, which is particularly rich in works of history, but in prospective and almost fabulous resources for the future increase of its collections. It is already one of the richest universities in the United States, and the income of the specific bequests to its library will also be among the largest in this land of colleges and universities. If the future students at Cornell do not become scholars and investigators, it will not be from lack of library privileges.

The writer has taken special pleasure in illustrating this chapter with views of the present library-interior of Cornell University and of its two historical seminaries, one of which is directly connected with the general library. But these views represent merely a transitional state of things. Plans are already drawn for new and better library accommodations, which will give the seminary method increased efficiency, as did the new library building at the University of Michigan. One object of the present report is to show the progress already made in connecting historical departments with the university library.

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[1] Stanley, Life and Correspondence of Thomas Arnold, 245.

General Library of Cornell University.

CHAPTER VI.

HISTORY AT THE JOHNS HOPKINS UNIVERSITY.[1]

I.

Graduate Department.

THE HISTORICAL SEMINARY IN BALTIMORE.

In 1876 the Johns Hopkins University was opened in Baltimore for the promotion of science and of college education. There was no intention of establishing in this country a German university, or of slavishly following foreign methods. The institution was to be preeminently American, but it did not hesitate to adapt the best results of European experience to American educational wants. The system of fellowships, which secured at once a company of advanced students for scientific work, was, from the very outset, radically different from that of England, or from the German system of *Privatdocenten.* It was a peculiarly American system for the encouragement of original research. The historical seminary, which was instituted as soon as university life in Baltimore began, was founded upon a purely American basis, and devoted itself strictly to American history. The director of this seminary, Dr. Austin Scott, was then associated with Mr. Geroge Bancroft in Washington in preparing materials for the history of the formative period of the American Constitution, upon which Mr. Bancroft was then engaged. Dr. Scott, who spent most of his time in original research in the library of the State Department and with Mr. Bancroft in his own study, came to Baltimore once a week to conduct a session of the historical seminary, which met Saturday mornings.

The same course of constitutional studies, which Mr. Bancroft and Dr. Scott had pursued together, was now reviewed by six or eight university students under Dr. Scott's instructive guidance. The seminary had the feeling that they had been admitted to Mr. Bancroft's workshop, and

[1] This chapter was first published in the Johns Hopkins University Studies for January and February, 1884. The writer would have been glad to revise it more thoroughly and to add the results of three years' further development, but the pressure of other educational studies has prevented. The appended list of "University Studies in Historical and Political Science" will, however, illustrate the work of the department since the time when this chapter was written.

that, by the examination of his materials and his methods, they were being taught the art of constructing history. The very manuscripts which Dr. Scott had prepared, while collecting and sifting facts for Mr. Bancroft, were shown to the seminary. Questions still unsolved were submitted to Johns Hopkins students for their consideration in company with their instructor. Books from Mr. Bancroft's private library supplemented the resources of Baltimore. Original papers were prepared by various members of the seminary, and written words of encouragement for work like this came from the historian himself. The feeling was thus engendered that, in some slight ways, the seminary was contributing to the great volume of United States history. Between such creative methods of historical study and the old passive methods of reliance upon standard authorities and text-books, there was felt to be a vast difference. And yet the new methods were very simple. Instead of each man buying an expensive work of constitutional history, a set of the journals of the old Congress, the Madison Papers, Elliot's Debates, the writings of Washington, Jefferson, Hamilton, and a few other sources of information contemporary with the formation of the Constitution were brought together upon a long table in the library of the Maryland Historical Society, where seminary sessions were held, and where special facilities were afforded for original research. Around this common board garnered the seminary, which was composed originally of six or eight men, four of them "fellows" of the university. The director sat at the head of the board, and usually gave a short lecture or informal "talk," introductory to the discussion of specific topics which had been assigned for research during the previous week. Reports were made, papers were read, and general interest was awakened in special questions touching the origin and growth of the American Constitution. The relation of the States at the close of the Revolutionary war, economic questions, commercial problems, the Western lands, the influence of the Army, the question of revenue, the efforts of statesmen, the origin and history of the great conventions, the constitutional platforms proposed, the course and results of debate, the adoption of the Constitution by the various States, the administration of Washington, the rise of parties, all of these questions and many more were studied in detail by members of the historical seminary.

Dr. Scott's weekly seminary was continued, at convenient intervals, during a period of five years. The best results of this period of study were presented to the university by Dr. Scott in the form of ten public lectures, delivered in January, 1882, upon the development of the American Constitution, under the special topics of nationalism and local self-government; the federative principle; self-assertion of the national idea; reaction; transition; power of the masses; economic questions; socialism; revolution. Various original papers were prepared in connection with this seminary, and a few have found their way into print. A monograph, by the writer of this report, upon "Maryland's Influence

in founding a National Commonwealth," with two minor papers upon "Washington's Land Speculations," and "Washington's Influence in opening a Channel of Trade between the East and West," was published in 1877 by the Maryland Historical Society (Fund Publication, No. XI). An article by W. T. Brantly, of the Baltimore bar, upon "The Influence of European Speculation in the Formation of the Federal Constitution," was published in the Southern Law Review (Saint Louis) August and September, 1880. In 1881 Mr. Bancroft's great work was published in two large volumes, and seminary work in this attractive field was brought to a close. But attention was now being directed towards the field of American local institutions, the earliest germs of our colonial, state, and national life.

JUDGE COOLEY'S SEMINARY.

Before considering the newer phases of the historical seminary in Baltimore, it is fitting to say a word concerning the seminary of constitutional law, instituted by Judge T. M. Cooley, during his lectureship in Baltimore, 1877–'79, at the request of members of Dr. Scott's historical seminary. This other seminary was conducted for the special purpose of expounding the text of the Constitution of the United States and of comparing its provisions with the unwritten constitution of England. These exercises, which occurred once a week, consisted chiefly of comment by Judge Cooley, with questions and discussion by the class. Each member had a copy of Paschal's Annotated Constitution and of Baldwin's text, with references to constitutional decisions. The exercises were made especially profitable to students of history in consequence of the legal turn given to the discussions of the seminary by its lawyer-members and by Judge Cooley. Decisions of the Supreme Court, modifying or interpreting the text of the Constitution, were frequently cited, and the conception of our constitutional law as an organic growth instead of a machine, was thereby strengthened and deepened.

A NEW DEPARTURE.

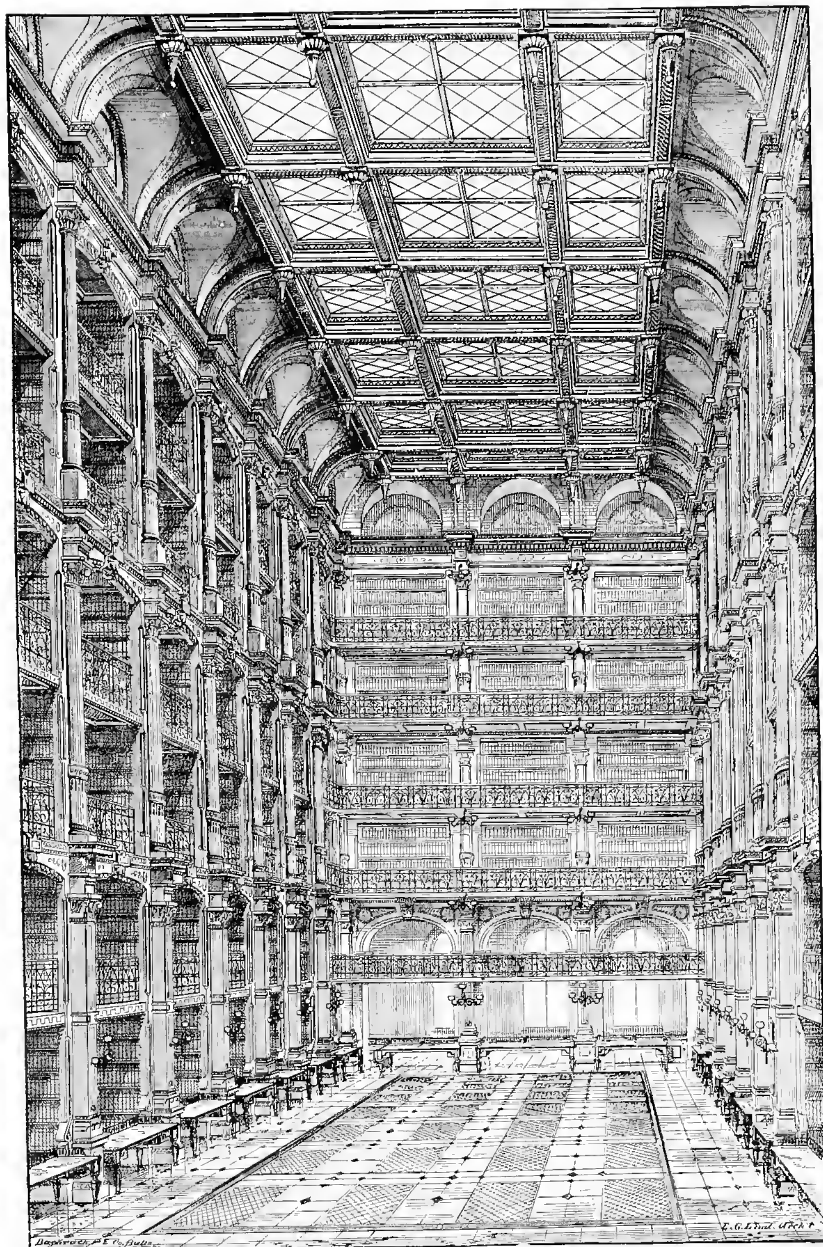
In the autumn of 1880 had already begun a new departure in historical instruction at the Johns Hopkins University in the introduction of American institutional history as a distinct branch of historical study. The idea was the outgrowth of a special interest in municipal history, first quickened in a seminary at Heidelberg, thence transplanted to Baltimore, where it was fostered by the reading of the writings of Sir Henry Maine, in connection with those of Carl Hegel, Maurer, Nasse, Waitz, Stubbs, and of the Harvard school of Anglo-Saxon law. The continuity of the Germanic village community in New England had been originally suggested to Sir Henry Maine by an article in The Nation, communicated by Professor W. F. Allen, of the University of Wisconsin. It was determined as early as 1877, after consultation with Professor Henry Adams, then and now living in Washington, to apply this

principle of continuity to the town institutions of New England. Spring sojourns for four terms, beginning in 1878, at Smith College, Northampton, Mass., and summer vacations spent in old towns along the New England coast made it possible to attempt this study, the first fruit of which was presented in 1880 to a mixed class of graduate and undergraduate students at the Johns Hopkins University, in a course of lectures, one hour a week, for one semester, upon the History of Plymouth Plantations, a course based upon an original study of the colonial and town records of Plymouth. The only work required of the class in this connection was an examination upon Sir Henry Maine's lectures on "Village Communities in the East and West." The next year, 1881, a similar course was given to advanced students only, upon "Salem Plantations," based upon vacation studies in Massachusetts.

By this time, kindred researches in the colonial and local records of other States were in progress among college graduates from various parts of the Union. A student from South Carolina was investigating the parish system of his native State. Maryland men were studying Maryland institutions. But, while advantage was thus taken of local environments, even of summer residence, these were not the only considerations which governed the allotment of territory. A New England man was encouraged to investigate the origin and development of the municipal government of New York City. Another graduate from the northeast section of the Union began to study the local government of Michigan and the Northwest, and the results of his work were read at the general meeting of the American Social Science Association in 1882, and afterwards published in their proceedings for that year. The article was republished in the Johns Hopkins University Studies in Historical and Political Science, first series, number 5.

It was a part of the new seminary plan to have its studies published in the proceedings of learned societies, in historical magazines, and in other ways suited to the propaganda of American institutional history. Especially was it desired to obtain local recognition for local work. A paper on local government in Pennsylvania was read before the Pennsylvania Historical Society and published in the Pennsylvania Magazine of History and Biography. It was also intended that these local publications should ultimately be brought together again in a regular university series. The American Antiquarian Society, the New England Historic, Genealogical Society, the Essex Institute, the secretary of the American Social Science Association, and editors of magazines kindly co-operated in furthering this aim of the seminary; and the trustees of the Johns Hopkins University, in the autumn of 1882, enabled the project to be carried out in the shape of a monthly periodical devoted to "Studies in Historical and Political Science," five volumes of which are now complete.

The new historical seminary of graduate students began its Saturday mid-day sessions in the autumn of 1881, in a small lecture-room of the



PEABODY LIBRARY, BALTIMORE—90,000 VOLUMES.

Peabody Institute, which contains a library most admirably equipped for special research and numbering about 90,000 volumes. Here, around a long table, half a dozen advanced students met together twice a week, once for a study of the sources of early European history with special reference to Germanic peoples, and once for lectures and original papers on the local institutions of the United States. All the sources of information, used or mentioned by members of the seminary, were exhibited upon the long table, and were passed around for purposes of illustration. The advantage of seeing and handling the books mentioned in a lecture or bibliography is very great compared with the simple transcription of catalogue-titles into a note-book, a method prevailing in German lecture-courses. The Baltimore seminaries are laboratories where books are treated like mineralogical specimens, passed about from hand to hand, examined, and tested.

In the spring semester of 1882 the institutional section of the historical seminary began to hold Friday evening sessions, of two hours each, for the convenience of certain young lawyers, graduates of the University, who desired to participate in the institutional work. Meantime the library resources of the Johns Hopkins for the furtherance of such study had been increasing. It was thought expedient to fit up a special library-room for the accommodation of the seminary, which had now increased to eighteen members. A seminary altar in the shape of another long table was accordingly erected, and book-shelves were built around the room, within easy reach. Here the peripatetic school of American history assembled anew and held weekly sessions until the close of the spring semester of 1883, continuing, however, its weekly meetings at the Peabody Institute for the study of the sources of English history. The historical seminary early associated with itself the graduate students in political economy and certain professors and advanced students of history and politics in other colleges. In this associate capacity the seminary is known as the Historical and Political Science Association.

An idea of the nature of the subjects discussed by the seminary can be given by mentioning those reported in the Johns Hopkins University Circular, August, 1883, among the proceedings of societies, from April 6 to May 30, 1883: Topical instruction in history, by Professor William F. Allen, of the University of Wisconsin; letters from a university student in Germany, on German methods of writing and teaching history; the limits of co-operation, by E. R. L. Gould, fellow of history; historical remarks on Talbot County and the Eastern Shore of Maryland, by Dr. Samuel A. Harrison, of Easton, Maryland; customs of land tenure among the boys of McDonogh Institute, Baltimore County, by John Johnson, A. B. [a very remarkable paper, illustrating not only the advantage of studying local environments but socialism in miniature]; socialistic and co-operative features of Mormonism, by the Rev. G. D. B. Miller, of St. Mark's School, Salt Lake City; Machia-

velli, by Edgar Goodman, A. B.; the influence of John Locke upon political philosophy, by B. J. Ramage, A. B.; the office of public prosecutor, by F. J. Goodnow, A. B., now professor of administrative law in Columbia College; the income tax in the United States, by H. W. Caldwell, A. B., now instructor of history in the University of Nebraska; Hugo Grotius, the founder of modern international law, by Arthur Yager, A. B., now professor of historical and political science, Georgetown College, Kentucky; review notices of the 300th anniversary of the birth of Grotius, by Dr. J. F. Jameson, associate in history, J. H. U.; America as a field for church history, by Dr. Philip Schaff, of the Union Theological Seminary; taxation in Maryland, by C. M. Armstrong, of the Baltimore bar; review of certain results of the United States census of 1880, by John C. Rose, lecturer in the University of Maryland [Law School]; the revised tariff in its relation to the economic history of the United States, by Talcott Williams, A. B., of the editorial staff of the Philadelphia Press. Abstracts of some of these papers or communications were published in the University Circular, for August, 1883, and some of the articles have been printed in the University Studies. The article last named, on the tariff, was published by the Society for Political Education.

Occasionally specialists from other colleges or distinguished strangers who are visiting the city are present by invitation. Among other guests, President White, of Cornell University, has addressed the seminary. It is of no slight interest for young men to have among them, now and then, some veteran in the field of history or politics, who by his pithy sayings and friendly suggestions can sometimes do more in a half hour for the development of the seminary than would days of passive reading. The older members of the seminary can never forget the deep impression made upon students of history in Baltimore by the late Professor J. L. Diman, of Brown University, who, during his lectureship at the Johns Hopkins University, addressed the Association of Historical and Political Science. The younger members still speak with pleasure of Mr. Edward A. Freeman, who, by special invitation, gave the university students of history six extempore "talks" upon the geography and history of Southeastern Europe, whence he had recently come. Nor will some of these students ever forget the enthusiasm with which Mr Freeman entered into the rooms for special research in the university library to examine the ancient laws of Maryland and to talk of English institutions with the students who were there at work. Among other interesting addresses, given especially for the benefit of the seminary, was that by James Bryce, M. P., regius professor of civil law in the University of Oxford, on "The Relation of Law to History." Mr. Bryce gave a general course to students of the University on "English Problems," but the special lecture was by request of the students of history. (For a brief abstract of his remarks, as reported by the secretary of the Historical and Political Science Association, see University Circular,

February, 1882.) On the 23d of November, 1883, Mr. Bryce addressed the seminary upon the subject of De Tocqueville's Democracy in America,[1] suggesting certain points of criticism and original research (see University Circular, January, 1884). Dr. H. von Holst, of the University of Freiburg in Baden, addressed the seminary October 12, 1883 (see University Circular, January, 1884), upon the study of slavery as an institution, with suggestions as to the possibilities of the Southern field of research for students at the Johns Hopkins University.

With the opening of the academic year, 1883-'84, the seminary of historical and political science took up its abode in new and more spacious rooms than those hitherto occupied. The seminary is now established in the third story of the building devoted to the main University library, of which the seminary books form a subordinate section. As you enter the seminary library, which occupies a room 51 by 29 feet, the most noticeable object is the long library table around which students are seated, every man in his own place, with his own drawer for writing materials. Upon the walls above the table are portraits of men who have influenced the development of the Baltimore seminary—G. H. Pertz, Bluntschli, Freeman, Bryce, Bancroft, Von Holst, Cooley, Diman. Busts of Jared Sparks, Francis Lieber, Alexander Hamilton, John C. Calhoun, and other distinguished representatives of history and politics, give to mere aggregations of books the presence of personality. The library is arranged in alcoves around the seminary table with primary regard to the convenience of students, who help themselves to books without any formality. American history (State and national) occupies the most honored place. International law, politics, administration, economics and social science, history (European, ecclesiastical, classical, oriental), archæology, and law (Roman, German, French, and English), has each its proper place. Within the alcoves are tables for special work, which places are assigned to advanced students holding the honors of the department. These tables are somewhat secluded from the general view by revolving book-cases, wherein books in current use are placed, as we say, "on reservation." The newspapers taken by the department are distributed in the various alcoves of politics, economics, law, history, &c. Religious journals are to be found upon the ecclesiastical table.

The current magazines of historical and political science, together with new books and university publications, are kept upon the long seminary table, which represents the center of scientific life for those who gather about it. The latest and freshest contributions are here displayed; and when the new becomes old, it is swept away into the alcoves, to side tables, where it still remains for some weeks on exhibition until it is finally classified in pigeon-holes, pamphlet files, or bound volumes. The back numbers of all special magazines, like the Revue

[1] An elaboration of this subject by Mr. Bryce constitutes a number of the J. H. U. Studies (September, 1887).

Historique, Historische Zeitschrift, Preussische Jahrbücher, Tübinger Zeitschrift, Conrad's Jahrbücher, Revue de Droit International, taken by the department are kept for consultation in a room specially devoted to that purpose. In addition to these rooms, there are separate offices for the various instructors, two lecture-rooms, a newspaper bureau, a geographical and statistical bureau, and the beginning of an historical museum, some of which features of the seminary will be described in another connection.

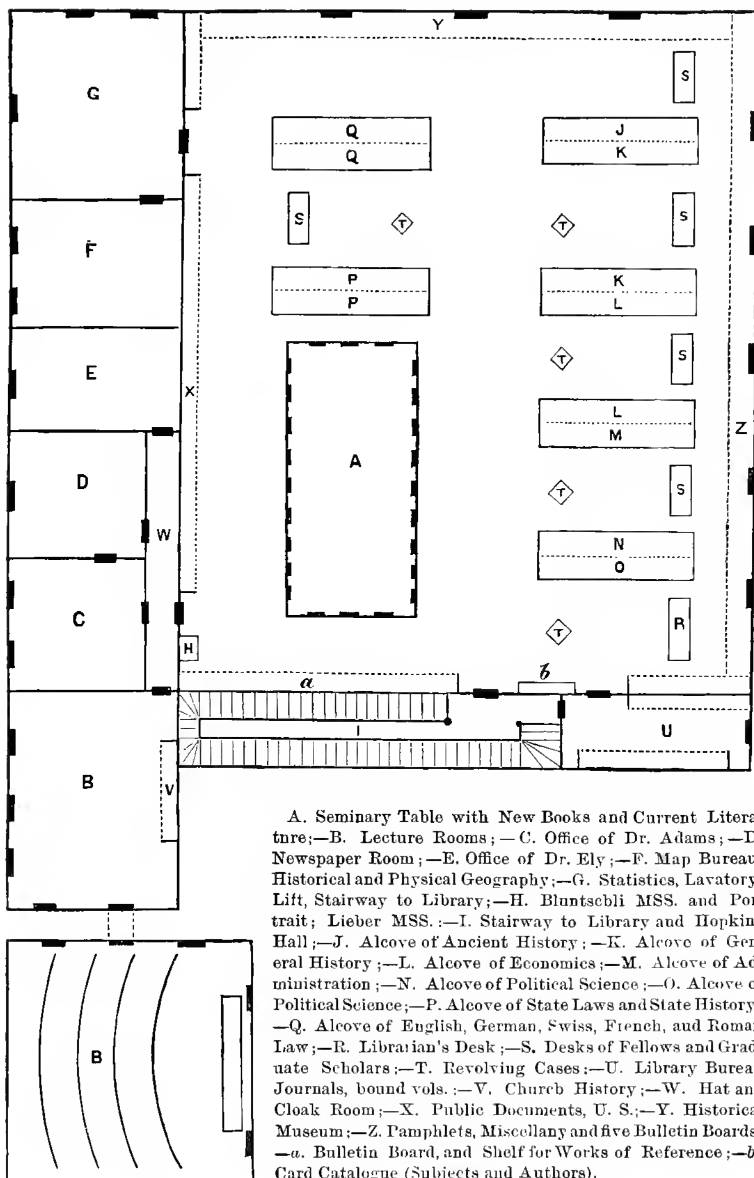
SEMINARY LIFE.

It is easy thus to outline a few external characteristics of the seminary, but difficult to picture its inner life. Its workings are so complex and varied that it cannot be confined within walls or restricted to a single library. Its members are to be found, now in its own rooms, now at the Peabody Institute, or again in the library of the Maryland Historical Society. Sometimes its delegates may be seen in the libraries of Philadelphia, or in the Library of Congress, or in some parish registry of South Carolina, or in some town clerk's office in New England. One summer the president of the University found a Johns Hopkins student in Quebec studying French parishes and Canadian feudalism. The next summer this same student, afterwards a fellow of history, was visiting Iona and tramping through the parishes of England. He called by the wayside upon the English historian, Mr. Freeman, at his home in Somerset. Once the seminary sent a deputy in winter to a distant village community upon the extreme eastern point of Long Island, East Hampton, where he studied the history of the common lands at Montauk, with the queen of the Montauk Indians for his sovereign protectress and chief cook. Half a dozen members of the seminary have gone off together upon an archæological excursion, for example to an old Maryland parish, like St. John's, where lies the ruined town of Joppa, the original seat of Baltimore County; or again, to North Point, the scene of an old battle ground and the first site of St. Paul's, the original parish church of Baltimore; and still again, to Annapolis, where, with a steam launch belonging to the Naval Academy, and under the guidance of a local antiquary, they visited Greenberry's Point, upon the river Severn, the site of that ancient Puritan commonwealth which migrated from Virginia and was originally called Providence, from which sprang the Puritan capital of Maryland. Reports of these archæological excursions, written by members of the seminary connected with the Baltimore press, found their way into the public prints, and were read by many people in town and country, who thus became more deeply interested in the history of Maryland.

The scientific sessions of the seminary, two hours each week, are probably the least of its work, for every member is engaged upon some branch of special research, which occupies a vast amount of time. Researches are prosecuted upon the economic principles of division of

Historical Seminary, looking East—Johns Hopkins University.

Historical Seminary, looking West—Johns Hopkins University.



GROUND PLAN OF THE HISTORICAL SEMINARY.

labor and co-operation. This co-operation appears, not merely in the interdependence of student monographs, but in every day student life. A word is passed here, a hint is given there; a new fact or reference, casually discovered by one man, is communicated to another, to whom it is of more special interest; a valuable book, found in some Baltimore library or antiquarian book-store, is recommended or purchased for a friend. These things, however, are only indications of that kindly spirit of co-operation which flows steadily on beneath the surface of student life. It is interesting to observe this spirit of friendly reciprocity even among rivals for university honors, that is, for fellowships and scholarships. Individual ambition is undoubtedly a strong motive in student work, but there is such a thing among students everywhere as ambition for others, call it class spirit, *esprit de corps*, good fellowship, or good will to men. The Baltimore seminary is individually ambitious, but it hails with delight the rise of similar associations elsewhere—at Harvard University, at the University of Pennsylvania (Wharton School), Cornell University, University of Michigan, University of Wisconsin, University of Nebraska, and University of California. All these seminaries are individually ambitious, but it is ambition for the common cause of science. They are all pushing forward their lines of research, but all are co-operating for the advancement of American history.

THE SEMINARY LIBRARY.

The library of the seminary of historical and political science began in the collection of colonial records, State laws, and American archives for the encouragement of students in American institutional history. The collection was at first increased from the main library of the University, which transferred all *special* works relating to this department; then, gradual purchases were made of institutional and economic material from England and Germany, in the special interest of the seminary. In December, 1882, the private library of the late Dr. John Caspar Bluntschli, of Heidelberg, was incorporated into that of the seminary, after presentation to the University by the German citizens of Baltimore. The Bluntschli library, containing nearly three thousand volumes, with about four thousand pamphlets, represents the scientific collections of a broad-minded specialist in historical and political science, whose horizon of interest widened gradually from the pent-up limits of a Swiss canton to modern European states and to the law of nations. Bluntschli's professorial position at Munich as historian of political science and as editor of the German political dictionary, his life as professor and practical politician at Heidelberg, his presidency of the Institut de Droit International, brought him into scientific association with specialists, not only in Germany, but in Holland, Belgium, France, Italy, Austria, Russia, and England; consequently, his library is especially rich in books which came to him from distinguished writers in all these countries. Upon the basis of this European collection,

representing the laws and history of the Old World, the Baltimore seminary, conscious of its Heidelberg inheritance, proposes now to build up an American collection which shall represent the history, laws, and institutions of the New World. Already, since the acquisition of the Bluntschli collection, the seminary library has increased to over eight thousand volumes. Besides many private donations, it has received various large gifts of Government documents, from the State Department and from the Department of the Interior; and it will henceforth be one of the Maryland repositories for all public documents issued by the United States. The seminary has sent out a circular letter to secretaries of the individual States, mayors of cities, and to prominent officials in various stations, requesting donations of documents and reports for the increase of its library; and the returns are altogether gratifying. It is hoped that gradually the different strata of American institutional and economic history, from local and municipal to State and national life, may be represented in the scientific collections of the Johns Hopkins University.

BLUNTSCHLI AND LIEBER MANUSCRIPTS.

The most cherished part of the seminary library is kept in a special case, devoted to the writings of Bluntschli and Lieber. The Bluntschli family understood well that the manuscripts of the deceased scholar and statesman would be most fittingly preserved in connection with his own library. Although the manuscript collection was no part of the original purchase made by the German citizens of Baltimore in the interests of the University, yet with the purchased library came also the manuscripts as a free gift. They comprise not alone the materials used in some of his great works, but also written lectures upon various subjects and even his note-books, kept while listening as a student to great masters like Niebuhr and Savigny. The note-books are all firmly bound and are written in the same neat, fine hand which characterized Bluntschli's manuscripts to the last. These note-books, quarto size, with six large pamphlet-boxes of written lectures, and other manuscript materials, have for two of Bluntschli's pupils, now instructors in the department of history and economics, a certain *Affectionswerth;* and for all others who visit or use the library these original manuscripts are an object of very great interest. They are kept together with a complete set of Bluntschli's own writings, which are very numerous and include a large collection of special monographs. It is by a peculiar historic fitness that the published works and manuscripts of two men like Bluntschli and Lieber, who were devoted friends in life, are now brought together after their death. Bluntschli and Lieber never met face to face; they were friends, however, by long correspondence and by common sympathies. Lieber used to say that he in New York, Bluntschli in Heidelberg, and Laboulaye in Paris formed a "scientific clover-leaf," repre-

senting the international character of French, German, and Anglo-American culture.

The widow of Francis Lieber, rejoicing that the Bluntschli Library is now in America, has determined that the manuscripts of her husband shall henceforth be associated with those of his old friend. She has accordingly sent to the Johns Hopkins University the Lieber papers, with annotated, interleaved copies of his various works. They have all been placed in the same case with the Bluntschli writings, to which have been added the works of Laboulaye, so that the "scientific clover-leaf" will remain undivided. Lieber's bust, presented by his widow, now stands by the side of Bluntschli's portrait. Although Laboulaye became alienated from his two old friends in consequence of the Franco-Prussian war, yet, as Bluntschli well said, "that community of thought, science, and endeavor, which we represented for three peoples and for three civilizations, is not broken up, but will broaden and deepen and become more fruitful, as surely as the peculiar spirit and individual forms of nationality, existing of their own right, find their true harmony and highest end in the development of humanity."[1]

THE PAMPHLET COLLECTION.

The most available part of the Bluntschli Library is its pamphlet collection. Scholars were in the habit of sending to him their minor treatises; so that his collection of monographs is of a very superior character and, in all probability, could not be duplicated. The collection has been rapidly increased by frequent pamphlet donations from President Gilman, Hon. George William Brown, and other members of the board of trustees; from lawyers in Baltimore and various friends of the University. The problem of adequately providing for the temporary exhibition and final preservation of these incoming pamphlets was a difficult one to solve. Books are easily managed in alcoves and in department groups, but the proper treatment of unbound, defenceless pamphlets is the hardest thing in library administration. The solution attempted in the seminary is the preliminary exposition of new pamphlets in special groups—law, politics, economics, social and educational questions, history, etc., upon a long table extending the full length of the library at right angles with the book alcoves and following the alcove classification; *i. e.*, all historical pamphlets are in immediate proximity to historical books. Beneath the long table are very many pigeon-holes for the temporary classification of pamphlets and magazines that have passed the exhibition stage. In their final treatment, magazines are bound and placed in a room specially devoted to bound journals; old pamphlets are gathered together in Woodruff files

[1] Dr. J. C. Bluntschli, "Lieber's Service to Political Science and International Law," an article written by request as an introduction to the second volume of Lieber's Miscellaneous Writings, edited by D. C. Gilman, President of the Johns Hopkins University.

(now in general use in Government Departments at Washington) and are placed upon book-shelves by the side of that class of books to which the pamphlet category belongs. The Woodruff file holds a vast number of pamphlets upright, with the title-pages facing the person opening the file. This receptacle has a wooden front, bearing the label of the pamphlet class, and opens like a drawer. The rapidity and ease with which pamphlets can thus be handled are very great improvements upon old-fashioned pamphlet-cases or Clacher-boxes. With all pamphlets indexed in a card-catalogue by subject, author, and class, any minor treatise of a few pages may be as quickly found as a bound volume. For students, these minor treatises are often of more consequence than ponderous folios. The Woodruff file can be made to suit pamphlets of any width or any height. The size chiefly used by the seminary is 11 inches high, 7¾ inches wide, and 10½ inches deep. These dimensions fit exactly the shelving alloted to pamphlets. It is very important to have the wooden front of sufficient height to fill the space between two shelves, in order to keep out dust. For the latter purpose, the so-called "Clacher-box" is excellent. It has a spring-back and a bottom-slide upon which the pamphlets stand upright when drawn out from the case. Clacher-boxes are used in the seminary upon the tops of revolving book-cases, where they stand firmly by their own weight and where pamphlets can be handled without touching the receptacle save opening its door and pulling out the bottom slide.

PAMPHLET GROUPS.

The following classification of seminary pamphlets has been prepared as a simple report of progress, without any pretensions to completeness, even with reference to the seminary collections, wherein remains much material yet to be assorted. The list will serve to characterize the convenient method of grouping masses of pamphlets in Woodruff files. The rubrics will, of course, be differentiated and continually increased as new materials are added and as the old are gradually better arranged. Pamphlets cease to be rubbish as soon as they are classified upon scientific principles. "It is impossible to say," declares Justin Winsor, "what ephemeral publication may not become of cardinal interest."

Historical.

Ancient History;—Church History;—European History;—United States; New England;—New York;—Pennsylvania;—New Jersey and Delaware;—Maryland;—Baltimore;—Virginia;—the South in general;—the Civil War;—Western States;—Territories, etc.

Political.

Political Philosophy;—Political Science;—Administration;—Civil Service Reform;—Elections;—Representation (Minorities);—Political Questions;—(*a*) United States, (*b*) England, (*c*) France, (*d*) Germany, (*e*) Austria, (*f*) Switzerland, (*g*) Italy, (*h*) Greece, (*i*) Russia, etc.

International Law.

General International Law;—Institut de Droit International;—International Conferences; — Arbitration;— Intervention; — Extradition; — Neutrality;— Treaties;— War;—Consular Reports;—Private International Law.

International Politics.

Foreign Relations of the United States;—England;—France;—Germany;—Switzerland;— Italy;— Russia;—Schleswig-Holstein;— Franco-Prussian War;— Eastern Question;—International politics in general.

Institutional.

Institutions in general;—The Family;—Marriage;—Contracts;—Slavery;—Serfdom;—Nobility;—Land Tenure;—Local Institutions;—City Government;—State Government;—National Institutions;—Public Lands, etc.

Constitutional.

United States;—England;—Switzerland;—Law of Cantons, (*a*) Appenzell-Lucerne, (*b*) Neuchâtel-Zürich;—German Empire;—Laws of German States, Anhalt-Würtemberg;—France;—Austria;—Italy;—Greece, etc.

Legal.

Law in general;—History of Law;—the Civil Law in general;—Civil Procedure, (*a*) Roman, (*b*) in General;—Judicial Organization;—Criminal Law;—Penal Codes;—Sachsenspiegel;— Schwabenspiegel;— other early Codes;—Law of Personal Relations;—Succession;—Inheritance;—Swiss Private Law;—Law Tracts;—Law Briefs (American);—Sales;—Literary Property, etc.

Economic.

Economic History:—Baltimore Economics;—Maryland Economics;—Economics of Cities;—State Economics;— U. S. Finance;— Money;—Banking;—Checks;—Mortgages;—Debts;—Tariff;—Labor and Capital;—Laboring Classes;—Manufactures;—Commerce; —Shipping;—Railroads;—Canals;—Internal Improvements;—Agriculture;—Statistics, etc.

Social.

Social Science, (*a*) American Association, (*b*) Philadelphia Association;—American Colonization Society;—Social Problems;—The Poor;—Prisons and Prison Reform;—Charities, (*a*) of Baltimore, (*b*) other Cities, (*c*) in general;—Organization of Charities;—Temperance Reform;—Sanitary Science;—Parks, Village and City Improvement, etc.

Religious and Ecclesiastical.

History of Religious;—Religion in general;— Church and State;—Ecclesiastical Law;—Ecclesiastical Questions (Europe), (*a*) before the Vatican Council, (*b*) since the Vatican Council;—Religious Questions in America;—Religion and Science, etc.

Educational.

Education in general;—Education in Baltimore;—Peabody Institute;—Johns Hopkins University;—Universities and Colleges;—Common Schools;—Education in New England;—Southern Education (Slater and Peabody Funds);— Indian and Negro Education;—Industrial Education;—Bureau of Education;—Libraries;—Library Administration;—Bibliographies;—Catalogues and Book Notices.

Since the above list was prepared the seminary has received a large donation of pamphlets from Hon. George W. Dobbin, president of the board of trustees, also the loan, by the president of the university, of a large portion of his private and official collections. This new material greatly enriches the pamphlet stores of the seminary, and will lead to the formation of many new rubrics. Another valuable donation of pamphlets was that received in the spring of 1884, from Mrs. Francis Lieber, of Newport, R. I., who contributed a valuable private collection of Dr. Lieber's monographs and a rare set of pamphlets relating to the Mexican Claims Commission, upon which Dr. Lieber served as umpire. It is interesting to find, among the Lieber papers, articles that were sent him by Bluntschli, and, among the Bluntschli pamphlets, many that were presented by Lieber.

THE NEWSPAPER BUREAU.

One of the most interesting, if not the most valuable, features of the seminary library, is the so-called newspaper bureau. This consists primarily of an office wherein the newspapers of the day are reduced to their lowest terms for purposes of historical and political science. Files of representative journals are contributed to the seminary by the Young Men's Christian Association, the University Club, and by the Mercantile Library, of Baltimore, while many critical journals are obtained directly for the seminary by private donation or in exchange for University publications. Certain files, like the Saturday Review, The Nation, The American (of Philadelphia), The Literary World, The Critic, The Economist, Bradstreet's, etc., are preserved for future reference; but the great majority of papers are cut to pieces for scientific purposes. A competent force of graduate students work an hour or two each week under direction, and mark superior articles upon economic, political, social, educational, legal, and historical subjects. These marked papers are excerpted and pasted upon octavo sheets of stiff manila paper by an office boy. They are afterwards indexed at the top, are classified in Woodruff files, and kept like pamphlets.

While by far the greater portion of the newspaper clippings find their way into these files for future reference and final sifting by special committees (thus furnishing sometimes suggestive materials for a report to the seminary), the choicest extracts from a few leading papers are placed upon the seminary table or upon special bulletin-boards devoted each to some one department. There is one board for Foreign Intelligence or International Politics, where in turn appeared France in Asia, the question of international control of the river Congo, England in Egypt, etc. Another bulletin-board bears the heading "American Politics," with special subheadings chalked out from week to week. A third board is devoted to Economic and Social Questions, where the Tariff figures largely. A fourth space is given up to General History, a fifth to Ecclesiastical matters, and a sixth, the largest of all, to Book

Notices, Education, University affairs, and student interests in general. The subheadings under which the various clippings are grouped are frequently changed, the old material being cleared off and a new lot tacked up. The idea is to exhibit the current topics, political, economic, and educational, etc., in so far as they relate to the interests of the seminary. The young men who attend to these bulletin-boards for their fellow-students are learning not only critical and orderly methods, but also the potential process of making up a journal of historical and political science. They are learning to be journalists and editors. Without professing to be a school of journalism, the seminary has furnished writers for each of the prominent papers in the city of Baltimore and for some at a distance, while several of its members have secured important editorial positions.

But the chief advantages of the newspaper bureau are for the seminary at large. The classification and preservation of the best articles on economic, social, and political topics are found by all to be exceedingly useful. How often does one wish that he had saved the report of some court decision, important trial, political discussion, scholar's address, a statesman's speech, a department report, a mayor's message, or a striking editorial! How often these things would work into the warp and woof of a student's task, if he could only lay his hand upon them at the right moment! It is idle to disparage the daily press; it is worse than idle to sneer at present politics. Some of the best energies of our time are revealed in the newspaper and in politico-economic discussion. We may believe one of Berlin's professors when he says "*Das was heute Politik ist, gehört morgen der Geschichte an.*"[1] This is only another form of the motto adapted from a saying of Mr. Freeman's—"History is past Politics and Politics present History"—a motto printed upon the wall of the seminary, immediately above the chief bulletin board and by the side of the English historian's portrait. So well does Mr. Freeman appreciate the political spirit of the historical seminary that he frequently sends it a budget of English newspapers, with marked articles, for example, upon the Lord Mayor, London Municipal Reform, Borough Elections, the Speaker of the House of Commons, Government and the Suez Canal, Canada, Australian Confederation, the Flemish Movement in Belgium, the Norwegian Ministry, the Queen's Speech, Mr. Freeman's Lecture before the Gloucester Cathedral Society, Henry George, Land Reform Union, Representation, the Parliamentary Franchise, the Stowe Manuscripts in the British Museum, etc.

A most interesting illustration of the value of newspapers, even for the student of the Norman Conquest, is the report published in the Sussex Express, August 4, 1883, of the proceedings of the Royal Archæological Institute, during its summer excursion to Lewes,[2] the Castle

[1] What is Politics to-day becomes History to-morrow. (Droysen, Historik, 4.)

[2] Mr. Freeman's address at the annual meeting of the Archæological Institute at Lewes, July 31, 1883, is printed in the Archæological Journal, vol. xi, 335, "The Early History of Sussex."

of Pevensey, to Hastings, and the hill of Senlac, when Mr. Freeman reviewed, in open air, the story of Harold and the Norman invader. If historians and newspapers can make such scenes live anew and kindle signal interest among students on this side of the Atlantic, then are historical writings and newspaper heralds worthy of honorable association.

LIST OF JOURNALS.

The following special journals, magazines, reviews, newspapers, and other periodicals are at present received by the Seminary of Historical and Political Science. Some are obtained by subscription; others in exchange for University publications; still others by donation or through the courtesy of public officials. The seminary is under special obligations to the Mercantile Library, the Young Men's Christian Association, the University Club (all of Baltimore) for the gift of newspapers for clipping purposes; to the University Library for the deposit of special reviews in the department of Historical and Political Science; and to the Publication Agency of the University for the care taken in securing exchanges that are useful to students of history, economics, and social problems.

Historical.

Revue Historique, bi-monthly, Paris;—Bulletins de la Société Historique et Cercle Saint Simon, occasional, Paris; —Historische Zeitschrift bi-monthly, edited by H. von Sybel, Munich and Leipzig;—Antiquarian Magazine, monthly, edited by Edward Walford, London;—Proceedings of the American Antiquarian Society, Worcester, Mass.;—Proceedings of the Numismatic and Antiquarian Society, Philadelphia;—The American Antiquarian, quarterly, edited by the Rev. S. D. Peet, Chicago;—Proceedings of the American Historic, Genealogical Society, Boston;—The Magazine of American History, edited by Mrs. Martha J. Lamb, New York;—Pennsylvania Magazine of History and Biography, Philadelphia;—Maryland Historical Society Fund Publications, occasional, Baltimore;—Southern Historical Society Papers, monthly, edited by the Rev. J. William Jones, Richmond;—Essex Institute Historical Collections, quarterly, Salem, Mass.;—Contributions of the Old Residents' Historical Association, occasional, Lowell, Mass.;—The Bay State Monthly, published by John A. McClintock & Co., Boston;—The Granite Monthly, edited by J. N. McClintock, Concord, N. H.;—Kansas City Review (of Archæology and Anthropology), edited by T. S. Case, Kansas City, Mo.;—The United Service, a monthly review of military and naval affairs, Philadelphia;—the Western Historical Magazine;—The Ohio Archæological and Historical Quarterly, etc.

Political.

A.—FOREIGN MAGAZINES.

Zeitschrift für die gesammte Staatswissenschaft, bi-monthly, edited by Doctors Fricker, Schäffle, and Wagner, Tübingen;—Preussische Jahrbücher, monthly, edited by H. von Treitschke and H. Delbrück, Berlin;—Jahrbuch für Gesetzgebung, Verwaltung and Volkswirthschaft im Deutschen Reich, in parts, edited by Gustav Schmoller, Leipzig.

B.—AMERICAN SPECIAL PUBLICATIONS.

Civil Service Record, monthly, Boston and Cambridge;—Publications of the Civil Service Reform Association, New York;—Congressional Record, daily, Washing-

ton;—Monthly Bulletin of the Publications of the U. S. Government, James Anglim, Washington;—Journal of the House of Delegates and Senate Journal, daily, Annapolis.

C.—WEEKLY PAPERS.

The Nation, New York;—The Weekly Press, Philadelphia;—The American, Philadelphia;—The Advertiser, Boston;—The Sunday Herald, Boston;—The Springfield Republican;—The Cincinnati Weekly News;—San Francisco Weekly Bulletin.

D.—DAILY PAPERS.

The Sun, The American, The Herald (all of Baltimore);—The Post, Washington;—Evening Post, New York;—New York Herald;—New York Tribune;—Cincinnati Commercial-Gazette;—Chicago Tribune;—Saint Louis Republican;—Minneapolis Tribune;—Toronto Globe;—Louisville Courier-Journal;—Richmond Dispatch;—Charleston News and Courier;—Boston Journal;—Der Deutsche Correspondent (Baltimore).

Economical.

The Bankers' Magazine and Statistical Register, monthly, edited by Albert S. Bolles, New York;—Bradstreet's,—a Journal of Trade, Finance, and Public Economy, weekly, edited by M. F. Ford, New York;—Economic Tracts, published by the Society for Political Education, New York;—The American Protectionist, weekly, edited by Marcus Hanlon, New York;—The American Free Trader, monthly, New York;—The Economist, weekly, London;—The Investor's Manual, weekly, London;—L'Économiste Français, weekly, Paris;—Journal des Économistes. Revue de la Science Économique et de la Science Statistique, monthly, Paris;—Jahrbücher für National ökonomie und Statistik, monthly, edited by J. Conrad, Jena;—Baltimore Manufacturer's Record, weekly;—Annual Reports of the Secretary of the Treasury on the State of the Finances, Washington;—Bulletin of the National Association of Wool Manufacturers, quarterly, edited by J. L. Hayes, Boston;—Annual Reports, Baltimore Corn and Flour Exchange.

Statistical.

Journal of the Statistical Society, quarterly, London;—Zeitschrift des königlich. Preussischen Statistischen Bureaus, semi-annual, edited by E. Blenck, Berlin;—Quarterly Reports of the Bureau of Statistics, Washington;—Statistical Abstract of the United States, occasional, Washington;—Reports of the Bureau of Statistics of Labor, Massachusetts, and of the U. S. Bureau of Labor, Carroll D. Wright.

Geographical.

Petermann's Mitteilungen aus Justus Perthes's Geographischer Anstalt, monthly, edited by Dr. E. Behm, Gotha;—Publications of the U. S. Coast Survey and of the U. S. Corps of Engineers.

Municipal.

Mayors' Messages and Reports of City Officers, annual, Baltimore, Boston, New York, Brooklyn, Providence, Chicago, Saint Louis, San Francisco, Charleston, Cleveland, Toledo, Kansas City, etc.

Social.

La Réforme Sociale, fortnightly, Paris;—Reports of the Chief Inspector of Factories and Workshops, blue books, annual, London;—Howard Association Reports (for crime-prevention and penal reform), annual, London;—Reports of the State Board of Health, Lunacy, and Charity, Massachusetts, annual;—The Journal of Social Science, containing the proceedings of the American Social Science Association;—Publica-

tions of the Philadelphia Social Science Association;—Reports of the Society for the Protection of Children from Cruelty and Immorality, annual, Baltimore;—The American Sentry, weekly, New York;—Progress, weekly, Philadelphia;—The Woman's Journal, weekly, Boston;—Annual Reports of the New York Society for the Suppression of Vice.

Socialistic.

The Christian Socialist, monthly, London;—Justice, weekly, London;—To-day, monthly, London;—Wochenblatt der New Yorker Volkszeitung;—Die Fackel, Sonntagsblatt der Chicagoer Arbeiter-Zeitung, Socialistic Publishing Company, Chicago;—Vorbote, unabhängiges Organ für die wahren Interessen des Proletariats, weekly, Socialistic Publishing Company, Chicago;—Truth, a journal for the poor, edited by B. G. Haskell, San Francisco;—Sociologist, monthly, Knoxville, Tenn.;—Le Prolétaire, organe officiel de la fédération des travailleurs socialistes, weekly, Paris;—The Free Soiler (advocating the nationalization of land), monthly, edited by J. B. Robinson, New York;—The Workman, etc.

Legal and International.

Revue de Droit International et de Legislation Comparée, monthly, edited by Alphonse Rivier, Bruxelles and Leipzig;—Reports from the Consuls of the United States;—the Legal Adviser, weekly, edited by E. M. Haynes, Chicago.

Religious and Ecclesiastical.

The Christian Union, weekly, New York, edited by Rev. Lyman Abbot and H. W. Mabie, New York;—The Congregationalist, weekly, edited by Rev. H. M. Dexter, Boston;—The Independent, edited by Rev. W. H. Ward, New York;—New York Observer, weekly, founded by Rev. Irenaeus Prime;—The National Baptist, weekly, edited by Rev. Dr. Wayland, Philadelphia;—The Christian Intelligencer, weekly, edited by Rev. J. M. Ferris and Rev. N. H. Van Arsdale, New York;—The Christian Advocate, weekly, edited by J. M. Buckley, D. D., New York;—The Examiner, weekly, published by Bright, Church & Co., New York;—The Presbyterian, weekly, edited by Rev. Dr. Grier, Philadelphia;—New York Weekly Witness, edited by John Dugall *et al.*;—The Churchman, weekly, New York;—The Southern Churchman, weekly, edited by the Rev. Dr. Sprigg, Richmond;—The Presbyterian Observer, weekly, edited by Rev. J. M. Maxwell and W. J. Graham, Baltimore; The Catholic Review, weekly, edited by P. V. Hickey, New York;—The Standard, weekly, edited by J. A. Smith, D. D., Chicago;—The Western Christian Advocate, weekly, edited by F. S. Hoyt, D. D., and J. J. Hight, D. D., Cincinnati;—The Episcopal Methodist, weekly, Rev. W. K. Boyle, Baltimore;—The Cumberland Presbyterian, weekly, edited by J. R. Brown, D. D., and D. M. Harris, D. D., Nashville;—The Protestant Standard, weekly, edited by Rev. J. A. McGowan, Philadelphia;—The Methodist Protestant, weekly, edited by E. J. Drinkhouse, D. D., Baltimore;—The Christian World, weekly, edited by Rev. E. Herbruck and Rev. M. Loucks, Dayton, Ohio;—Der Lutherische Kirchenfreund, weekly, Chicago;—The Christian Observer, weekly, edited by Rev. F. B. and T. E. Converse, Louisville;—The Episcopal Recorder, weekly, edited by Rev. Wm. Newton, D. D., and Saml. Ashhurst, M. D., Baltimore.

Literary and Educational.

The Literary World, fortnightly, Boston;—The Critic and Good Literature, edited by J. L. and J. B. Gilder, New York;—The Current, weekly, edited by E. L. Wakeman, Chicago;—The Overland Monthly, San Francisco;—Publications of the City and Guilds of London Institute for the advancement of Technical Education;—Annual Reports of the Public Education Association, Philadelphia;—Publications of the Cleve-

land Educational Bureau (Books for the People);—Ward and Lock's Penny Books for the People (Historical and Biographical Series), London;—The School Herald, fortnightly, edited by W. I. Chase, Chicago;—The Southern Workman, monthly, edited by S. C. Armstrong and H. W. Ludlow (printed by students), Hampton, Va.;—The Morning Star, monthly, Carlisle, Pa. (representing the Indian Industrial School);—The Week, McDonogh Institute, Baltimore County, Maryland (printed by the boys and representing a remarkable juvenile society, described by Johnson in the "Studies");—The African Repository, quarterly, Washington, D. C. (organ of the American Colonization Society);—The Herald-Crimson, daily, Cambridge, Mass.;—The Amherst (Mass.) Student;—Johns Hopkins University Circulars, monthly, Baltimore.

Bibliographical.

Harvard University Bulletins, quarterly, edited by Justin Winsor, Cambridge;—Bulletins of the Boston Public Library, quarterly;—Worcester Free Public Library, Lists of Additions, with Notes, monthly, edited by S. S. Green.

The above lists represent merely the special periodical literature which is given or intrusted to the seminary by associations, the general library administration, the publication agency, and various other friends. All magazines and journals which are of general scientific or literary interest to the university public are kept in the University reading-room. Whatever is thought to pertain more especially to work going on in historical and political science is relegated to that department. Some few journals, for example The Nation, and certain library bulletins are taken in duplicate. In the eighth annual report of the president of the University there is published a list of foreign exchanges. The last printed list of the periodical literature received by the University was issued in the Annual Register of 1880–'81. That list and the above should be revised and greatly enlarged, to represent faithfully the journals and periodicals now accessible to Baltimore students.

THE HISTORICAL MUSEUM.

At the present time the seminary library of historical and political science begins with relics of the Stone Age and ends with the newspaper. At one end of the room are the first collections for an anthropological museum; at the other is a bulletin-board for university news. A good foundation of an historical museum was made last May by Mr. William Ellinger, formerly of Baltimore but now a resident of Arizona, who contributed a valuable collection of lacustrine relics from Neuchâtel—axes, spear-heads, knives, spindle-whorls, ornaments representing the stone and bronze ages of Switzerland. Numerous utensils and missile weapons belonging to the Stone Age of Virginia have since been given by the Rev. Dr. Randolph, formerly rector of Emanuel Church, Baltimore, now assistant bishop of Virginia. Memorials of the Stone Age of Maryland have been presented to the University by Colonel B. F. Taylor, of Kingsville, Baltimore County, near the site of "Joppa," where the seminary found its first stone axe some years ago. This latter relic of the Maryland aborigines and an unearthed brick, which identi-

fied the site of the first court-house in Baltimore county, were for a long time the only objects of archæological interest in the seminary library. They led to a jocose observation in one of the Baltimore city papers that the Johns Hopkins University Museum consisted of an Indian hatchet and a brickbat. This facetious remark, copied with pardonable malice by the press of Boston, was literally true. It characterized our museum about as cleverly as The Nation described the Johns Hopkins in 1876, when it was suggested that its trustees appeared to believe they could have a university in tents and a library in soap-boxes.

But the library and the University have grown somewhat since that day, and the museum also is destined to grow. Although beginning in small ways, student-interest in archæological and historical collections is manifestly increasing. After the exhibition of the Ellinger collection in the Bluntschli Library, three young men who had lived for many years in Rome began to enrich the museum of prehistoric relics with Etruscan pottery, vases from the ancient city of Veii, Roman lamps from the bottom of the Tiber, Christian lamps from the catacombs, a collection of coins with the image and superscription of the Cæsars from Augustus to Romulus Augustulus. Symbols of the entire history of the Roman Empire and of prehistoric Europe have thus been added to the Indian hatchet and the brickbat. Rome was not built in a day, nor yet is an anthropological museum; but the corner-stone is laid.

The special advantages are great for the upbuilding in Baltimore of a collection of artistic and literary memorials illustrating the historical progress of our race. There are valuable Egyptian[1] treasures in this city which, it is hoped, will some day be brought to the University. There are classic monuments worthy of preservation in some museum of science. The Church, too, in this truly catholic city, has many artistic and literary symbols which it is the duty of science and religion alike to place in their proper historic connection for the instruction of clergy and students.

It is of no small advantage in the upbuilding of such a museum for members of the Johns Hopkins University to have access to such a wonderful collection of early typographical art, illuminated missals, breviaries, and rare editions of the schoolmen, church fathers, and the classics, as the Stinnecke Library, collected by the late Bishop Whittingham, and now belonging to the diocese of Maryland. Great is the privilege now enjoyed of freely visiting such a rare private library as that of Mr. John W. McCoy—a library rich beyond present description in works of art-history, in collections of photographs, prints, and engravings of the old masters. Great also are the pleasure and profit of occasionally visiting such choice galleries of modern painting as those owned

[1] The Cohen collection of Egyptian art was added to the Historical Museum not long ago, and the Helbig collection of ancient art was brought from Rome in 1887.

by Mr. William T. Walters,[1] or the Garrett family. Inestimable is the benefit that a student may derive from the collections of the Peabody Institute, its new museum of plastic art, its costly plates and rare engravings, in short, its entire literary apparatus. These things all belong to the existing vantage-ground, to the municipal environment of Baltimore.

Not the least of the practical advantages in the development of the museum-idea at the Johns Hopkins University is the proximity of Baltimore to Washington. The collections of the Smithsonian Institution and of the National Museum are within easy reach. Institutions and men often acquire strength by contact. A university in the environment of a national government which expends over three million dollars annually for scientific purposes is well placed, even though it enjoys no great share in the distribution. The advantage lies in access to Government collections, such as the National Museum and the Congressional Library, and in associations with Government officials who are interested in university work. It is no small thing for university students to visit the National Museum under the instructive guidance of Maj. J. W. Powell, director of the Bureau of Ethnology and chief of the Geological Survey. It is also no small thing to have such a man address one day the Historical Seminary upon Indian Sociology and the next day the Baltimore Archæological Society upon the subject of Indian Art. These things are accomplished facts, and they represent stepping-stones for the up-building of the museum-idea in Baltimore.

It is not proposed to limit the Historical Museum to American Archæology, or to Prehistoric times, nor yet to Egyptian or any historic period, but to select a few things that are illustrative or typical of all times and of all phases of human progress. "Denn das Einzelne ist auch ein Ausdruck des Ganzen, in dessen Zusammenhang es seine Stelle hat, und ist es um so mehr als es typischer ist."[2]

GEOGRAPHICAL BUREAU.

In addition to the Historical Museum (which in all probability will some day be removed from the Seminary room and placed upon a broader basis) there is now developing a so-called Geographical and Statistical Bureau. Here maps, charts, diagrams, &c., of physical and historical geography have been collected together and conveniently classified for the use of University students and instructors. The atlases and smaller portfolios are kept upon slides, arranged one above the other in a tier, but with open fronts, so that the titles of the folios can be easily seen.

[1] Appreciative articles on Mr. Walter's remarkable collections of Japanese art and modern paintings, which were exhibited to critics February 26, 1884, appeared in the New York Tribune February 27 and March 3, 10; in the Boston Weekly Advertiser February 29, and in all the Baltimore papers February 27, 1884.

[2] Droysen, Historik, 24.

Wall-maps are rolled up, ticketed, and suspended upon hooks, whence they can be quickly removed for temporary use in any class-room of the University. Great masses of loose maps, like those published by the United States Engineer Corps and by the Government Surveys, can be easily controlled by means of a large chart-table, fitted up with drawers of different sizes, each drawer furnished with an ingenious appliance (invented in one of the Government Departments at Washington) for raising a great mass of maps by means of an inserted slide which liberates the map beneath so that it can be drawn out without friction. In the geographical room are also collected the gazetteers, topographical dictionaries, histories of geography, treatises on comparative geography, Ritter's Erdkunde, Petermann's Mitteilungen, the writings of Peschel, Guyot, Reclus, Behm, &c.; the journals and bulletins of geographical societies; books of explorations, travels, voyages, &c. Here, also, are the reports of the United States Coast and Geodetic Survey. Reports of the various State and railroad surveys, of all the early military expeditions and Government explorations, will gradually be added.

In the Johns Hopkins University physical and historical geography are made the basis of instruction in historical and political science. By the aid of the best maps, more especially of relief maps, attention is called, in a course of class lectures, to the physical structure and conformation of various historic lands; to the influence of coast-lines, harbors, river-courses, plain and mountain, soil and climate, upon a nation's character and history. Such object lessons concerning the physical structure of the earth's surface become an important means for teaching the outlines of universal history. For example, amid all the variation of political species and of the political geography of the Nile Valley the valley itself remains to-day the basis of the Egyptian question. Not only ancient but modern history of Egypt becomes more intelligible from a consideration of its physical geography. The remotest past can be connected with the immediate present by such a bridge. England's occupation of Egypt seems not so far removed from the Roman conquest when we consider a map of the Mediterranean basin and study its relation to the eternal Eastern question. The gradual discovery and political occupation of the world by the powers of christendom, the heirs of old Rome, can be shown by a series of maps whereon the widening areas of geographical knowledge are sharply outlined. Students should learn from maps of African exploration and of circum-polar observations that the old work of conquest is still going on. The relation of European states to Western Africa and to the opening of the river Congo is much the same in principle as the relation of Spain, Portugal, France, and England to the opening of the New World. For most students comparative history, like comparative geography, is almost an undiscovered country. The two sciences go hand in hand and can surely be fostered together.

In the geographical bureau are the results of an interesting study of the local geography of Baltimore, with a view to the preparation of a better physical and topographical map than any in existence. This study, begun in the interests of the University Field Club by Mr. A. L. Webster (formerly connected with the United States Geological Survey), will be for local geography what a study of town and parish records is for local institutions. The first step was to examine everything that was already known about Baltimore geography, to collect all the maps that were available, then to discover fresh facts by exploration and to apply modern scientific methods to a new graphical representation of the entire field. There was a certain valuable process of education for students in collecting new information for this map, and also in learning the practical arts of modern topography.

STATISTICAL BUREAU.

Adjoining the geographical room is a room devoted to statistics. Here are collected the census reports of the United States and of certain foreign countries and foreign cities. The publications of the Prussian Bureau of Statistics and of our own national bureau are fairly represented, together with the statistical documents published by the individual States and cities of the Union. Here is gathered whatever relates to the population and products of the earth; national resources; public domains; forests; crops; fisheries; railroads; canals; industries; international expositions. Here also are the various files of almanacs, calendars, statesmen's year-books, hand-books of statistics, &c. The possibilities of development for such a department are very great if proper attention is bestowed upon it. One has only to examine the catalogue of the Prussian Bureau of Statistics, with its 80,000 volumes, to realize what this science means.

THE HISTORICAL AND POLITICAL SCIENCE ASSOCIATION.

The question is often asked, In what respect is the Historical and Political Science Association different from the Seminary of Historical and Political Science? The answer is that the Seminary is, and always has been, the inner circle of university students; the Association is the Seminary in its associate capacity, which embraces an outer circle of honorary members. The Seminary is the active membership, the life-principle of the Association, which latter is maintained by natural selection and the survival of the fittest.

The origin of the Historical and Political Science Association dates back to the 19th of December, 1877. It was a natural development of the original Historical Seminary, which had been in existence since the opening of the University, and which was early spoken of as an historical association. The following extract from original records indicates the purpose of the new organization: "At the meeting of the

Historical Association [Seminary], held December 15 [1877], it was expressed as the sense of that body that there should be formed, under the auspices of the University, an organization which may take cognizance of other than historical questions and embrace among its members other than historical students."

The enlarged idea of the original Seminary was to form an association with students of political science, more especially with certain young lawyers in the city of Baltimore, who were engaged in the pursuit of this branch of learning. The scope of the Historical Association was to be widened into a kind of Staatswissenschaftlicher Verein, or Political Science Union like that in Heidelberg University, which organization had some influence upon the Baltimore Association. Students, professors, and a few professional men, interested in historical and political studies, met together one evening each month in Hopkins Hall for the discussion of papers or communications which were thought to be of more general interest than those ordinarily prepared in connection with class lectures or seminary work. The Association was regarded as a public meeting of the Seminary, with its invited guests.

The total membership originally comprised about a dozen graduate students and young instructors, some of whom were more especially devoted to the study of literature and philology. Among such associate members were Dr. Charles R. Lanman, now professor of Sanskrit in Harvard University; Dr. Josiah Royce, lecturer on philosophy in the same institution; Dr. Maurice Bloomfield, now associate professor of Sanskrit, Johns Hopkins University; Mr. A. Duncan Savage (at one time associated with Cesnola in the New York Metropolitan Museum); Mr. Allan Marquand, afterwards appointed professor of art history at Princeton College, and several others. The membership gradually increased to about forty through the election of certain young lawyers and other gentlemen of culture in the city of Baltimore. The attendance upon the monthly meetings of the Association sometimes ranged as high as fifty persons. The president of the University was for a time the acknowledged head of the Association and occasionally presides at its meetings. The original secretary was Dr. Henry Carter Adams, now professor of political economy in Cornell and Michigan Universities. The present director of the Seminary succeeded to the secretary's office in the Association December 19, 1878, and has committed it to members of the Seminary, who serve in rotation.

The character of the Association has changed with the character and size of the Seminary. Student members have graduated and many former associate members have given place to more active workers. The Seminary, or the inner circle, has gradually increased since 1876 from six or eight working members to twenty-five. No undergraduates, and no graduates who are not devoting their chief energies to Historical and Political Science in the Johns Hopkins University, are now permitted to join the Seminary. The associate members, still retained, or

chosen from time to time by this body, are naturally somewhat different from those formerly enrolled. The present custom is to regard as associates of the Seminary those whom it wishes to honor or those who have contributed to its published studies or public proceedings by an original paper or a reported address.

CONTRIBUTIONS TO THE ASSOCIATION, 1877-'79.

Partial lists of contributions to the proceedings of the Association, from December 19, 1877, to April 4, 1879, were printed in the annual reports of the Johns Hopkins University for 1878 (p. 56) and 1879 (p. 67); but a more complete list, taken from the original records, with the date of each communication, is given below. No mention is made of book notices and reports upon historical and political journals, &c., which latter exercises form very essential features of both Seminary and Association meetings:

The Village Communities of Ancient Germany and Mediæval England. An Introduction to the Study of New England Towns and the Institutions of Local Self-Government in America. By H. B. Adams. December 19, 1877.

Tramps. A paper afterwards read before a public convention, in Baltimore, of Maryland gentlemen, for the discussion of the tramp question. By H. C. Adams. December 19, 1877.

The Economy of Co-operation. An Essay afterwards read before the American Social Science Association at its meeting in Cincinnati. By H. C. Adams. January 11, 1879.

Review of Dr. Woolsey's Theories concerning the Educational Power of the State. By D. C. Gilman. January 11, 1878.

Greek Cities. Fragments from Greek writers, illustrating the historical village community and the Federal Constitution of the Commonwealth of Greece. By A. D. Savage. January 11, 1878.

The Tractatus Theologico-Politicus of Spinoza. A Philosophical Essay in which Spinoza was presented as the champion of religious liberty. By Josiah Royce. March 11, 1878.

The Punitive Power of the State. An inquiry into the grounds of legal punishment and an examination of the views advanced in Woolsey's Political Science. By William T. Brantly. March 11, 1878.

Bribes in Greece. By W. J. Berry. March 11, 1878.

Incidents of Historical Research in the State Department at Washington. By Austin Scott. March 11, 1878.

The Grand-Jury System. By Judge T. M. Cooley. March 11, 1878.

The Ordinance of 1787 for the Government of the Northwestern Territory. A paper showing the historic origin of this act of national legislation and the importance of the ordinance as an element of constitutional law. By Austin Scott. March 29, 1878.

The original Conception of the Town as an Institution. By W. F. Allen, of the University of Wisconsin. March 29, 1878.

The Influence of Alexander Hamilton in the Formation of the Constitution of the United States. By Joseph H. Tyler. March 29, 1878.

The Maryland State Papers. A communication showing the wealth of historical materials now lying unpublished at Annapolis and in the library of the Maryland Historical Society. By H. B. Adams. March 29, 1878.

The Public-School System. An inquiry as to its foundations. By D. C. Gilman. April 26, 1878.

The School System of Connecticut, with Particular Reference to that of New Haven. By F. A. Walker, of Yale College. April 26, 1878.

The School System of Baltimore. By Hon. Geo. Wm. Brown. April 26, 1878.

Are Boards of Arbitration desirable? By George M. Sharp. April 26, 1878.

The Stone Age. A Review of Recent Works on Prehistoric Archæology. By H. B. Adams. October 11, 1878.

The Swiss Lake-Dwellings. By C. R. Lanman. October 11, 1878.

The Depopulation of Central Greece in the Post-Classical Period. By E. G. Sihler. October 11, 1878.

The National Archives. An explanation of the character and arrangement of the public documents and historical collections (letters, manuscripts, &c.) belonging to the United States. By Austin Scott. October 11, 1878.

A Study of German Social Democracy. By A. Marquand. November 15, 1878.

A Review of the Question, "Was Maryland a Roman Catholic Colony?" By H. B. Adams. November 15, 1878.

Recent Complications in the School System of New Haven. By D. C. Gilman. November 15, 1878.

Notes on Niebuhr's Life and Works. By E. G. Sihler. November 15, 1878.

Lieber's "Reminiscences of Niebuhr." By D. C. Gilman. November 15, 1878.

Primitive Aryan Mythology from the Standpoint of Indian Literature. By M. Bloomfield. December 19, 1878.

Animistic Religion an Excrescence, not a Germ, of Vedic Religion. By C. R. Lanman. December 19, 1878.

The Boundary Controversy between Maryland and Virginia. By E. Goodman. December 19, 1878.

Letter from Dr. Wm. Hand Browne upon Catholic Toleration in Maryland. December 19, 1878.

The first public Proposal of a Constitutional Convention for the United States. By Austin Scott. December 19, 1878.

Methods of Historical Inquiry as Pursued at German Universities. A discussion of Seminaries and Seminary Libraries. By H. Von Holst. January 24, 1879.

Maryland's Ratification of the Federal Constitution. By A. Scott. February 28, 1879.

The Position of Socialism in the Historical Development of Political Economy. By H. C. Adams. February 28, 1879.

Moral Insanity as a Cause of Crime. By C. W. Nichols. February 28, 1879.

The Problem for Political Economy in the United States. By H. C. Adams. April 4, 1879.

Attic Colonization. By E. G. Sihler. April 4, 1879.

Methods of Historic Instruction as Pursued at Brown University. By Professor J. L. Diman. April 4, 1879.

All subsequent contributions to the Historical and Political Science Association are noted in the Johns Hopkins University Circulars, the publication of which began in December, 1879. Abstracts of the more important papers are there to be found, and mention is made of most of the minor communications. No other records of the association from October 23, 1879, to 1884, are preserved. A set of these abstracts has been arranged, with other printed matter, in a seminary scrap-book. With the year 1884 was instituted the office of a rotating secretary, serving for a single meeting. This institution was adopted from Professor Paul Frédéricq's seminary in Liège, and by him from Conrad's seminary in Halle. The advantages of the practice are the greater variety and interest resulting from the reports of rival secretaries, in addition

to valuable training for students themselves. The reports are written by the various secretaries upon uniform paper and are duly arranged in the scrap-book, together with the printed abstracts of the proceedings as revised by the director of the seminary for the University Circulars. The basis of the printed abstract is usually furnished by the contributor of the reported paper.

UNIVERSITY STUDIES.

In the latter part of the year 1882 began the publication of the Johns Hopkins University Studies in Historical and Political Science. The introductory number was written by Mr. Edward A. Freeman, the English historian, who that year had lectured to the students of Baltimore. The following list of published papers in the various series will best illustrate the nature and scope of the studies:

First Series.—Local Institutions.—1883.

I. An Introduction to American Institutional History. By Edward A. Freeman, D. C. L., LL. D., Regius Professor of Modern History, University of Oxford. With an account of Mr. Freeman's Visit to Baltimore, by the Editor.

II. The Germanic Origin of New England Towns. Read before the Harvard Historical Society, May 9, 1881. By H. B. Adams, Ph. D. (Heidelberg), 1876. With Notes on Co-operation in University Work.

III. Local Government in Illinois. First published in the Fortnightly Review. By Albert Shaw, A. B. (Iowa College), 1879.—Local Government in Pennsylvania. Read before the Pennsylvania Historical Society, May 1, 1882. By E. R. L. Gould, A. B. (Victoria University, Canada), 1882.

IV. Saxon Tithingmen in America. Read before the American Antiquarian Society, October 21, 1881. By H. B. Adams.

V. Local Government in Michigan and the Northwest. Read before the Social Science Association at Saratoga, September 7, 1882. By E. W. Bemis, A. B. (Amherst College), 1880.

VI. Parish Institutions of Maryland. By Edward Ingle, A. B. (Johns Hopkins University), 1882.

VII. Old Maryland Manors. By John Johnson, A. B. (Johns Hopkins University), 1881.

VIII. Norman Constables in America. Read before the New England Historic Genealogical Society, February 1, 1882. By H. B. Adams.

IX-X. Village Communities of Cape Ann and Salem. From the Historical Collections of the Essex Institute. By H. B. Adams.

XI. The Genesis of a New England State (Connecticut). By Alexander Johnston, A. M. (Rutgers College), 1870; Professor of Political Economy and Jurisprudence at Princeton College.

XII. Local Government and Free Schools in South Carolina. Read before the Historical Society of South Carolina, December 15, 1882. By B. J. Ramage, A. B.

Second Series.—Institutions and Economics.—1884.

I, II. Methods of Historical Study. By Herbert B. Adams, Ph. D. (Heidelberg) January and February, 1884; pp. 137.

III. The Past and the Present of Political Economy. Richard T. Ely, Ph. D. (Heidelberg). March, 1884; pp. 64.

IV. Samuel Adams, the Man of the Town Meeting. By James K. Hosmer, A. M. (Harvard); Professor of English and German Literature, Washington University, St. Louis. April, 1884; pp. 60.

V, VI. Taxation in the United States. By Henry Carter Adams, Ph. D. (J. H. U.); Professor of Political Economy, University of Michigan. May and June, 1884; pp. 79.

VII. Institutional Beginnings in a Western State. By Jesse Macy, A. B. (Iowa College); Professor of Historical and Political Science, Iowa College. July, 1884; pp. 38.

VIII, IX. Indian Money as a Factor in New England Civilization. By William B. Weeden, A. M. (Brown University). August and September, 1884; pp. 51.

X. Town and County Government in the English Colonies of North America. By Edward Channing, Ph. D. (Harvard); Instructor in History, Harvard University. October, 1884; pp. 57.

XI. Rudimentary Society among Boys. By John Johnson, A. B. (J. H. U.); Instructor in History and English, McDonogh Institute, Baltimore County, Md. November, 1884; pp. 56.

XII. Land Laws of Mining Districts. By Charles Howard Shinn, A. B. (J. H. U.); Editor of the Overland Monthly. December, 1884; pp. 69.

Third Series.—Maryland, Virginia, and Washington.—1885.

I. Maryland's Influence upon Land Cessions to the United States. With minor papers on George Washington's Interest in Western Lands, the Potomac Company, and a National University. By Herbert B. Adams, Ph. D. (Heidelberg). January, 1885. 102 pp.

II, III. Virginia Local Institutions—The Land System; Hundred; Parish; County; Town. By Edward Ingle, A. B. (J. H. U.). February and March, 1885. 127 pp.

IV. Recent American Socialism. By Richard T. Ely, Ph. D. (Heidelberg); Associate in Political Economy (J. H. U.). April, 1885. 74 pp.

V, VI, VII. Maryland Local Institutions—The Land System; Hundred; County; Town. By Lewis W. Wilhelm, Ph. D. (J. H. U.); Fellow by Courtesy (J. H. U.). May, June, and July, 1885. 130 pp.

VIII. The Influence of the Proprietors in founding the State of New Jersey. By Austin Scott, Ph. D. (Leipsic); formerly Associate and Lecturer (J. H. U.); Professor of History, Political Economy, and Constitutional Law, Rutgers College. August, 1885. 26 pp.

IX, X. American Constitutions—The Relations of the Three Departments as Adjusted by a Century. By Horace Davis, A. B. (Harvard). San Francisco, California. September and October, 1885. 70 pp.

XI, XII. The City of Washington. By John Addison Porter, A. B. (Yale). November and December, 1885. 56 pp.

Fourth Series.—Municipal Government and Land Tenure.—1886.

I. Dutch Village Communities on the Hudson River. By Irving Elting, A. B. (Harvard). January, 1886. 68 pp.

II, III. Town Government in Rhode Island. By William E. Foster, A. M. (Brown University).—The Narragansett Planters. By Edward Channing, Ph. D. and Instructor in History, Harvard University. February and March, 1886. 60 pp.

IV. Pennsylvania Boroughs. By William P. Holcomb, Ph. D. (J. H. U.); Professor of History and Political Science, Swarthmore College. April, 1886. 51. pp.

V. Introduction to the Constitutional and Political History of the Individual States. By J. F. Jameson, Ph. D. and Associate in History (J. H. U.). May, 1886. 29 pp.

VI. The Puritan Colony at Annapolis, Maryland. By Daniel R. Randall, A. B. (St. John's College). June, 1886. 47 pp.

VII, VIII, IX. History of the Land Question in the United States. By Shosuke Sato, B. S. (Sapporo); Ph. D. and Fellow by Courtesy (J. H. U.). July–September, 1886. 181 pp.

X. The Town and City Government of New Haven. By Charles H. Levermore, Ph. D. (J. H. U.); Instructor in History, University of California. October, 1886. 103 pp.

XI, XII. The Land System of the New England Colonies. By Melville Egleston, A. M. (Williams College). November and December, 1886.

Fifth Series.—Municipal Government and Institutions.—1887.

I, II. City Government of Philadelphia. By Edward P. Allinson, A. M. (Haverford), and Boies Penrose, A. B. (Harvard). January and February, 1887. 72 pp.

III. City Government of Boston. By James M. Bugbee. March, 1887. 60 pp.

IV. City Government of St. Louis. By Marshall S. Snow, A. M. (Harvard); Professor of History, Washington University. April, 1887. 40 pp.

V, VI. Local Government in Canada. By John George Bourinot, Clerk of the House of Commons of Canada. May and June, 1887. 73 pp.

VII. The influence of the War of 1812 upon the Consolidation of the American Union. By Nicholas Murray Butler, Ph. D. and Tutor in Columbia College. July, 1887. 30 pp.

VIII. Notes on the Literature of Charities. By Herbert B. Adams. August, 1887.

IX. Predictions of Hamilton and De Tocqueville. By James Bryce. September, 1887.

City Government of Baltimore. By John C. Rose, B. L. (University of Maryland, School of Law).

City Government of Chicago. By F. H. Hodder, Ph. M. (University of Michigan); Instructor in History, Cornell University.

City Government of San Francisco. By Bernard Moses, Ph. D.; Professor of History and Politics, University of California.

City Government of New Orleans. By Hon. W. W. Howe.

City Government of New York. By Simon Sterne and J. F. Jameson, Ph. D.; Associate in History (J. H. U.).

The completed series have been bound into volumes bearing the following special titles:

Volume I.—Local Institutions. 479 pp.

Volume II.—Institutions and Economics. 629 pp.

Volume III.—Maryland, Virginia, and Washington. 595 pp.

Volume IV.—Municipal Government and Land Tenure. 610 pp.

EXTRA VOLUMES OF STUDIES.

The monthly monographs, which are pamphlets averaging 50 pages in length, have proved inadequate to supply a channel of publication for more extended works undertaken in connection with the historical department. Accordingly a series of extra volumes has been instituted, ranging from 200 to 500 pages. In this extra-volume series have appeared the following contributions to historical and political science:

Extra Volume I.—The Republic of New Heaven: A History of Municipal Evolution. By Charles H. Levermore, Ph. D., Baltimore.

Extra Volume II.—Philadelphia, 1681–1887: A History of Municipal Development. By Edward P. Allinson, A. M. (Haverford), and Boies Penrose, A. B. (Harvard).

Extra Volume III.—Baltimore and the Nineteenth of April, 1861. By George William Brown, Chief Judge of the Supreme Bench of Baltimore and Mayor of the City in 1861.

II.

UNDERGRADUATE DEPARTMENT.

Experience at the Johns Hopkins University has shown the advantage of the co-operative method for undergraduate classes with a short period of time at their command, who nevertheless desire to cover a goodly stretch of historical territory. The method, in its practical operation, consists of a division of labor in a class guided by an instrnctor who undertakes to direct special work into co-operative channels. The students, while to some extent upon the common ground of text-books or prescribed authors, and while taking notes upon class lectures of a special character, carry on investigations in close connection with the general course. Written reports are submitted, first to the instructor, and are then presented, either wholly or in part, to the class, who take notes and are examined upon these co-operative studies in the same way as on material presented by the teacher.

STUDENT LECTURES.

An interesting and valuable practice has gradually grown up among undergraduate students of historical and political science at the Johns Hopkins University, namely, that of students lecturing to their own class upon subjects connected with the course. The practice originated several years ago among undergraduate students of history and international law; it was the natural outgrowth of the topical method of study. It is a practice considerably differeut from that of reading formal essays, which often prove very burdensome to a class of intelligent pupils. The idea of oral reports with the aid of a brief or of a few notes, or, best of all, of an analysis written upon the blackboard, led the way to the preparation of a regular course of co-operative lectures by members of a class working conjointly with the instructor. Greater dignity was given to the efforts of students by asking them in turn to come to the front, to the map or blackboard. For the time being the student became the teacher. Pretensions were seldom made to original investigations in preparing for such a class lecture. The understanding was that students should collect the most authoritative information upon a given subject and present it to his fellows in an instructive way. This naturally implied the selection of the best points of view and the omission of all irrelevant matter. The success of the lecturer turned, not upon his occupying the time by reading an encyclopædic article, but upon his kindling the interest of his classmates and keeping their attention to the end.

PREHISTORIC TIMES.

An experiment was tried with a class of undergraduates (Freshmen) who were just beginning their study of history by following a course of introductory lectures on the Origin of Civilization. In connection

with the instructor's course, which concerned more especially the Stone Age and the Development of Early Society, such topics as the following were assigned to individuals for study and report: Clubs and Batons; Stone Knives; Axes; Spears and Sceptres; Origin of Fire; Origin of Clothes; the Hunting and Fishing Stages of Society; the Plough and the Beginnings of Agriculture; Bread and the Cultivation of Cereals; Evolution of the House; Boats and their Improvement; Barter; the Art of Counting; Origin of the Alphabet; Picture-Writing; Pottery, &c. The youths appointed to these tasks were referred to such authorities as Tylor, Lubbock, Lyell, Wilson, Evans, Geikie, Peschel, Keary, Abbot, Short, Jones, *et al.*, whose writings were placed upon a reservation in the library. The appointees quickly found their way into the pith of these books, or such parts of them as concerned the subject in hand. The reports made to the class in the shape of off-hand lectures were really of surprising interest to the audience. So well did the experiment succeed that a few of these Freshmen were persuaded to give brief addresses to the Matriculate Society (embracing all undergraduate students who are candidates for the degree of A. B.) upon a series of connected topics pertaining to the Stone Age, namely, the Social Condition of Primitive Man, his Moral and Religious Condition, his Knowledge of the Useful Arts, Evidence as to the Antiquity of Man, &c. These addresses partook of the nature of a discussion of Primitive Man from special points of view. The remarks made were by no means essays committed to memory, but rather the easy utterance of minds well stored with facts. The naturalness of the efforts and the absence of all attempts at Sophomoric eloquence were quite noteworthy.

As further illustrations of the kind of subjects investigated by undergraduate students at the Johns Hopkins University, who were working in a co-operative way with their instructors, the following select lists may suffice. It should be understood that in each class, namely, in Church History, the Italian Renaissance, the German Reformation, in the History of France and England during the Middle Ages, and in the History of Political Economy, the teacher gave systematic instruction by lectures or otherwise, and that the investigations carried on by students had direct connection with the class-course. The following lists are old, but they will serve to illustrate an idea.

CHURCH HISTORY.

Influence of Jewish Ceremonial upon the Christian Church; Influence of Greek Philosophy upon Christian Thought; Influence of Roman Institutions upon the Church; the Apostolic Fathers; the Greek Apologists; the Latin Apologists; Saint Ambrose; Chrysostom; Saint Jerome and the Vulgate; Saint Augustine and the City of God; Nestorianism; the Clergy and the Laity; the Office of Patriarch; Metropolitan Centres of Church Life; Origin of the Papacy; Artistic Rep-

resentations of the Growth of the Ecclesiastical Constitution; Leo the Great; Extension of Church Authority into England; Conversion of Germany; Relation of Charles the Great to the Papacy; Otto the Great; International Position of the Holy Roman Empire of the German Nation; Constitution of the Empire; Territorial Claims of the Empire; Gregory VII and the Countess Mathilda of Tuscany; the Normans in Sicily; Frederick Barbarossa and his Relations with Italy; Arnold of Brescia; Points of Conflict between the Empire and Papacy; Fall of the Hohenstaufen Emperors; the Great Councils of the Fifteenth Century.

THE ITALIAN RENAISSANCE.

Greece in the Middle Ages; Revival of Greek Ideas in Italy; Poggio's Study of Roman Antiquities and his Discovery of Classic Manuscripts; Dante's De Monarchia; Petrarch's Relation to the Revival of Learning; Boccaccio's Influence upon Literature; Laurenzo Valla and Humanism in Rome; the Platonic Acadamy and Humanism in Florence; the Revival of Roman Law; Mediæval Universities; Natural Science in the Middle Ages; Recent Vindications of Lucretia Borgia; the Political Merits of Cæsar Borgia; Modern Views of Machiavelli; Savonarola; Lorenzo di Medici; Alexander VI; Julius II; Leo X; the Building of St. Peter's.

THE GERMAN REFORMATION.

The German Humanists, Reuchlin and Melanchthon; Ulrich von Hutten and Franz von Sickingen; Erasmus and his Praise of Folly; the English Humanists, Grocyn, Linacre, and John Colet; More's Utopia; English and German Translations of the Bible; the Ideas of Wyclif and how they came to Bohemia; John Huss; the Relation of Peasant Revolts to the German Reformation; Character of Luther as revealed in his Table Talk; Roman Catholic Estimates of Luther; Character of Charles V; Character of the German Princes; Political Elements in the German Reformation; Protestantism in Italy; Catholic Reformation; Ignatius Loyola; the Council of Trent; the Peace of Augsburg.

FRENCH AND ENGLISH HISTORY—MEDIÆVAL PERIOD.

Cæsar's Conquest of Gaul; Life in Gaul in the Fifth Century; Monastic Life in Merovingian Gaul; the Northmen; Cnut and Harold Haardrada; Lanfranc and Anselm; the Bayeux Tapestry; Domesday; Results of the Crusades; Origin of Feudalism; Mediæval Cathedrals; Scriptoria and Chronicles; Conquest of Wales; the Coming of the Friars into England; Law-Courts, *circa* 1200, in England; the Albigenses and the Crusade against them; Military and Religious Orders; Montfort in Gascony; London in the Fourteenth Century; Robert Bruce; Life on the Roads in England in the Fourteenth Century; the Popes at Avignon; Froissart; Wyclif's Bible; the Paston Letters; Par-

liamentary Antiquities in the Fourteenth and Fifteenth Centuries; Comparison of the Characters of Louis XI, Henry VII, and Ferdinand of Aragon; the States General of 1468 and 1484; the Relations of France and Scotland in the Fifteenth Century.

INTERNATIONAL LAW AND POLITICS.

Another phase of co-operative student-lectures at the Johns Hopkins University is that represented by an undergraduate class pursuing a systematic course of instruction upon the Historical Development of International Law. The instructor considers such topics as the Intertribal and Intermunicipal Relations of the Orient (Evolution of the Family, Tribe, Village, and City; Wars, Forays, Women Capture, Slave Trade, and Commerce); the Intermunicipal Life of the Greeks (Federation of Demes and Cities, Hegemony, Insopolity, Municipal Hospitality, Oracles, Games, Festivals, Arbitration, Leagues, Relations with Persia and Rome); Rome, the *civitas mundi* (imperial tendency of Roman Institutions, Roman Law, Jus Gentium, Fetiales, Treaties, Roman Municipia, Italian Republics); International Position of the Mediæval Church (Municipal Origin of Church Government, Papal Rome, Church and State, Church Authority, Interdicts, Councils); Origin and Tendencies of Modern International Law (Italian Beginnings, Commercial Law of Italian Republics, Intermunicipal Relations, Invasions of Italy, Rise of the State System, Venetian Ambassadors, Thirty Years' War, Hugo Grotius, Puffendorf, Vattel, Wheaton, Lieber, Bluntschli). In connection with this historical survey of the growth of internationality a series of historical and institutional lectures is usually given by members of the class; and, in connection with the exposition of Bluntschli's code of the Modern International Law of Civilized States, a similar course of student-lectures is sometimes given on Modern International Politics. The following select titles will indicate the character and scope of the two courses. The subjects vary in different years:

I. *Historical Course.*—Carthaginian Commerce; Carthaginian Treaties; Grecian Economics; Grecian City Government; the Aristocratic Character of Roman Institutions; the Roman Municipal System; International Influence of Roman Ethics; International Influence of the Church; International Influence of Chivalry and of the Crusades; Theories of Church and State; Phases of City Government in Florence; the City Government of German Free Cities and the Rhenish League; the Hanseatic League; the Government of the Swiss Cantons; the Federation of Switzerland; the Estates of Holland and their Federal Relations.

II. *Political Course.*—England in Egypt; the International Association for the control of African Trade and the River Congo; France in the Tonquin; the Opening of China; Character of Chinese Diplomacy; the Opening and Recent Progress of Japan; Relations between

Germany and the Vatican; Papal Policy in America; Who should control the Panama Canal if there were one; International Congresses; the Question of an International Tribunal; the Diplomacy of the United States *versus* the Indians; the Relation of Political Ethics to International Law; the Theory of a World State; Freedom of the Sea and of Great Rivers; the American Fisheries; the Monroe Doctrine in its relation to South American Republics; Review of the present International Relations of the United States.

III.

Political Economy.

HISTORY OF POLITICAL ECONOMY.

The following subjects were given out by the writer in 1879 to individual members of a class in the History of Political Economy for private study. As far as possible original sources of information, as well as the current literature on these subjects, were examined by the respective appointees. After such examination the subjects were introduced for class consideration in the form of an oral report. The instructor usually questioned the appointee on matters connected with his report and then discussed with the class the most interesting and suggestive points. A bibliography of the various subjects was prepared by the respective appointees, under supervision of the instructor, who worked with his students in classifying the resources of the various Baltimore libraries with reference to the topics in hand. These bibliographies were printed for class use and served a valuable purpose, although they were far from being complete. Good references were always sought after rather than mere lists of titles. In this connection it may be remarked that one of the best exercises for the student investigator is to prepare as good a bibliography of his subject as the library facilities of his environment can afford. He should examine each book, monograph, or magazine article sufficiently to enable him to tell his classmates what the same represents. The subjects of research are here enumerated with their bibliographies, as originally printed, together with the names of the persons who prepared them. No attempt has been made to supplement these lists, which could easily be done by reference to the foot-notes in Dr. Ely's authoritative work on "French and German Socialism," or by reference to the new edition of Poole's index and other bibliographical aids. These lists represent a certain historic phase (1879) of economic work with undergraduates and were prepared in Baltimore libraries. The letters H and P refer respectively to the Johns Hopkins University and Peabody libraries. Other authorities were found in private collections. The author would not recommend reliance upon these antiquated lists. Each student and each instructor should blaze his own path through his own library collections. These bibliographies are printed merely for illustrative purposes.

1. The Mercantile System. H. J. BOWDOIN.

LITERATURE.—*Mun*, England's treasure by foreign trade. H. P. Other English Mercantilists: *Child*. P. *Sir W. Temple*. H. P. *Steuart*. H. P. *Locke*. P.—*Roscher*, Political Economy. H. *Roscher*, Gesch. d engl. volkswirthschafts-lehre im 16 u. 17. jahrh. *Mill*, Principles of Polit. Econ. H. *McCulloch*, Principles of Political Economy. H. P. *Blanqui*, II, ch. XXVII. H. Dict. de l'Econ. Politique, "Colbert." H.

2. The System of the Physiocrats. A. F. JAMIESON.

LITERATURE.—*Quesnay*, Tableau Economique, 1758. *Turgot*, Réflexions sur la formation et la distrib. des richesses, 1766–'78. *Mirabeau, the Elder*, L'ami des hommes, 1755–'60. *Mauvillon*, La Monarchie Prussienne. *Encyclopédie*, 1756–'57. *Adam Smith*, Wealth of Nations (Roger's edition). H. *M. Kaufman*, Socialism. Bk. II, ch. II. H. P. *Blanqui*, Vol. II. H. Dict. de l'Econ. Pol., "Physiocrats." H.

3. Adam Smith and the fundamental doctrines of English Economy. STEWART LINTHICUM.

LITERATURE.—*Adam Smith*, Wealth of Nations. H. P. *Blanqui*, Vol. II, p. 106. H. P. *Shadwell*, System of Political Economy. H. *Thompson*, Social Science and National Economy. H. *McCulloch*, Principles of Political Economy. H. P. Le centenaire d'Adam Smith, Journal des Econ., July, 1876, v. 43. H. Dict. de l'Econ. Pol., "Smith." H. *Bagehot*, Fortnightly Rev., July, 1876, "Adam Smith." *Nasse*, Das hundertjährige jubiläum der Schrift v. Adam Smith über den reichthum der nationen, Preus. Jahrbücher, Oct. 1876.

4. St. Simon and his School. LEE SALE.

LITERATURE.—Works of *St. Simon*, especially, (1) Le nouveau Christianisme, (2) Catéchisme des Industriels. H. *Lerminier*, Lettres Philosophiques VII, Des questions soulevées par le Saint-Simonisme, Revue des Deux Mondes, 1832. *Reybaud*, Socialistes Modernes, i, H., Les Saint-Simoniens, Rev. des Deux Mondes, 1836. *Janet*, Saint Simon, le fondateur du socialisme, Rev. des Deux Mondes, Apr. 15, 1876. *Janet*, L'école Saint Simonienne, Bazard et Enfantin, Rev. des Deux Mondes, Oct. 1, 1876. *Hillebrand*, Die anfänge des socialismus in Frankreich, 1830–'48, Deutsche Rundschau, Dec. 1878. H. *Blanqui*, Vol. II, ch. XLIII. H. *Huber*, Socialismus u. Kommunismus, Kleine Schriften or Bluntschli's Staatswörterbuch. H. North Brit. Rev. 1848, No. 9. Westm. Rev. Apr. 1832. Dict. de l'Econ. Pol. H.

5. Fourier's doctrines and his influence upon American Socialism. E. C. RICHARDSON.

LITERATURE.—*Fourier*, Œuvres complètes. P. *Blanqui*, Vol. II, p. 258. H. *J. S. Mill*, Principles of Political Economy, Vol. I, pp. 274–277. H. *M. Kaufman*, Socialism, pp. 118–128. P. H. *J. H. Noyes*, History of American Socialisms, P. *Parke Godwin*, A popular view of the doctrines of Fourier, "Fourier," Fortnightly Rev. Vol. XII, Essays 1, 2. P. Fourierism, Christian Examiner, Vol. XXXVII, p. 57. P. *Hawthorne*, The Blithedale Romance. "Fourier," North Amer. Rev., Apr. 1879. Hillebrand, Anfänge des Socialismus in Frankreich, 1830–'48. Deutsche Rundschau, Dec., 1878.

6. Communism in the United States. W. R. STRICKLEN.

LITERATURE.—*Nordhoff*, Communistic Societies in the U. S. H. Historische beschreibung der wahren inspirationsgemeinschaft. The Circular (Oneida, 1854–'74). The Perfectionist (New Haven, 1834). Hand-book of the Oneida Community (N. Y., 1871). *Thomas Brown*, An account of the people called "Shakers." *Williams*, The Harmony Society at Economy, Pa. *James*, Communism in America [John A. Porter Prize Essay—Yale Law School]. Henry Holt & Co., 1879. H.

7. Mediæval Craft Guilds and Modern Trades Unions. J. H. LOWE.

LITERATURE.—*Clode,* Memorial of the guild of the merchant tailors in the city of London. P. *Toulmin Smith,* English Guilds (Early Engl. Text Soc. No. 40). H. *Comte de Paris,* Trades Unions in England. *Endemann,* Die entwickelung der handels-gesellschaften. P. *Clifford,* Agricultural look-out. P. *Thornton,* On labor, Bk. II, ch. 4, and Bk. III, chs. 1–5. P. *Howell,* Conflicts of labor and capital. H. Fortnightly Rev., Vol. VI (N. S.), Old guilds and new friendly societies, by *Ludlow.* Quart. Rev. Vol. CXXIII. Trades Unions. Blackwood Mag., Vols. XXXV, XLIII. North Amer. Rev., Vol. CV. *Howell,* Contem. Rev., Oct. 1877. *Chr. Meyer,* Mittelalterliches u. modernes Bürgerthum, Preus. Jahrbücher, June, 1877. *Chr. Meyer,* Zur gesch. d. deutschen arbeiterstandes, Preus. Jahrbücher, Jan. 1879, p. 26. *Huber-Liebenau,* Das deutsche zunftwesen im mittelalter, Samml. wis. Vorträge, 13 serie, heft. 312. *Chr. Meyer,* Die anfänge der deutschen gewerbeverfassung, Preus. Jahrbücher, July, 1878. *Stahl,* Dasdeutsche handwerk u. die bedeutung der arbeiter-association in vergangenheit und gegenwart. *Brentano,* Hist. of Guilds. H. *Schoenberg,* zur wirthsch. bedeutung des deutschen zunftwesens. Trades Unions, Jour. des Econ., Oct., 1878.

8. Robert Owen and English Workingmen's Associations. K. J. HAMMOND.

LITERATURE.—Life of *Robert Owen,* Phila., 1866. P. Life of *Robert Owen,* by himself, Lond., 1857. Vol. I. P. A supplementary appendix to Vol. I, Lond., 1858. P. The Pamphleteer, Vol. X. *Robert Owen,* New view of society, Nos. 1, 2. *Robert Owen,* Report to commis. of assoc. for relief of manuf. and laboring poor. P. *Holyoake,* Co-operation in England. P. Encyclop. Britan., "Co-operation." H.

9. Schulze-Delitzch and Workingmen's Associations in Germany for Self-help. C. E. GRAMMER.

LITERATURE.—11th report of trades union commissioners, pp. 165–178. By *R. D. Morier.* Co-operative wholesale society report, 1873, pp. 115–117; 1872, p. 101. The Co-operator, Nos. 200, 203. Works of *Schulze-Delitzch* (F. A. Herbig, Berlin). *Lassalle,* M. Bastiat u. Schulze-Delitzch. Hughes, Working classes in Europe (Atlas-Essays). H. Journal des Economistes, Vol. I, p. 7. H. *Samuelson,* The German workingman. H. *Schulze-Delitzch,* Sociale rechte und pflichten, Sammlung wissenschaftl. Vorträge, Vol. I. P. Meyer's Konversations Lexicon, "Schulze-Delitzch" und "Genossenschaften." H.

10. Lassalle and German Social Democracy. G. F. GEPHART.

LITERATURE.—Lassalle's werke. Edinb. Rev., July, 1878. Nineteenth Century, Aug. and Oct. 1878; Feb. 1879. Fortnightly Rev., Feb. and March, 1879. North Amer. Rev., April, 1879. Contemporary Rev., May, 1877. Eclectic Mag., Jan. 1879. *Kaufman,* Socialism. Deutsche Rundschau, Feb. and March, 1878. Zeit und Streit Fragen, heft 108. *Innocenz Simplex,* Glaube des socialismus. *Schuster,* Social Demokratie. *Schaeffle,* Socialismus und kapitalismus. Briefe von Ferdinand Lassalle an Carl Rodbertus Jagetzow. "Lassalle," Revue des deux mondes, Dec. 15, 1876.

11. Karl Marx, the Internationalists, and the Commune of Paris. T. A. BERRY.

LITERATURE.—*K. Marx,* Das Kapital; Kritik der polit. oekonomie. H. Annual reports of the International, published in London. *Roscher,* Political Economy—See "Marx." See also Gesch. der national oekonomik. *E. E. Fribourg,* L'association internationale des travailleurs. P. *Villetard,* Histoire de l'internationale. P. (Translated by S. M. Day. New Haven, 1874) H. Histoire de l'internationale, par un Bourgeois Républicain. P. *Oscar Testut,* L'Internationale. P. *Oscar Testut,* L'Internationale et le Jacobinisme, au ban de l'Europe. P. *Jaeger,* Der moderne socialismus u.

Karl Marx. H. *Jaeger*, Geschichte der socialen bewegung u. des socialismus in Frankreich. *Woolsey*, Political Science, Vol. I, p. 319. H. Revue Contemporaine, Vol. V, 1866, Une forme nouvelle du socialisme. P. Journal des Economistes, Apr. 1875, Coup d'œil historique sur l'Internationale. H. Rev. des Deux Mondes, Sept. 1876, pp. 133–149, Le Socialisme contemporaine en Allemagne. Fort. Rev. 1870, The international workingmen's association. North Amer. Rev., Apr., 1872, International Association. *Pierotti*, Décrets et rapports officiels de la commune de Paris. Nation, Aug. 8, 15, 22, 1878, Socialism in Germany. Rundschau, Mar. 1879, p. 481.

12. Distinction between Nihilists, Communists, and Socialists. W. J. THOMAS.

LITERATURE.—Deutsche Rundschau, Aug. 1878, Nihilismus in Russland. Nineteenth Century, May, 1877, June, 1878, Russian revolutionary literature; the social origin of Pessimismaud Nihilism in Germany. Fortnightly Rev., Nov. 1, 1878, Socialism in Germany and the U. S. North British Rev., Vol. II, p. 406, Socialism. Deutsche Rundschau, Feb. 1878, Deutschland und der Socialismus. Rev. des Deux Mondes, 1878–9, (A series of articles on German Socialism by *Lavelcye*). Nuova Antologia, July, 1878, Il Nihilismo. Rev. des Deux Mondes, 1876–'77 (series), L'empire des Tsars et les Russes.

13. The Historical School, Socialists of the Chair, and the efforts of German professors to meet the just demands of Socialism. E. GOODMAN.

LITERATURE.—*Knies*, Die politische oekonomie vom standpunkte der geschichtlichen methode. H. *Roscher*, Principles of Political economy. H. *Hildebrand*, Die national oekonomie der gegenwart und zukunft. *Hermann*, Staatswirthschaftliche untersuchungen. *Gneist*, Das reichsgesetz gegen die bestrebungen der socialdemokratie staatsrechtlich erörtert. *Holtzendorf*, Die Principien der Politik. *Worthman*, H. v. Treitschke und die Kathedersocialisten. (Reprinted in Jahrbücher für Nat. oek., 16 Jahrgang, 1 Band, 1 Heft.) H. *E. de Laveleye*, The new tendencies of Political Economy. (In Banker's Magazine, Feb. 8, 1878.) *Schaeffle*, Die quintessenz des socialismus. *Block* Die quintessenz des Kathedersocialismus, Journal des Economistes, Nov. 1878. Zeit und Streit Fragen, No. 52, *Laspeyres*, Der Kathedersocialismus. *Bamberger*, Die culturgeschichtliche bedeutung des socialistengesetzes. *Schcenberg*, Die ziele und bestrebungen der socialdemokratie. *Wagner*, Rede über die sociale frage. *Leslie*, The philosophical method of political economy, Hermathena, No. 4, P., and in his essays in Moral and Political Philosophy, H.; Political Economy and Sociology, Fortnightly Rev. Jan., 1879. P. H. *Ingram*, Economic science and statistics, Journal of statistical Soc., Dec., 1878. H. P. *Bagehot*, Fortnightly Rev., Feb., 1876. *Lowe*, Recent attacks on Political Economy, Nineteenth Century, Nov., 1878. *Held*, Socialismus, Jahrb. für Gesetzgebung, 1 Bd., 1 Heft, 1877. H.

14. Strikes. JESSE HAY.

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15. An historical survey of the distinctive doctrines of the leading English Economists since Adam Smith. N. PALMER.

LITERATURE.—*McCulloch,* The literature of Political Economy. P. *Blanqui,* Economie politique. H. *Kautz,* Die geschichtliche entwickelung der national-oekonomik und ihrer literatur. *Jevons,* The future of Polit. Econ., Fort. Rev., Nov. 1, 1876.

16. The progress of economic science in the United States. A. C. PALMER.

LITERATURE.—Economic Science in America. North American Rev., 1876. *Kautz,* Die geschichtliche entwickelung der national oekonomik.

A similar co-operative course in the History of Political Economy was undertaken and is now conducted by Dr. R. T. Ely, of the Johns Hopkins University. A product of this latter course is a volume on "French and German Socialism in Modern Times" (Harper & Brothers, 1883). The book "is based on lectures delivered in Baltimore before the students of the Johns Hopkins University and in Ithaca before the students of Cornell University." Although strictly Dr. Ely's own work and not the work of his students, the book was written in an atmosphere of student co-operation and student inquiry in the same field.

This work is now advancing along the lines of Christian Socialism and the American Labor Movement.[1] For the former topic Dr. Ely has obtained fresh materials from Thomas Hughes and other English sources. For the second topic the socialistic and communistic newspapers published in this country and the labor organizations that exist in all of our large cities[2] are fountain-heads of information. On one occasion Dr. Ely took representatives of his class to hear an address given to Baltimore workingmen by Most, the German communist, and was sharply criticised by one of the German papers for so doing. But this is the true way to investigate Communism. Dr. Ely has published a pamphlet in the University studies, Vol. III, No. 4, upon some of the more recent phases of American Socialism, based upon a collection of American socialistic tracts, pamphlets, and newspapers which he has been gathering for over a year. He is now preparing, with the co-operation of some of his advanced students, a book upon the history of political economy in the United States, another upon the history of American co-operation, and a still larger work upon the history of political economy in general. The second of these works will soon be published as a volume of the university studies.

Dr. Albert Shaw, a graduate student, now editor of the Minneapolis Tribune, and author of a remarkable paper on co-operation in Minneapolis, prepared his monograph on "Icaria," a chapter in the history

[1] Dr. Ely's work on "The Labor Movement in America," 373 pages octavo, was lately published by Thomas Y. Crowell & Co., New York.

[2] Henry A. James, author of a Yale John A. Porter Prize Essay (1878) on "Communism in America" (New York, H. Holt & Co., 1879), gathered material for his work by interviewing the communists in their city haunts. A similar paper on "American Socialism" was prepared in the same way by Mr. James for the Historical and Political Science Association of the Johns Hopkins University.

of American communism (published by G. P. Putnam's Sons), not simply by reading Nordhoff's Communistic Societies in America, but by going in person to an Icarian community in Southwestern Iowa, and there interviewing Jean Baptiste Gerard, A. A. Marchand, and other old associates of Cabet. Mr. Shaw spent a week with these men. He read in communistic libraries the original French literature upon the subject of Icaria, rare tracts by Cabet; there he had access to French newspapers edited by Cabet, and to a set of the Revue Icarienne, published at Nauvoo, Illinois, that comfortable old Mormon nest into which the Icarians, for a time, settled down in peace and prosperity. In those simple agrarian communities of our western country Mr. Shaw found some of the now harmless factors of the Paris Commune of 1871, men of the keenest intellect and boldest ambitions, professedly still busy with their schemes and correspondence, but really vegetating upon the broad prairies and going quietly to seed as excellent farmers and good citizens.

POLITICAL ECONOMY.

In Political Economy proper, as well as in the History of Political Economy, the same method of original research and student-lectures is pursued with gratifying results. Among the graduate efforts in this department have been lectures on Predecessors of Adam Smith in England, Adam Smith, the Theory of Population, the Economic Functions of Government, the Physiocrats, Jean Baptiste Say, Bastiat, Political Economy in America previous to Henry C. Carey, the Carey School of Political Economy, American Economics since Henry C. Carey, the National Banking System, the Income Tax, the Financial History of the United States during the Civil War, Effects of the Reduction of the Internal Revenue Taxes upon the Baltimore Consumer, the Financial History of Baltimore, Finances of Kentucky, Finances of Pennsylvania. Among undergraduate efforts have been discussions of the Formation and Growth of Capital, Rent, Wages, Interest, Bimetallism and Monometallism, Communistic Experiments in the United States, Independent Treasury, Direct and Indirect Taxation.

CHAPTER VII.

HISTORY IN COLLEGES FOR WOMEN.

I.

VASSAR COLLEGE.

President James M. Taylor has furnished the following statement:

"The college was founded in 1861, and was designed, in the founder's words, 'to accomplish for young women what our colleges are accomplishing for young men.' It aims to give a thorough collegiate education, and its present equipment enables it to offer that to its students. It has thirteen professorships and a large corps of assistant teachers, extensive cabinets, a finely equipped astronomical observatory, a chemical and physical laboratory with its own endowment, a library of fifteen thousand volumes, which has a permanent fund for its increase, an art gallery, a school of music, and a school of painting.

"The chairs of classical languages, and physics and chemistry, are endowed, and that of astronomy is in part endowed. Other endowments are for the use of the library, cabinets, and art gallery, for the aid of students, and for repair and maintenance of the foundation. The curriculum is, in general scope, like that of our leading colleges.

"The college has not yet had a distinct chair of history. History has been taught to the senior class by the president, and the attempt has been made to atone for the lack of special instruction by particular attention to the subject on the part of our classical teachers and our professor of English. Much more has thus been done than would be suggested by the statement that we have no department of history. I cannot say what methods have been followed by my predecessors."

Dr. S. L. Caldwell, the predecessor of President Taylor, conveyed to the writer of this report the following information, dated May 15, 1885:

"It has fallen to me in defect of a special teacher to give instruction in history. I send you a conspectus which I have prepared for the help of the students, and which is also used by some candidates for the second degree in a post-graduate course. This indicates the ground covered, of course not with any great thoroughness. My purpose has been to furnish the senior class with an outline or sketch to be filled in by subsequent reading, endeavoring to initiate them into the

proper methods of studying history. The conspectus indicates the sources which they may use, having first grasped the general course, which endeavors to trace the continuity of mediæval and modern history, finding its sources in the Roman Imperial Period. Of course they can go further back if they choose, having begun with the Roman Empire and the Teutonic Invasions, out of which modern Europe and America issue.

"As yet, with such inadequate provision for teaching history, nothing has been done in political science except as connected with ethics and political economy. This I consider quite a defect even in a collegiate course for young women, and I hope something may be done to remedy it at some time."

The conspectus of a course of reading in history, mediæval and modern, by President Caldwell, comprises thirteen pages of well-selected authorities, arranged for long or short courses upon such great topics: the Roman Empire; the Rise and Growth of the Christian Church; the Middle Ages; the New Nations and Their Invasions; the Rise of Mohammedanism and the Saracen Invasions; the Papacy and Empire; Feudalism; Monasticism; England; the Saxon, Danish, and Norman Invasions; the Crusades; the Ottoman Power; Italy and the Renaissance; the Papal Schism, General Councils, &c.; Modern Europe; the Protestant Reformation; the Reformation in England; England after the Plantagenets; the French Revolution; American History.

These topics indicate the range of class instruction under President Caldwell, who wished his students to supplement class-work by private reading. The list of books was made partly with reference to the resources of the Vassar College library and partly with reference to the convenience and varied wants of large classes of students, some of whom were studying for the A. B. degree and some for the degree of A. M.

"As to the present status and my own plans," continues President Taylor, "I may add that I propose to make Mediæval History the subject of study for the senior class; and it will be a *required* study this year. I shall use Guizot as my text-book, but shall also lecture independently, and shall require much collateral reading and much essay work. I should add that I propose having some special worker on American History give a short course of lectures here during this year, dwelling on the turning points of our history. At present we require an examination in United States History of all entering college, and recommend familiarity with students' histories of Greece and Rome.

"Next year I hope to have the department organized and in charge of a professor. Our requirements for admission in that case will be at once raised, and the prescribed courses of history will be placed in the early part of the course, giving us opportunities for electives in American History and English Constitutional History in the latter part."

The recent appointment of Miss Salmon, fellow in history at Bryn Mawr, 1886–'87, and A. M. of the University of Michigan, 1883, to teach history at Vassar College will doubtless result in the satisfactory reorganization of the entire department.

Advance sheets of the catalogue for 1887 announce the following courses in history for 1887–'88: Freshman year, second semester, lectures on the History of Art, one hour weekly (elective); sophomore year, first semester, three hours (prescribed); Oriental, Grecian, and Roman History to 476 A. D.; sophomore year, second semester, four hours (elective), History of the Eastern and Western Empires, Conversion of the Northern Nations, the Holy Roman Empire, Crusades, Renaissance, and Reformation; junior year, first and second semester, three hours (elective), History from the Reformation through the French Revolution, with a Survey of Contemporary Europe; senior year, first semester, four hours (elective), English and American Constitutional History; senior year, second semester, three hours (elective), Political Economy.

"The library facilities are fair. The officers of the institution have all had much interest in this department. Still such statements are *relative*, and we have not more than a fair collection of books bearing on history. We have, however, just recovered the use of our library fund, and shall add many other works at once. The library is open to all students, and the shelves are accessible to all. The students use it precisely as if it were their own private library. In our reading-room we have two or three American magazines of history. We have not yet a separate building with the facilities that that will give us."

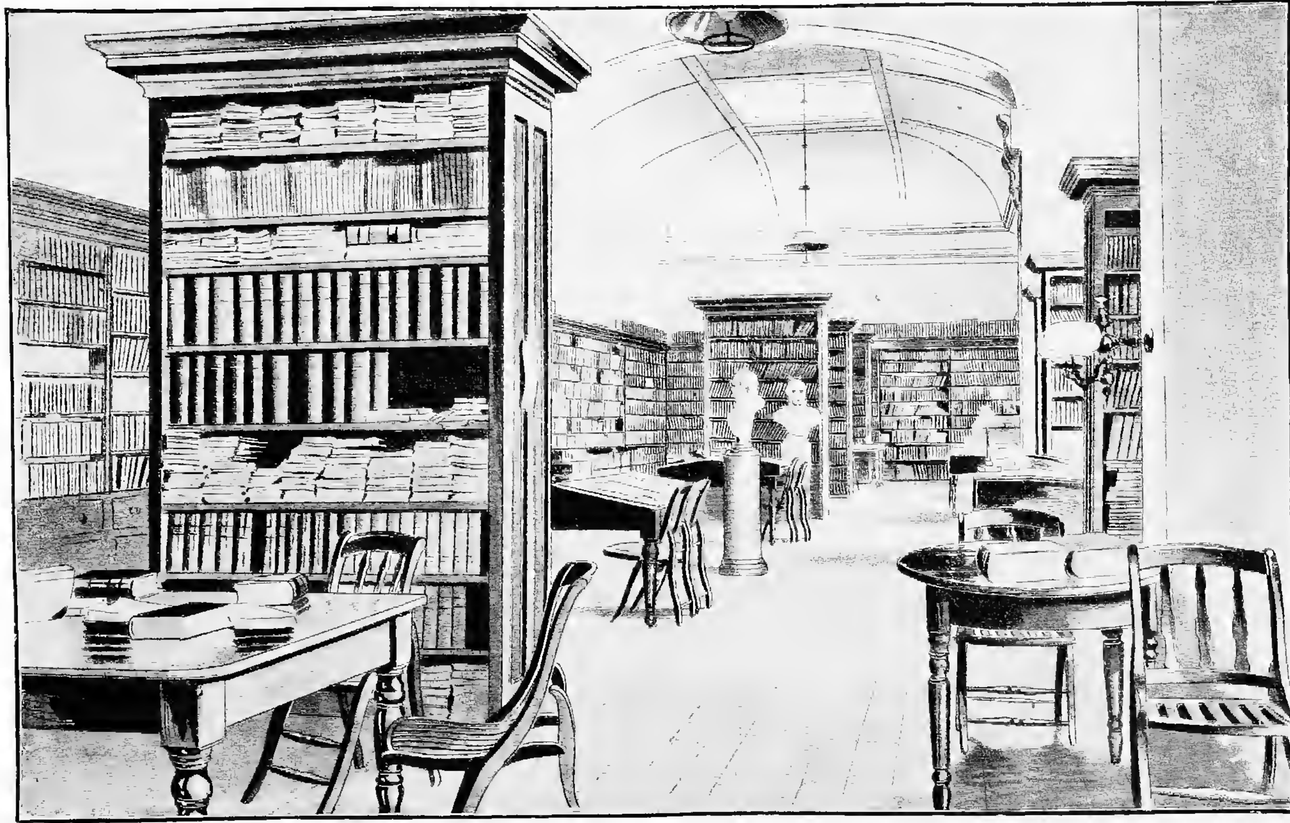
A view of the library interior of Vassar College, where much good work has been and is done in the reading of history, is shown in connection with the present chapter. Instruction in the use of the library is given at Vassar.

II.

Wellesley College.[1]

This popular institution for the higher education of young women was founded by Mr. Henry F. Durant. It was first opened to students in 1875. The college is beautifully situated in the town of Wellesley, in a large park of over 300 acres, upon a commanding site overlooking

[1] Interesting facts concerning Wellesley College may be found in an article upon the subject by Jean Kincaid, published in Education, January, 1887; also, in an article on Wellesley College, by Dr. Alexander McKenzie, published in The Independent, October 8, 1885. The annual calendars of the college describe in a felicitous way the various departments of the institution and contain charming illustrations of the college buildings and scenic environment. For natural surroundings Wellesley, with its fine views and beautiful lake (attractive for rowing and skating), is worthy of admiration. A good article upon Wellesley College may be found in the Boston Advertiser, March 21, 1884.



Vassar College Library—Poughkeepsie, N. Y.

Lake Waban. The town is only 15 miles from Boston and upon the main thoroughfare of Massachusetts, the Boston and Albany Railroad. Apparently retired from the world, it is well connected with all the helpful influences which make for the highest education.

Wellesley College combines the best features of centralization and local government in its system of student life. There is one main building, of the Vassar type, "475 feet long, 150 feet wide at the wings, and five stories high." This central building is not only a dormitory for students and teachers, but it also contains a chapel, libraries, lecture-rooms, laboratories, studio, offices, and dining-hall "capable of seating three hundred and seventy-five persons." Besides this spacious central building there are various cottages, where students who prefer a more quiet and domestic order of life can find it. There is a special building for graduates and special students taking advanced electives. Here, also, is greater seclusion than in the central building; here, too, are small dining-rooms for groups of students.

The library of Wellesley College is described as "a light, spacious, alcoved room, two stories in height, handsomely finished in black walnut, and containing thirty thousand carefully-selected volumes. This collection was begun by the presentation of Mr. Durant's own private library of ten thousand volumes, and has since been increased by valuable gifts from various friends." Chief among the recent benefactors of the Wellesley College library is Prof. Eben Norton Horsford, of Cambridge, Mass., who has established a fund for the supply of books and has made special contributions to the resources of the historical department. Professor Horsford has also generously provided for professorial vacations, to be enjoyed after a given period of service; and he has placed Wellesley in advance of every other college in the country by providing pensions for retired teachers who have served a given number of years.

One remarkable and very progressive feature of library administration at Wellesley College is the distribution of a certain class of books in the class-rooms and laboratories for instant reference. This method has been found highly advantageous both at Wellesley and at the Johns Hopkins University. Where the method conflicts with the interests of the general library or other departments duplicate collections should be purchased, presented, or secured by class-philanthropy.

An interesting feature of student-organization at Wellesley is a debating society conducted after the model of the English House of Commons. This experiment was first essayed by undergraduates in the Johns Hopkins University, but, judging from published reports,[1] the young women of Wellesley have developed the idea in a highly dramatic and realistic form. They impersonate well-known characters in English politics, and evidently find as much amusement in parliamentary pro-

[1] See The Courant, Wellesley, Mass., February 18, 1887, Parliamentary Summary (*à la* The Times).

cedure as do Harvard students in private theatricals. Aside from the charm of novelty and entertainment, this kind of debating society at Wellesley tends to acquaint girls not only with parliamentary forms and institutions, but with the actual significance of such great problems as the Irish question. In Baltimore the boys stick to *American* political questions, but employ the English procedure of the House of Commons because it is convenient for purposes of debate and affords great sport for the opposition as well as for the ministry and party in power. It is, of course easy to ridicule this sort of political play, but it is quite as legitimate as moot-courts; it is an object-lesson in politics, almost as instructive and entertaining as a night-scene in Congress or in the House of Commons.

The following account by Mrs. Mary Sheldon Barnes[1] describes the early development of historical work at Wellesley College:

"Some history was taught at Wellesley before I went there in 1877; but the department was not organized until the fall of that same year. The only conditions imposed were that the study should extend throughout the course, that the professor or instructor should meet the classes once a week, and that not more than two hours a week of individual work should be required. This gave approximately forty hours of class-room work for each student each year, or one hundred and twenty hours of attention. No part of the course was to be elective. All this was determined by Mr. Durant.

"Very few students entered well read in this subject. It was therefore thought best to give our attention during the first three years to a general course, devoting the freshman year to Greek, the sophomore to Roman, the junior to Mediæval and Modern History. This left the senior year free for special studies, and the special study chosen for the first and only senior class under my care was the development of the British Constitution.

"The classes when large were divided into sections, so that the number of each class or section should not exceed twenty. The excellent library, full sets of illustrative maps, and photographs were freely accessible to the students.

"From the beginning no set text-book was employed. During the first three years every week a number of pages of material, prepared from original sources, were copied by the electric pen, and a copy was placed in the hands of every student. Accompanying this material a dozen or more problems were set requiring independent and original thought on the part of the individual, and as much additional reading was suggested and encouraged as possible, especially from contemporary literature. During these first three years the class-room hour was largely devoted to conversation and discussion. Every student was encouraged to express fully and freely the results of her own private work. These were criticised and compared with the results reached by the other

[1] Author of Sheldon's General History.

WELLESLEY COLLEGE LIBRARY—WELLESLEY, MASS.

members of the class. Before the topic in hand was left the results were all summarized and placed on the blackboard in tabular form. Each student kept a note-book, into which she entered these tabulated summaries, for the contents of which each student was responsible on examination. During the freshman year these summaries were mostly made for the students; but as time went on they were required not only to work out their own results, but more and more to generalize and average them.

"In the senior year we left this general course and method and entered upon a careful, thorough, and detailed study of the British Constitution, using Stubbs as our guide. Every collateral authority within our reach was read and discussed. The work was done by periods and topics and our results summarized at the close of each part of our study. Our forty hours being necessarily abridged by the interruptions of the senior year, we were far from completing our task. We had, however, accomplished what we had resolved upon, namely, a thorough and scholarly treatment of the subject so far as we pursued it.

"Throughout the course the work in history aimed to do two things: First, to give the students information enough to give them a clear intellectual appreciation of the general development and characteristics of European history; second, to train them to think and feel historically, to deal thoughtfully and sympathetically with historic fact. Whether the first aim was accomplished I cannot say; that the second was abundantly and satisfactorily attained may, perhaps, be believed. I cannot, however, forbear to add that experience has taught me how to fulfil both far more completely."

The foregoing account by Mrs. Mary Sheldon Barnes is well supplemented by the following report from Miss Coman, who is now in charge of the historical department at Wellesley:

"College work in history was begun in the fall of 1876 under the direction of Professor Mary D. Sheldon, B. A. (University of Michigan), 1874. At that time the study of history was required throughout the college course under the 'weekly' system—*i e.*, one recitation per week. The courses offered were as follows: Freshman year, History of Greece; sophomore year, History of Rome; junior year, study of mediæval institutions; senior year, development of modern ideas of social and political life.

"Miss Sheldon's methods are very well illustrated by her 'Studies in General History.' The work was done as far as possible from original materials.

"The students were furnished with suggestive outlines of political history and methods of government, with extracts from literature, laws, charters, &c., with illustrations of typical art and architecture. They were taught to observe, to draw conclusions, to recognize the significance of events.

"Miss Alice E. Freeman, B. A. (University of Michigan), 1876, was called to the chair of history in 1879, and retained that position until the autumn of 1885. Miss Freeman secured a radical change in the arrangement of the required work in history and offered several elective courses.

"The required work was as follows:

"Freshman year: One recitation per week; lectures in Grecian and Roman History.

"Junior year: Two to three recitations per week; lectures and library work in the history of civilization.

"The elective work comprised five courses of a semester each, three hours per week.

"I. Political History of England.

"II. Political History of France.

"III. Political History of Modern Europe.

"IV. Constitutional History of England.

"V. Constitutional History of the United States.

"Much attention is still given to original materials, but larger requirements are made from students in the way of library work. Tabular views still fulfil the office of text-books, and a detailed list of references for each topic is placed in the hands of the students. The usual arrangement of a tri-weekly course is a lecture and two recitations each week, the young ladies being expected to present in recitation the results of their study. We secure original and independent work by assigning topics for special investigation to individual students. We secure a solid foundation of facts and a valuable basis for future work by requiring that a concise and systematic record of work be kept in note-book form.

"I have been in charge of the department since the fall of 1885. My assistants are Miss M. B. F. Roberts, B. A., M. A. (Cornell University), 1880 and 1884, and Miss M. A. Knox, of Elmira College. The important changes made during my administration are as follows:

"I. Grecian and Roman History have been placed among the requirements for entrance examination and the lectures of the freshman year discontinued.

"II. A course in the Principles of Political Economy has been undertaken by the department.

"III. The work in Constitutional History has been considerably advanced.

"(*a*) The course in the History of Civilization or some equivalent is a prerequisite.

"(*b*) Students are trained to independent work. Tabular views are furnished the students, but no preliminary lectures are given.

"The authorities are Stubbs, Hallam, and May for English, and Bancroft, Hildreth, Von Holst, &c., for United States History. Original sources: Select charters, Congressional debates, speeches, &c.

"(*c*) These are presented, involving detailed investigation and synthetic thought.

"(*d*) Illustrations of Methods of Parliamentary Procedure have been arranged with good success.

"Last year we debated the home-rule question in Parliamentary form. A hall was fitted up in imitation of the House of Commons; the speaker and sergeant-at-arms appeared in costume. The three parties, with their leading members, were spiritedly represented. The bill was read, debated, and put to vote. A division was taken on it with a result that would have been gratifying to Mr. Gladstone. The right of nullification was also debated according to Senatorial procedure.

"The number of students at present (1886–'87) in this department:

Constitutional History	27
Modern History	9
History of Civilization	98
English Political History	53
Resident graduate students	2
Non-resident graduate students	11

"It is proposed to offer the following additional electives for the coming year: A study of Ancient Civilization; European History since 1789; Practical Problems in Political Economy.

"The distinctive features of our work at Wellesley are:

"I. The substitution of tabular views and library references for text books.

"II. The large amount of library work done by students.

"The number of historical works in our library is as follows:

	Vols.
History	2,700
Biography	1,600
Travels	850
Sociology	850
Total	6,000

"*Periodicals.*—American Magazine of History; Papers of American Historical Association; Johns Hopkins University Studies; Quarterly Journal of Economics; beside thirty-six general periodicals and twenty-three daily or weekly papers.

"The books and papers are as immediately accessible to the students as they would be in a private library.

"III. The amount of individual attention given to students. Our large teaching force enables us to divide our classes into small sections. There are never more than thirty students in a section."

III.

SMITH COLLEGE.

Smith College is an excellent institution for the higher education of young women. It was founded in Northampton, Mass., in the year 1875, by the bequest of Miss Sophia Smith, a near kinswoman of the

founder of the Smith charities in the same town, which is one of the most remarkable in New England for its institutions of philanthropy. The college stands upon a charming site, the very acropolis of the city, and is one of the best illustrations that the writer has ever seen of the advantages of a municipal environment in the higher education of women. The same contest of town site *versus* country seclusion, which was successfully fought out by the Johns Hopkins University in Baltimore, was still earlier settled by the trustees of Smith College in Northampton, Mass. It was a victory more noteworthy, perhaps, than men thought at the time it was won, for it meant *the triumph of society over the cloister;* it meant the growth of a college for women amid all the advantages of a healthful, well-regulated community, with churches, libraries, bookstores, and all the conveniences and refinements of civilized life. Very significant also of modern educational progress was the substitution of the cottage system[1] for the dormitory system, or the home for the cloister. Instead of having one great abbey or convent for guarding the flock, Smith College from the outset distributed its students in cottages and family groups, each in the charge of a cultivated lady, having her own parlors and domestic establishment. The proximity of the college to the home life of Northampton offers further means towards completing the transition from mediæval to modern, from artificial to natural, modes of student living.

The institution now has well-organized departments in the languages, ancient and modern, mathematics and the sciences, history and political science, philosophy, art, music, &c. The first instruction in history was given by a lady teacher, Miss Humphreys, who taught entirely by text-books. From 1878 to 1881, inclusive, history was taught at Smith College by H. B. Adams, of Johns Hopkins University, who spent the spring term of each year lecturing at Northampton. His recollections of that phase of historical work at Smith College are here reprinted from Dr. G. S. Hall's Pedagogical Library, Vol. I, "Methods of Teaching and Studying History," pp. 115–122:

"The study of history was pursued by four classes in regular gradation, somewhat after the college model. The first, corresponding to the 'freshman' class, studied oriental or ante-classic history, embracing the Stone Age, Egypt, Palestine, Phœnicia, the empires of Mesopotamia and ancient India. This course was pursued in 1879 by dictations and extempore lectures on the part of the teacher, and by independent reading on the part of the pupils. The first thing done by the teacher in the introduction to the history of any of the above-mentioned countries, was to explain the sources from which the history of that country was derived, and then to characterize briefly the principal literary works relating to it, not omitting historical novels, like Ebers' "Egyp-

[1] Upon this point and upon the general characteristics of Smith College, see Miss M. A. Jordan's interesting and illustrated article on "Smith College," in the New England Magazine and Bay State Monthly, January, 1887.

tian Princess,' or 'Uarda.' Afterwards the salient features in Egyptian history, for example, were presented by the instructor, under distinct heads, such as geography, religion, art, literature, and chronology. Map-drawing by and before the class was insisted upon; and, in connection with the foregoing subjects, books or portions of books were recommended for private reading. For instance, on the 'Geography of Egypt,' fifty pages of Herodotus were assigned in Rawlinson's translation. This and other reading was done in the so-called 'Reference Library,' which was provided with all the books that were recommended. An oral account of such reading was sooner or later demanded from each pupil by the instructor, and fresh points of information were thus continually brought out. The amount of positive fact acquired by a class of seventy-five bright young women bringing together into one focus so many individual rays of knowledge, collected from the best authorities, is likely to burn to ashes the dry bones of any text-book and to keep the instructor at a white heat.

"As an illustration of the amount of reading done *in one term* of ten weeks by this class of beginners in history, the following fair specimen of the lists handed in at the end of the academic year of 1879 is appended. The reading was, of course, by topics:

EGYPT.

"Unity of History (Freeman).
Geography (Herodotus).
Gods of Egypt (J. Freeman Clarke).
Manners and Customs (Wilkinson).
Upper Egypt (Kluuzinger).
Art of Egypt (Lübke).
Hypatia (Kingsley).
Egyptian Princess (Ebers).

PALESTINE.

"Sinai and Palestine, 40 pages (Stanley).
History of the Jews (extracts from Josephus).
The Beginnings of Christianity, chap. VII (Fisher).
Religion of the Hebrews (J. Freeman Clarke).

PHŒNICIA, ASSYRIA, ETC.

"Phœnicia, 50 pages (Kenrick).
Assyrian Discoveries (George Smith).
Chaldean Account of Genesis (George Smith).
Assyrian Architecture (Fergusson).
Art of Central Asia (Lübke).

"In the second, or 'sophomore' class, classic history was pursued by means of the History Primers of Greece and Rome, supplemented by lectures and dictations, as the time would allow. The junior class studied mediæval history in much the same way, by text-books (the Epoch Series) and by lectures. Both classes did excellent work of its kind, but it was not the best kind; for little or no stimulus was given

to original research. And yet, perhaps, to an outsider, fond of old-fashioned methods of recitation, these classes would have appeared better than the first class. They did harder work, but it was less spontaneous and less scientific. The fault was a fault of method.

"With the senior class the topical method was tried with marked success. With text-books on modern history as a guide for the whole class, the plan was followed out of assigning to individuals subjects with references for private reading and for an oral report of about fifteen minutes' length. The class took notes on these reports or informal student-lectures as faithfully as on the extended remarks and more formal lectures of the instructor. This system of making a class lecture to itself is, of course, very unequal in its immediate results, and sometimes unsatisfactory; but, as a system of individual training for advanced pupils, it is valuable as a means both of culture and of discipline. Contrast the good to the individual student of any amount of mere text-book memorizing or idle note-taking with the positive culture and wide acquaintance with books, derived *in ten weeks* from such a range of reading as is indicated in the following *bonâ fide* report by one member of the senior class (1879), who afterwards was a special student of history for two years in the "Annex" at Harvard College, and who in 1881 returned to Smith College for her degree of Ph. D. First are given the subjects assigned to this young woman for study, and the reading done by her in preparation for report to the class; and then is given the list of her general reading in connection with the class-work of the term. Other members of the class had other subjects and similar reports:

I.—SUBJECTS FOR RESEARCH.

"1. *Anselm and Roscellinus.*
Milman's Latin Christianity. Vol. IV, pp. 190–225.
Ueberweg's History of Philosophy, Vol. I, pp. 271–385.

"2. *Platonic Academy at Florence.*
Roscoe's Life of Lorenzo di Medici, Vol. I, p. 30 *et seq.*
Burckhardt's Renaissance, Vol. I.
Villari's Machiavelli, Vol. i, p. 205 *et seq.*

"3. *Colet.*
Seebohm's Oxford Reformers.

"4. *Calvin.*
Fisher's History of the Reformation (Calvin).
Spalding's History of the Reformation (Calvin).
D'Aubigné's History of the Reformation, Vol. I, book 2, chap. 7.

"5. *Frederick the Great.*
Macaulay's Essay on Frederick the Great.
Lowell's Essay on Frederick the Great.
Ency. Brit. Article on Frederick the Great.
Menzel's History of Germany (Frederick the Great).
Carlyle's Frederick the Great (parts of Vols. I, II, III).

"6. *Results of the French Revolution.*
French Revolution (Epoch Series).

II.—GENERAL READING.

"Roscoe's Life of Leo X (one-half of Vol. I).
Mrs. Oliphant's Makers of Florence (on cathedral builders, Savonarola, a Private Citizen, Michel Angelo).
Symonds' Renaissance (Savonarola).
Walter Pater's Renaissance (Leonardo da Vinci).
Hallam's Middle Ages (on Italian Republics).
Benvenuto Cellini's Autobiography (about one-half).
Burckhardt's Renaissance (nearly all).
Vasari's Lives of the Painters (da Vinci, Alberti).
Lowell's Essay on Dante.
Carlyle's Essay on Dante.
Trench's Mediæval Church History (Great Councils of the West, Huss and Bohemia, Eve of the Reformation).
Fisher's History of the Reformation (Luther).
White's Eighteen Christian Centuries (16th).
Macaulay's Essay on Ranke's History of the Popes.
Lecky's European Morals (last chapter).
Seebohm's Era of the Protestant Revolution.
Froude's Short Studies on Great Subjects (studies on the times of Erasmus and Luther, the Dissolution of the Monasteries).
Spalding's History of the Reformation (chapter on Luther).
Carlyle's Essay on Luther and Knox.
Hosmer's German Literature (chapters on Luther, Thirty Years' War, Minnesingers and Mastersingers).
Gardiner's Thirty Years' War.
Morris's Age of Anne.
George Eliot's Romola (about one-half).
Hawthorne's Marble Faun (parts).

"It is but fair to say in reference to this vast amount of reading that it represents the chief work done by the above-mentioned young lady during the summer term, for her class exercises were mainly lectures requiring little outside study. The list will serve not merely as an illustration of senior work in history at Smith College, but also as an excellent guide for a course of private reading on the Renaissance and Reformation. No more interesting or profitable course can be followed than a study of the Beginnings of Modern History. With Symonds' works on the Renaissance in Italy, Burckhardt's Civilization of the Period of the Renaissance (English translation), and Seebohm's Era of the Protestant Revolution (Epoch series) for guide-books, a college instructor can indicate to his pupils lines of special investigation more grateful than text-book 'cramming,' more inspiring than lectures or dictations. The latter, though good to a certain extent, become deadening to a class when its members are no longer stimulated to original research, but sink back in passive reliance upon the authority of the lecturer. That method of teaching history which converts bright young pupils into note-taking machines is a bad method. It is the construction of a poor text-book at the expense of much valuable time and youthful energy. Goethe satirized this, the fault of German academic instruction, in Mephistopheles' counsel to the student, who is advised

to study well his notes, in order to see that the professor says nothing which he has not said already:

> "Damit ihr nachher besser seht,
> Dass er nichts sagt, als was im Buche steht;
> Doch euch des Schreibens ja befleisst,
> Als dictirt' euch der Heilig' Geist!

"The simple-minded student assents to this counsel, and says it is a great comfort to have everything in black and white, so that he can carry it all home. But no scrap-book of facts can give wisdom, any more than a tank of water can form a running spring. It is, perhaps, of as much consequence to teach a young person *how* to study history as to teach him history itself.

"The above notes were written in the summer of 1879, and were published in October of that year, after the author's return to Baltimore. Subsequent experience at Smith College, in the spring terms of 1880 and 1881, when the lecturer's four years' partial connection with Smith College terminated, showed the necessity of a reference library for each class, the resources of the main collection in the reading-room having proved inadequate to the growing historical needs of the college. Instead of buying text-books, the members of each class, with the money which text-books would have cost, formed a library fund, from which a book committee purchased such standard works (often with duplicate copies) as the lecturer recommended. The class libraries were kept in places generally accessible; for example, in the front halls of the "cottage" dormitories. Each class had its own system of rules for library administration. Books that were in greatest demand could be kept out only one or two days. The amount of reading by special topics accomplished in this way in a single term was really most remarkable. Note-books with abstracts of daily work were kept, and finally handed in as a part of the term's examination. Oral examinations upon reading, pursued in connection with the lectures, were maintained throughout the term, and, at the close, a written examination upon the lectures and other required topics, together with a certain range of optional subjects, fairly tested the results of this voluntary method of historical study. The amount of knowledge acquired in this way would as much surpass the substance of any system of lectures or any mere text-book acquisitions as a class library of standard historians surpasses an individual teacher or any historical manual. This method of study is practicable in any high-school class of moderate size. If classes are generous, they will leave their libraries to successors, who can thus build up a collection for historical reference within the school itself, which will thus become a seminary of living science."

The present character of historical instruction at Smith College is thus described by Professor John B. Clark, who now represents a well developed department of historical and political science:

"The course of instruction in history offered at Smith College extends through eight terms, requiring, during each term, about two hours a

week of work in the class-room, which implies about six hours per week of actual study. Of these subcourses three are now devoted to ancient history, one to mediæval, and four to modern. They are consecutively arranged, the freshmen beginning with Grecian History, and the seniors ending with the Recent History of Europe and the Political History of the United States.

"The method pursued involves the use of some text-books and of many books of reference; it depends, however, chiefly upon lectures, which extend throughout the course. Of the subcourses the first three are required of all students in the classical department, and the remainder are elective. Somewhat more of historical study is required of students pursuing the Literary course, and somewhat less of those pursuing the Scientific.

"In addition to the instruction given in the historical department itself, there are provided courses of lectures in the History of Art and of Literature, most of which are open to all the students. Lectures are also given, in the French language, on the Early History of France. By relying in part on the assistance thus afforded by supplementary courses, the instructor in General History is enabled to use the time allotted to him mainly for the study of the political development of ancient and modern states. The chief aim is to enable the student to view intelligently the political events now taking place. To this end the time and labor devoted to specific periods increases as the end of the course is approached. Modern History is studied more minutely than Mediæval, and Recent History more minutely than the Early Modern. The culmination of the course, in so far as European History is concerned, consists in the study of the development of popular government in France, and of national unity in Germany and Italy.

"Although the most that can be done within the limits of a college course is to make a selection from the mass of materials embraced in general history, it is the aim of the instructor to incite the students to pursue courses of reading which, as carried out, to some extent before graduation, but more afterwards, may give a somewhat adequate knowledge of the events of the past and the tendencies of the present.

"The materials for historical work, though fairly adequate for what is attempted, are less ample than it is expected that they will be in the near future. An endowment, now amounting to $367,000, given to the city of Northampton by the late Judge Charles E. Forbes, will, in a short time, be available for the establishment of a public library, in addition to the one which the city now possesses. The library facilities upon which, in the meanwhile, the students depend consist of a reference library of somewhat over 5,000 volumes, belonging to the college, and a circulating library of about 21,000 volumes, belonging to the city. The books in these collections have been carefully selected, and are well adapted to the student's needs. They are constantly used, and have

afforded, if not facilities for original research, at least the means for attaining that insight into modern political events which it is the aim of the course to secure."

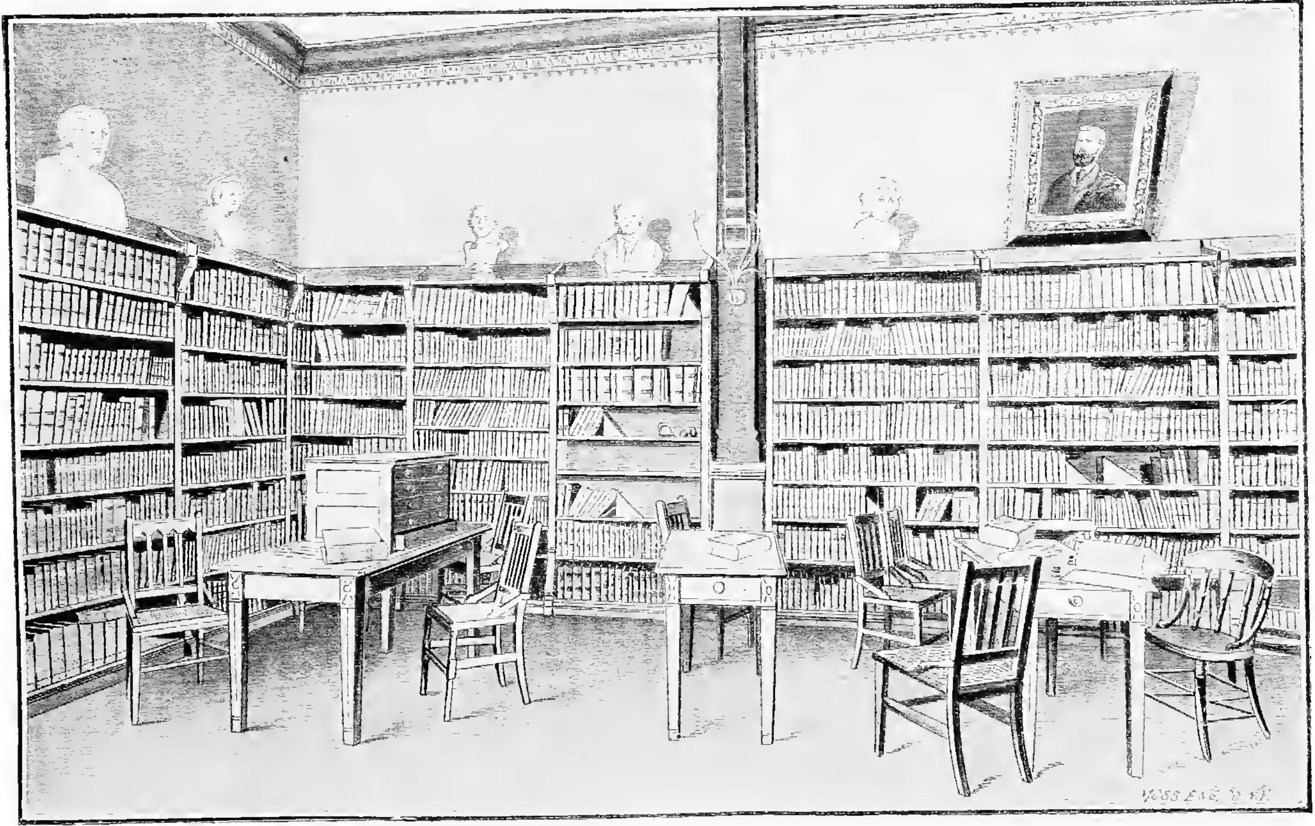
IV.

Bryn Mawr College.[1]

Bryn Mawr College, for women, was founded and richly endowed by a member of the Society of Friends, Dr. Joseph W. Taylor, of Burlington, New Jersey, who died in 1880. During the latter part of his life plans for the college were thoroughly discussed. He visited in person Smith, Vassar, and Wellesley, and endeavored to combine the best features of all three. The site of the proposed college was chosen at Bryn Mawr, a Welsh name meaning high land. It is a beautiful suburban region near Philadelphia, with which it is closely connected by the Pennsylvania Railroad. The place is in the world and yet not of it—an ideal position for all scholarship. Rural, yet metropolitan, Bryn Mawr is one of the happiest combinations. With the health and charm of country life it has the conveniences of a great town—libraries, museums, art, and social connections. It has a background of wealth and family clientage in Philadelphia, where the Society of Friends has always been influential.

Bryn Mawr, which was opened to students in 1885, adopted the "cottage-system" of Smith college, with all that could be learned from the more centralized life and administration of other institutions. It has borrowed its most striking academic features from the Johns Hopkins University, notably the "group system" of combining undergraduate studies. This system, to which Bryn Mawr first gave a felicitous name, promises to reconcile the new idea of electives with the old idea of a required course by opening up a *variety* of curricula, any one of which insures a liberal education and leads to the A. B. degree, while affording the candidate special training in a group of at least two congenial subjects, for example the two classics, history and political science, physics, and chemistry, mathematics and one of the classics. Whatever curriculum the candidate elects, he is bound to have two years of English studies, a knowledge of the modern languages, and a fair acquaintance with natural science, history, and philosophy, in addition to two years' special training in two major courses, which constitute the so-called "group." In this novel system there are required studies, in connection with an elected group, and a certain number of free electives. The whole system is one of remarkable elasticity, symmetry, and power.

[1] Information on Bryn Mawr College may be found in the Proceedings of Conferences on Education in the Society of Friends, in 1880; in the addresses at the inauguration of Bryn Mawr College, 1885 (James Russell Lowell and President D. C. Gilman were among the speakers); in programmes of Bryn Mawr College; and Bryn Mawr College for Woman, an article by Miss Kitty M. Gage, A. M., published in *Education*, September, 1886.



Smith College Library—Northampton, Mass.

It prevents one-sided specialization, which may result from courses absolutely elective; and, on the other hand, it prevents cast-iron results, which sometimes come from forcing students into the same educational mold—the old-fashioned required course.

Before Bryn Mawr was organized there was the most careful inquiry on the part of its friends and trustees as to the best methods of procedure. Visits were made again and again to the most suggestive centers of educational experiment. The advice[1] of college presidents was obtained and printed, notably that of President L. Clark Seelye, of Smith College, Northampton, and President D. C. Gilman, of Baltimore. Most interesting and profitable discussions of the Bryn Mawr problem were held at an educational conference in the Society of Friends. The appointment of Dr. James E. Rhodes as president of the college and of Miss M. Carey Thomas, Ph. D., as dean of the faculty and professor of English, in 1884, brought all this inquiry to a focus. The best experience of the Old World and of the New was combined by Miss Thomas, who had studied at Cornell and Johns Hopkins Universities, at Leipsic, Zurich, and Paris. She took the doctor's degree in the University of Zurich with the highest honors.

Perhaps the most significant and promising feature of Bryn Mawr College is the high character of its faculty. Every member has been chosen because he or she was thoroughly fitted for the place. This recognition of the fact that specialization is needed in the education and choice of teachers for young women as well as young men is a most hopeful sign. Already Bryn Mawr is in position to develop graduate courses of instruction and to promote the university idea, or the very highest education of young women in America.

The attitude of Bryn Mawr towards the study of history and political science is indicated by the following extract from the address of President Rhodes at the inauguration of the college in 1885: "Perhaps no change in modern collegiate instruction has been more amply justified than the greater importance given to history and to political and social science. From the beginning of the organization of Bryn Mawr it has been a matter of solicitude that history should be so taught here as to bring into prominence the great laws which underlie historic movements and events, and to display the moral lessons they afford. History gratifies and develops a literary taste, and concerns itself with that subject of paramount interest, human life."

The early appointment of Woodrow Wilson, fellow in history at the Johns Hopkins University, to represent history and political science at Bryn Mawr was a recognition of special attainments already marked, although at the time of his election Mr. Wilson's doctor's thesis on "Congressional Government" had not yet been published. This remarkable

[1] The suggestions of Presidents Gilman and Seelye are printed in the Proceedings of a Conference in the Society of Friends, held at Haverford College, Pennsylvania, July 6-7, 1880, pp. 74-90.

volume has already passed through several editions and has been pronounced the ablest contribution to American political science since the Federalist. Readers of the book will be convinced that Bryn Mawr has a promising department of historical and political science. The following account of its preliminary organization and first year's work is by Dr. Wilson himself:

"The requirements for entrance are, the outlines of the histories of England and the United States, or the outlines of the histories of Greece and Rome. Students who expect to enter the classical courses are advised to offer Greek and Roman history; all others are advised to offer English and American history.

"The major course in history runs through two years, five hours a week. One year is devoted to ancient history, the other to mediæval and modern. Either year may be taken as a minor course.

"No attempt is made to cover the field of general history. The histories of Greece and Rome are taken as representative of ancient history, those of France and England as representative of mediæval and modern history, and it is the object of the instruction to make the students quite familiar with the development of these representative states. Constant text-book drill is combined with frequent lectures; and it is the aim of the lectures to open out the horizon necessary for a real understanding of the special tracts of history which are being traversed, by recounting the most important contemporary events in the histories of other countries, and by pointing out the chief and most memorable characteristics of the periods studied, as well as the philosophical connection of leading facts and tendencies. Lectures are also made use of to group and explain facts separated in the narrative of the text-book, and, in doing so, to keep the student mindful of the broad views of history to which the events in the lives of individual nations stand related. Recitations and lectures are supplemented by reports from members of the class on topics assigned (with bibliographical references) by the instructor.

"The work in Greek and Roman history is so conducted that the two histories are carried forward simultaneously, alternating with each other week by week, in order that the histories of the two countries may run parallel up to the point where Greek history is merged in Roman by conquest, with a view to enable the student when reading or when hearing lectures to perceive for herself contrasts or likenesses. It is intended to follow a similar plan with French and English history hereafter.

"In the course on Greek history lectures are given on such topics as the constitutional reforms of Solon and Clisthenes, the causes of the Persian invasion, the character and influence of the Confederacy of Delos, etc. As the history of the popular states of Greece turns largely upon the individual characters and influence of leading men, class reports concern principally the antecedents, lives, and work of the chief statesmen, dramatists, and orators.

"The lectures on Roman history develop such topics as the sources of Roman history, the causes, means, ends, and effects of Roman conquest, Roman provincial administration, agrarian troubles and reforms, etc. Text-book drill is made more prominent in this course than in that on Greek history, because, the internal history of Rome hinging so largely, down to the time of the empire, on class struggles and consequent legal and constitutional reforms, it is thought that an adequate knowledge of the development of the state can be gotten in no other way.

"The courses in ancient history are concluded and rounded out by lectures covering the period from the fall of the Western Empire to the establishment of the Empire of Charles the Great.

"In the second year three hours a week are given to English and French history throughout both semesters; two hours a week are devoted to lectures on American history during the first semester; and the same amount of time to lectures on the Italian Renaissance and the German Reformation during the second semester.

"In the course on English history text-book work is subordinate. The lecturers aim for the most part to throw light on the leading questions in the England of to-day. They treat, therefore, of the history of Ireland before and since the union with England and of the circumstances attending the consummation of that union; the history of the House of Lords, and of the Peerage; the history of the English Church; the history of representation in Parliament; the tariff; colonial government; the union with Scotland; the land laws and their effects on England and on Ireland, and other like topics; and text-book work is directed in these lines.

"The history of the United States is also discussed in topical lectures. Amongst the topics chosen are these: English colonial policy; contrasts in colonial life, manners, and institutions; the foundation of the colonies; England *vs.* France and Spain in America; the Revolution and its causes; the Constitution; history of political parties; the Monroe doctrine; President Jackson; the national bank; the Mexican war; the westward migration; the causes of the civil war; the results of the civil war.

"Each year's work is prefaced by a few lectures on the philosophy of history and the objects and methods of historical study.

"The text-books used are Smith's History of Greece, Leighton's History of Rome, Green's Short History of the English People, and the 'Student's' History of France.

"Once a week a meeting of the class is held, at which the instructor comments upon current events, *i. e.*, upon the important news of the week. Attendance at this meeting is entirely voluntary.

"Advanced lecture courses have not as yet been organized; but advanced work of a very thorough sort has been done by the two fellows in history, so far appointed, and by one other graduate student. The

instructor guides this work and exercises a constant critical oversight of it. The topics taken up so far have been: The growth of Federal prerogative traceable in the decisions of the Supreme Court; the past and present colonial policy of Great Britain (studied from the contemporaneous sources of each period); Roman influences traceable in the institutions and laws of modern Europe; race elements of the modern European nations.

"The library facilities here are limited, so far as the college's own library is concerned, because that library is now only a year and a half from its first purchase of books; but the libraries of Philadelphia, which are easily available, are very full of excellent materials on most topics in English and American history, and very free use has been made of them for advanced work."

Bryn Mawr College Library—Bryn Mawr, Pa.

CHAPTER VIII.

AMERICAN HISTORY IN SCHOOLS, COLLEGES, AND UNIVERSITIES.[1]

By Francis Newton Thorpe, Ph. D.,
Fellow of the University of Pennsylvania.

When the people of the United States realized that they were a nation, they began to study their own history. Lincoln, speaking to a generation in arms for this nationality, said, "We are making history very fast." Before the war, our history was little studied in the West; in the East and the South attention was chiefly given to colonial and local history. But during the national and international changes incident to the events of 1865, our history assumed a character of its own; and the study of it was begun in a few higher institutions of learning. The nation had begun a new era, production was stimulated, interstate commerce was fostered, immigration was encouraged, States were founded, hostile institutions were swept away, inventions in the arts, in the sciences, in the means of enjoying life were perfected. The whole country became intensely active in the promotion of every interest, and material progress was phenomenal. The effect continues to this day; it is seen on every hand—in the life at the university, in the noisy life of the street. Our national life and our individual lives, show, both practically and sentimentally, the effects of that mighty convulsion in the state which, a quarter of a century ago, ended the old era and ushered in the new.

The Nation is a moral person; its history is that of organic development. We are not first nor last; we come in the moral order of the world. There is, in the process of history, "an organic unity of the Divine idea; and it holds a purpose in and through, and uniting the ages. * * * Thus it has been said, 'The history of the world cannot be understood apart from the government of the world.'"

Bancroft and Hildredth are our historians, but our history is yet to be written. The revival of historical studies in our generation is a step toward that consummation—the production of a complete history of

[1] An article on "Instruction in American History," by Professor William F. Allen, of the University of Wisconsin, is to be found in the Wisconsin Journal of Education, vol. 4, No. 10 (October 10, 1874). Dr. Albert Bushnell Hart's paper on "Methods of Teaching American History" also deserves attention. It is published in Vol. I of the Pedagogical Library, edited by G. Stanley Hall, and published by D. C. Heath, Boston, 1885.—H. B. A.

America. Documentary history is tedious; statistics are not men in action; the record of the pulse is not the pulse. Politics, as commonly understood, forms only a part of our interests; we have neglected the study of our institutions. With what delight the history of the people of the United States by John McMaster has been read by his countrymen, yet its original material was long neglected by historians. The study of American economics has changed our historical perspective, and material once considered useless has risen to great historical value. Our varied American life demands not merely some new thing, but things; like Bacon, we seek for "fruit." Economics is a general expression, in the vocabulary of affairs, for the causes of the wealth of nations. As a science it treats of man as a political being, and considers him in his relations to men and to things; our economic history, commonly called "industrial," is as old as our political or our financial history, but it is not so well understood.

REVIVAL OF HISTORICAL AND POLITICAL STUDIES.

Perhaps the best indication of the revival of economical and historical studies from the dead past of speculation and rumor is the founding, recently, of the American Economic Association, and the revival of the American Historical Association; the one, an association of the younger and many of the older economists of the country, purposing to base doctrine upon facts, and facts upon scientific investigation of economic elements; the other, similarly composed of men, young and old, whose object in association is "the promotion of historical studies," with a spirit active, creative, and national.

Economics and history are two friends who arm in arm walk in the same path, the highway of the nation. It may be said that these two studies, history and economics, are important ones in the education of every American youth; when they teach the whole truth they mirror the life of the nation. As the nation ages, its opinions concerning itself change. It desires to view itself from every point; it seeks to know its daily life, its institutions, their nature and their origin. To history and economics must be added biology as the third study of our day, and the methods of investigation in each of these are the same in principle—the study of life in action.

DEFECTS OF HISTORICAL INSTRUCTION IN OUR SCHOOLS.

In most public schools, and in more than two hundred and fifty of our colleges, the study of American history is confined to the study of a text-book. This has gone so far in our public schools that text-books, pushed into the schools by energetic publishers, have maintained their place, though later and better books are now obtainable. An examination of the ordinary book of American history shows that about one-third of the volume is devoted to pictures, about two-thirds of the text to American history before 1789, and the remainder to the history

of the United States; few maps are inserted, and these are too often so inaccurate as to be useless. In this brief treatment of the history of the nation social history is omitted; the text is the chronology of politics. In the public schools American history is not taught, on the average, above five recitations a week, thirty minutes being the time for a lesson, and the total amount of this study averages not over six months in the school-life of the child. In some town and city schools it is pursued by a few pupils in the high schools for one year, but this is usually in connection with the general history course. There are no special teachers of American institutions in American public schools. In these schools the prevailing method of instruction is as follows: The teacher assigns a fixed number of pages in the text-book to be memorized; pupils repeat the text in recitation; they are examined in the text, and the subject is dropped—usually willingly. This method prevails in large cities and in crowded schools, and is the *sine qua non* of every teacher who is compelled to hear lessons which he does not understand. It does not permit the use of different texts, because the teacher is required to get his pupils past a dreaded examination; for if a certain minimum is not passed, the school board employs a new teacher to hear lessons. The result is that thousands pass from these schools with a brief mental incumbrance of names, dates, and isolated events. In later life this baggage proves valueless and is cast away, and the man knows that the public school did him very little good when it tried to teach him American history. In some public schools no text-book is used; the teacher talks and pupils take notes. The teacher, not being a special student of history, talks text-book on a small scale. The notes of pupils are disconnected statements swept together into a "table," which is memorized. The recitation is "the story" after the teacher, with unique variations by the child; the text-book abridges the larger work, the teacher abbreviates the text-book, and the child abbreviates the teacher. The results are a meager amount of disconnected facts memorized by the pupil for a brief time, and in later life the man is painfully conscious of his ignorance of American history.

Few public schools have libraries, and fewer a collection of historical books. Among them there is rarely a single book for reference in American history. Some teachers at times read to their classes selections from standard writers. This is unusual; time and the course forbid it. The extract is only the expansion of a single line, and other lines are equally important. In rare instances the teacher, though not specially trained in history, is fond of it, and is then in danger of public criticism for not preferring arithmetic. He gathers a few war histories, biographies, and text-books sent him by careful publishers, and with these not ineffective tools he succeeds in teaching a few facts, though the principal one is that the books do not agree.

In some schools—and they are few in number—whose classes have access to libraries, public or private, the teacher prescribes readings from standard authors. Pupils report these orally or by brief quotations or digests of authors read. Usually there are not enough copies of the prescribed books in the library for each member of the class. Thus the reading is done by a few who take special interest. Sometimes to avoid this the class is divided into committees that work up separate subjects and report results to the entire class. At stated times the teacher meets his class, and the results are worked together into a whole. The work is supplemented by the teacher with informal lectures. This is the first step in our preparatory schools toward the historical seminary. Children who are thus taught acquire a few ideas of American history which will stand the test of truth and the trial of time. In later life it proves to have been an intelligent introduction to a knowledge of American institutions.

These three methods, the text-book, the "story," and the seminary, —represent the methods now in use in our preparatory schools. Incidental to them, but found only in the third, are class debates; reading of historical tales and poems; making maps in clay relief, or on paper in colors; collecting relics and curiosities; seeing plays acted; visiting museums and places of historic interest, and hearing lectures pertaining to the subject.

Of the pupils in the public schools 80 per cent. never reach the high school and 95 per cent. never reach college. Of those who enter college more than 25 per cent. never take a degree, and usually drop out before the junior year. After a somewhat careful examination of the subject the conclusion is forced upon one that in these schools for elementary instruction the study of American history, as at present conducted, is, with few exceptions, time wasted, money wasted, energy wasted, history perverted, and intelligent elementary knowledge of the subject prevented. It is merely mechanical, and is such a manufacturing of opinion out of books that it is productive only of aversion to calm, unprejudiced examination of economic and historical questions daily arising in national life. We are sensitive on the subject of our public schools. They are "the people's university." We boast of them to foreigners and neglect them ourselves. Education is yet an affair of brick and mortar. Teachers and scholars are provided with buildings, often costly and elegant in design, but usually lacking every kind of apparatus for the prosecution of the work of education. The little teaching of American history in them is too often of a petty political nature, a mere brief of elections, administrations, wars, and victories. But the real life of the people, as it is or has been, is not taught. The children know as little of the development of our institutions when they leave school as do the inhabitants of Lapland. The assertion that man is a political being is a plain statement, to most people, during a Presidential campaign; but that men are political beings when no elec-

tion is at hand means nothing to them. When it is known that our school population is 16,243,832, of which only 6,118,331 are in actual daily attendance; that among 293,294 public teachers not one is for American institutions; that the children of the country remain in school, on an average, not over three years and a half; that only about one-fifth of those in the preparatory schools reach the high schools, only one-sixth the college; that only one-fourth of this number complete a college course; that 60 per cent. of the pupils in our schools are girls; that boys leave the school before they are eighteen years of age, and seldom attend school afterwards, the question becomes an important one whether our system of public education does what it ought to teach the children of the nation the history of our institutions to the end that the generation in the schools may become citizens and voters of intelligence.

It is said by some that the incidental instruction from newspapers, magazines, books, lectures, sermons, and conversation is enough for training in citizenship. An answer to this is that technical instruction is the only instruction that counts in this world; general information has little, if any, value compared with it; everything about something, not something about everything, has been said, with much truth, to be the *desideratum* in education. The tendency of the educational work of to-day is toward specialization. This may be our vast error, but it is our vast effort.

SUGGESTIONS FOR IMPROVEMENT.

In our public schools American history should not be so taught as to load the memory of children with the barren records of elections, defeats, and martial deeds. Every American who becomes a true citizen enters upon responsibilities which he should have the privilege of studying before assuming. This is the just claim for American history as a study in the public school. That study should be at first chiefly geographical and sociological. The child should be able to see from consecutive maps how the nation has grown and has spread its power over this continent; he should be taught the social development of this people; how they have founded States, built highways, railroads, canals, steamship lines; how our commerce has grown and why it has grown; what we require to support ourselves, and where and how we raise it; what is the nature of our manufactures, and what the relations between employer and employé. Above all, the child should be taught the homely facts of history as they are about him. The village is the first subject for study; then the township, the city, the county, the State, the Nation. It is a just criticism, that in the public schools we learned nothing of this; we learned nothing of the nature of the ordinary civil offices.

A child of ten years can understand the nature of the duties of auditor, assessor, tax-collector, councilman, mayor, and of other local

officers. In every locality he may gather material for local history, and thus form a foundation for the study of the community, the county, and the State. If all who attempt to instruct in American history could understand that our history exists outside of Washington and State capitals, and teach what children most need knowledge of, developing in their minds by natural methods adapted to the child the history of the nation—historical knowledge would be a power of which the child in later life would be thankfully conscious. Pupils in history should be taught to make historical maps. A series of these maps, made to show the changes in America at intervals of ten years, from the discovery of the continent to the present time, if drawn, or at least colored by the pupil, will impress upon him certain historical lessons that will remain with him. The maps found in the last census of the United States are the best authority easily accessible. Outline physical maps of the country may be drawn by the pupil or obtained from publishers. These outline maps should not show other than physical features, nor necessarily show present State boundaries; the pupil will arrive at present boundaries as he proceeds in his historical constructions.

HISTORICAL REQUIREMENTS FOR ENTRANCE TO COLLEGE.

The introduction of the study of American history into the public schools resulted in the requirement of some knowledge of it from those coming up to college. The book usually designated by the faculty is one of "essentials," which the boy, by a process of mental cramming peculiar to candidates, carries loosely in his memory till he has unloaded himself in an entrance examination. If he fails, he is not conditioned, because there is no way of removing the condition; if he passes, he straightway forgets his information, and usually never takes American history again. A condition in ancient or in modern European history is a reality, and can only be removed by such systematic coaching as will satisfy a learned professor. The boy entering college is not obliged to know the outlines of the history of his own country, but he is obliged to know the outlines of Greek and Roman history. The reasons for examining a boy in ancient history for admission to college apply equally to American history; there should be an intelligent study of our own history in our public schools, in our college preparatory schools, and an examination, that is not a fiction, for entrance into college.

Of the two hundred and sixty-five colleges and universities in this country the universities of Yale, Cornell, and Pennsylvania have chairs in American history; the professorships at Cornell and at Yale are endowed; at Harvard are special courses in American history, and at Wisconsin a special instructor in this subject has recently been appointed. Johns Hopkins, Columbia, and Michigan also provide courses in American history for undergraduates and post-graduates.

AMERICAN HISTORY AT YALE.

At Yale the yearly courses for undergraduates are open to and are taken by both juniors and seniors uniting in the same exercises. The work of the first term of the year is in colonial history to 1765, Lodge's Short History being used as the basis for work. The exercises are mixed recitation and lecture; the rest of the year is given to the next century. No text-book is used, but printed lists of topics for each exercise, with an appended detailed list of authorities to be consulted, are distributed. Means are provided for a ready use by all the class of these sources of information in a reserved alcove in the library. The work with graduates is not systematized but is individualized, the professor of American history meeting with students once or twice a week through the year for discussions and reports on selected themes. He also marks out and supervises courses of reading, and directs students in the investigation of special topics and in the preparation of theses (course given by Professor F. B. Dexter). Lectures on the financial and the political history of the United States are open to juniors, seniors, and graduates (by Professor W. G. Sumner). This course consists in an effort to teach political science and finance historically, using the history of the United States as a text. The members of the class are supposed to be well acquainted with the civil history. They are required to read standard works on the history and to examine some original authorities. They also have to write theses, and a number of subjects are proposed to them, from amongst which they make selections for special investigation. In the lectures are included, *inter alia*, the industrial history, history of the currency, tariff, banking, public finance, politics, and political economy, *i. e.*, economic opinion. The economic lectures on American history divide it in alternate years between the period from 1789 to 1820, and the period from 1820 to 1880. The law department provides courses in American constitutional law, historically considered.

To the study of the principles of public finance the course at Yale devotes one hour a week through the year; this course treats of the income and expenditures of Government, discussing such leading topics as, the budget, taxation (national and local), public debts and State banks considered as aids to public credit. (Prof. H. W. Farnam.)

The course in railroad administration deals with railroad expenditures and receipts, the methods of railroad accounting, railroad rates, discrimination and its effects upon the community, the various methods of legislative control and their results. One hour a week, for half a year, is given to the study of industrial legislation, the course dealing (*inter alia*) with specific legislation concerning corporations and other associations, factories, transportation, and public safety and health in their industrial bearings. (Prof. A. T. Hadley.)

One hour a week, half a year, is given to the study of local government in the United States, discussing the legal functions of cities,

towns, counties, and other municipal corporations and quasi corporations, with an examination of the practical working of their governmental machinery. (Mr. H. C. White.)

UNIVERSITY OF WISCONSIN.

The University of Wisconsin in 1880 made American history a required study. The whole amount of history, required and elective, for the year occupies six hundred and nine hours, and one hundred and eight hours of this time is given to American history. (Prof. W. F. Allen.) One term and part of another, in all sixty-five hours, are devoted to the American Constitution. Two half terms of applications of political economy, and a half term of international law are largely given to the teaching of American affairs. American history is principally studied by topics, and large use is made of original authorities, of which the University has the best collection west of the Alleghany Mountains. It is the opinion in Wisconsin that the preparatory schools prepare students as well in American history as in Latin or mathematics. There is no regular historical seminary, but special students have from time to time pursued special lines of investigation in the local history of Wisconsin. This year the University has taken a step towards making American history an independent department, by requiring it in the Freshman year of the newly established "English" course, and by appointing a special instructor. The number in the class taking American history has doubled since this change was made.

COLUMBIA COLLEGE.

At Columbia American history is pursued as an elective by the seniors for four hours a week for six months, and by post-graduates for three hours a week for one year. The work is by means of lectures, the use of texts (von Holst and Bancroft), original documents, such as legislative records, executive reports, legal reports, both State and national, memoirs, pamphlets, newspapers, and standard authors, all of which aid in seminary work. "After the causal nexus has been established," says Professor Burgess, "we endeavor to teach students to look for the institutions and ideas which have been developed through the sequence of events in the civilization of an age or people. This I might term the ultimate object of our entire method of historical instruction. With us history is the chief preparation for the study of the legal and political sciences; through it we seek to find the origin, follow the growth, and learn the meaning of our legal, political, and economic principles and institutions."

In addition to the courses (given by Prof. J. W. Burgess) at Columbia, above outlined, the seniors of the School of Arts and the first-year men of the School of Political Science have four hours a week in lectures in American economic history and allied subjects. Included in this course (by Professor Smith) are, a history of tariffs in the United

States; a history of American banking, taxation, money, public indebtedness, and public credit. There is also a course, two hours a week through the year, on the history of political economy, in which especial attention is given to the financial doctrines of the Revolution; the work of Franklin, Hamilton, Gallatin; to the economic doctrines from 1776 to the present time as expounded in Congress; to the writings of Cooper, Raguet, Carey, and his school; to the controversies on the national bank, and the discussion of the war finances, and to the financial history of the last ten years, and the work of the modern school. In treating of theoretic discussions the opportunity is taken to illustrate freely by contemporaneous events, and thus these lectures treat of the historic development of the land question, of the currency, of the labor question, the tariff, &c., in their various stages. For three hours a week, half a year, continues a course on railroad problems, dealing chiefly with American affairs. This course treats of the development of roads and water-ways; of canals and navigable streams, from the Revolution onward; the genesis of the railway system, and its growth from 1830 to 1850; the formation of trunk-lines; the granger movement; the growth of "pools" and traffic associations to the present; freights and fares and railroad legislation; State commissioners and their work, and State and Congressional investigations and their results. The instruction in all the courses is by lectures. Students are referred to the original authorities, all of which are kept in the college library, or which are purchased as soon as demanded. Opportunities are afforded for special research in a room reserved for political science, and a complete presentation of current publications is at hand. In the seminary of political science attention is paid to American economic history; a prize of $150 is awarded to the best original thesis in economics, and American topics are often chosen. Another prize is offered in American history and the subject (this year) is in American economic history. Four annual fellowships (soon to be increased to eight), of the value of $250 each, are awarded to students in the school of political science, and the theses of the students have in most cases been in some subject of American constitutional or economic history. (Dr. E. R. A. Seligman.)

In the Columbia College Law School are given courses devoted to the exposition of the Constitution of the United States, historically and legally considered.

CORNELL UNIVERSITY.

At Cornell American history is elective as a five-hour-per-week study during the junior and senior years. Besides the use of such texts as Von Holst, lectures are given and original documents are consulted. The topics to which particular attention is paid are: The Mound-builders and the North American Indians; the Alleged Pre-Columbian Discoveries; the Origin and Enforcement of England's

Claim to North America as against Competing Nations; the Motives and Methods of English Colony-planting in America in the Seventeenth and Eighteenth Centuries; the Development of Ideas and Institutions in American Colonies, with particular reference to Religion, Education, Industry, and Civil Freedom; the Grounds of Intercolonial Isolation and of Intercolonial Fellowship; the Causes and Progress of the Movement for Colonial Independence; the History of the Formation of the National Constitution; the History of Slavery as a Factor in American Politics, culminating in the Civil War of 1861–'65. "In the presentation of these topics the student is constantly directed to the original sources of information concerning them and to the true methods of historical inquiry." At Cornell special attention is given to American literature as an element in American history. Students have access to original sources of all kinds; and, as at Columbia and Johns Hopkins, the number who elect this subject is increasing year by year. The Goldwin Smith fellowship, in history and political science, affords opportunity for special work.

A subject receiving careful and elaborate attention at Cornell is our civil service, with the efforts that have been made to improve it. Among the courses in political economy is one giving careful study to unsettled problems in that science, including not only a history of the tariff but also of the different financial methods adopted by Hamilton, Gallatin, Chase, and others. This course involves an examination of the original documents in which the policies of these statesmen were outlined. A course in systematic politics gives an analysis of the characteristics of our Government as indicated in the Constitution, in the discussions of the constitutional convention of 1787, and in the Federalist. It is of interest to know that the library of Cornell has made a unique and valuable collection illustrative of the history of anti-slavery, having as a nucleus the library gathered together by the late Rev. Samuel J. May, of Syracuse.

JOHNS HOPKINS UNIVERSITY.

At Johns Hopkins courses in American history are offered as preparatory to the legal, editorial, or academic professions, or for the public service and the duties of citizenship. There is an undergraduate course, three hours weekly, during the second half of the third year. The constitutional history of the colonial and Revolutionary periods, together with the formation and adoption of the present Constitution, is first studied; then a brief series of lectures is devoted to the interpretation of the Constitution; the constitutional, and to some extent, the political history of the period, from that time until the close of the period of reconstruction, is then taken up; the course concludes with a series of lectures descriptive of the actual present form of the Government of the United States, the government of the States, and of municipal and local institutions. In the graduate course is the work of the seminary in

American history and economics. Only graduate students connected with the University are received as members of the seminary. The work of this co-operative organization of teachers and instructors in the department of history and political science is chiefly devoted to original research in the fields of American institutions and American economics. The exercises of the seminary, which occupy two hours each week, consist of oral and written reports of progress, discussions of these, and historical reviews. The work of this seminary, which was a new departure in the educational history of American institutions of learning, finds its way into magazines and constitutes the five volumes of Studies in Historical and Political Science, published by the University. These are now widely and favorably known, and have exercised a great influence in the revival of historical studies in this country. Of the twenty fellowships founded at Johns Hopkins two are usually in history, and several of the fellows have worked almost exclusively in American history and have published monographs of singular value.

Each course in political economy at Johns Hopkins may be regarded as a course of instruction in the economic institutions and economic history of the United States. This instruction extends through four years. The first year is undergraduate work five hours a week. The aim of this course is to familiarize the students with the elements of economics and finance, and the social, financial, and industrial history of the United States is used freely for purposes of illustration. Each student is also required to prepare two papers from twenty to forty-five minutes in length, and very often on American topics. Among those assigned this year are tariff legislation in the United States; internal revenue system of the United States; the income tax; paper money; communistic experiments in the United States; the clearing house; independent treasury system; building associations in Baltimore; corporations. Original work is not expected from undergraduates. The graduate courses cover three years, and are altogether equivalent to eight hours a week throughout one year; with the undergraduate course included, they are equivalent to thirteen hours a week throughout one year. One course, called "Advanced Political Economy," proceeds from a discussion of fundamental principles of economics, practical American problems, like railways, tariffs, co-operation, partnerships, corporations, immigration, strikes, &c. These are considered historically as well as critically. This extends through one year, three hours a week. A similar course is called "Finance and Taxation," and takes up money, banking, and taxation, with special reference to taxation in the States and cities of the American Union. It concludes with a sketch of the financial history of the United States. The third course, once a week for a year, is in the "History of Political Economy," American political economy included. The fourth graduate course, once a week for a year, is on commerce in modern times, and includes an historical sketch of American commerce. It is the intention that the graduate courses shall

lead to original investigation by those who pursue them. The "Seminary," which is devoted to economics as well as to politics and history, is two hours a week for the year. Adding weekly lectures in administration and statistics, the total amount of time devoted to economics is equivalent to sixteen hours a week for one year.

The Johns Hopkins University may claim the historic honor of developing the seminary method along lines of original research in American history. That is now the method in each of the leading universities in the country. It is essentially the methods of biology applied to history. From this it has followed that history, as a university study, has had in our day its renaissance in this country

UNIVERSITY OF MICHIGAN.

At the University of Michigan the course in American History is as follows: First semester—Constitutional history of the United States, two hours a week; American constitutional law, one hour a week; taxation (Economic History), two hours a week. Second semester—Historical seminary, two hours a week; constitutional history and constitutional law of the United States, two hours a week. Total for the year, four and one-half hours a week through the year. There are no fellowships in history, nor special scholarships for students in history. "The greater part of our historical work," says Professor Hudson, "is done by lectures. In some lecture courses a short time is taken up each hour in questioning students upon the preceding lecture; in others, an hour a week is devoted to questioning students on the lectures of the week, or upon lectures and text-books." Critical use is made of original documents, which are freely accessible to historical students. It was at Michigan that the historical seminary was first practically introduced in this country by Professor C. K. Adams, now President of Cornell University. The principal text-book at Michigan is Von Holst, and in this place it is proper to mention that Von Holst dedicates his great work to Judge Cooley, until 1887 professor of history at Michigan.

It is the opinion at Michigan that the teaching of American History in preparatory schools is no doubt inferior to the instruction in Latin and mathematics; but the prospect of improvement in this preparatory work is encouraging.

The courses in American history in many American colleges are only a continuation of the methods of the public schools with the Constitution of the United States as a text. It will be found that American History for one term of fourteen weeks one hour a week is the usual course in the colleges. The president of the college not infrequently gives a short course of lectures on the Constitution of the United States in connection with instruction in civil government. A manual of the Constitution furnishes the text and a few historical notes. In these same colleges are courses in general history, or at least one course in history,

that of Greece or Rome, which engage the student for one term. At the great universities and better colleges only is there anything approaching a course in American History and Economics. The poorer colleges are providing little more than the city high schools in American History, and almost nothing in political economy.

RUTGERS COLLEGE.

Prof. Austin Scott, at Rutgers College, provides in the junior year a course in American history three hours a week on the American Constitution. In the senior year political economy, with special reference to American questions, is taken five hours a week for one term. At the same time constitutional law is given two hours a week. The method employed is that of the Historical Seminary. An entrance examination in American History is required. Rutgers has one of the very best college courses in history that this country affords.[1]

SYRACUSE UNIVERSITY.

At Syracuse University the sophomores are required to take American History two hours a week for one term; the seniors have American constitutional law three hours a week for one term, and in addition are given a course of twelve lectures on the American Revolution. There is also a special post-graduate course in American History, which requires two years, and which is partially outlined in a printed circular.

UNIVERSITY OF PENNSYLVANIA.

At the University of Pennsylvania the sophomore class devotes two hours a week for one year to Pennsylvania history; colonial and State, political and economic. Intercolonial affairs are investigated.

The Wharton School of Finance and Economy provides special courses in American history and economics. The course in American History, in this college of the University, covers two years, and is in charge of the historian, John Bach McMaster. The Wharton School aims to give a thorough general and professional training to young men who intend to engage in business, or upon whom will devolve the management of property, or to persons who are preparing for the legal profession, for journalism, for an academic career, or for the public service. The course in American History in this school covers two years, the junior and the senior—three hours each week for the former and four each week for the latter during the entire academic year. In the junior year the first few weeks are spent in a cursory review of colonial history (Schouler's His-

[1] Many superior colleges and institutions, not mentioned by Doctor Thorpe, or described in this report, have excellent courses in American history; for example, Princeton, Amherst, Brown University, the University of Rochester, and some of the State universities and better colleges of the West and South. The statistical tables at the end of this report show clearly the standing of History in all the institutions of collegiate grade whose returns were received by the Bureau of Education.—H. B. A.

tory), in the study of colonial charters, and such documents as Coxe, or Franklin's plan of union, the stamp act, declaration of rights, non-importation agreement, &c. Three historical maps are required, viz, maps in color, showing the changes in colonial boundaries in 1700, 1750, and 1763. Essays are read by the students on such subjects as the French settlement in America, the discovery and exploration of the Mississippi, the French and Indian war, the navigation act, &c. About the first of December the class is divided into a number of committees, corresponding to the division into committees in Congress—such as Foreign Affairs, Indian Affairs, Commerce and Trade, Finance, Territories, Interstate Commerce, Army and Navy, Banks and Banking, &c., and each member of the class is put on several committees.

This done, Johnston's American Politics is made the text-book, and the work of lecturing begins. On certain days, in lieu of a lecture, the committees are called upon to present reports on the subjects already discussed. If the matter of "assumption" were the subject of the lecture, the Finance Committee would be called on to read a detailed report, which is discussed and cyclostyled, after which a copy is given to each member of the class. If the ordinance of 1787, or the land cessions were to be discussed, the Committee on Territories would report. These reports become matter of recitation. On the morning after each lecture the students hand in a synopsis of it, and once a week their note-books for examination. Ten maps, one for each census year, are required. These are water-color maps made by the students, and they show changes in population, disputed boundaries, acquired territories, immigrant routes and settlements, early railways, canals, and public highways, &c. They are historical maps of an economic character. With the seniors the course opens with a review of all State constitutions from 1776 to 1787. Recitations are held in Bancroft's History of the Constitution. Each member of the class makes a digest of the report of the constitutional convention of 1787 and of the Federalist. There are two lectures and two recitations a week. Digests are also required of the following: Letters of Pacificus, Letters of Helvidius, Jay's Treaty, the Defence of Camillus, the House Debate on Jay's Treaty, Blount's Impeachment, Nullification, 1798–'99, 1832, the Hartford Convention, the Constitutionality of National Banks, of Internal Improvement, of Protective Tariffs, of the Missouri Compromise, &c. (Course given by Professor J. B. McMaster).

The chief work of this class is the preparation of papers from time to time from original authorities on the leading questions that have come before the American people. The post-graduate courses cover two years, with no limit of hours, in American History, and, in 1885, the University founded six fellowships, known as the Wharton fellowships, in American History and Economics. As at Harvard, Yale, and Columbia, courses of lectures in American constitutional law are open in the law department to special and graduate students in American History. The

feature of the work at Pennsylvania is the high place given to the study of original authorities over formal histories; these latter are considered at their true value, but students are required to consult original papers when possible rather than these histories. By original documents are meant the annals, debates, records, journals, reports, and publications of Congress; judicial reports, both State and Federal; pamphlets, newspapers, executive documents, and texts of treaties. More time is given to the study of American History and Economics at Pennsylvania than at any other university in this country.

Besides the work above indicated there are courses in American Institutional History, in American Financial History, and in American Economics through the year. The various courses illustrative of American affairs are arranged so as to supplement each the other without duplication of work. All the work in American History and Economics, exclusive of the post-graduate courses and the lectures in American constitutional law in the law department, covers twenty-one hours per week for one year.

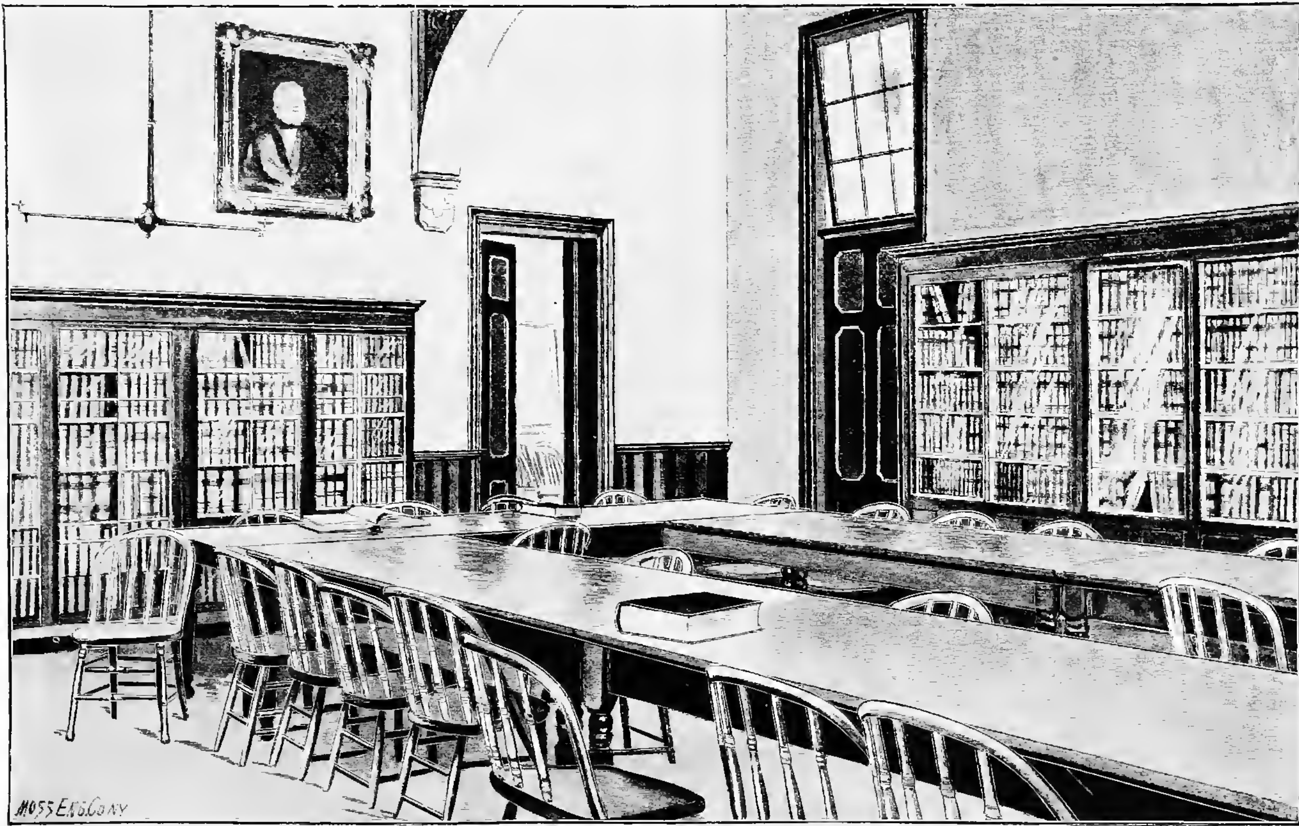
At Pennsylvania American History and Economics are required studies, but the results both at Harvard and at Pennsylvania show that the courses in the two universities proceed according to principles common to both. The methods of procedure and the canons of historial criticism and interpretation are the same.

In the Wharton School is a course given by Professor Robert Ellis Thompson in economic science, equal to a course of three hours a week for one year, but distributed over two years. Lectures and the text-book method are combined. The topics considered are, *inter alia*, the theory of the state, socialism, communism, charity, considered specially in their economic aspect and as touching upon American affairs. The work of the second year is confined to the senior class in the Wharton School, and is a combination of lectures, discussions, and original investigations under the direction of the professor. It is especially occupied with American topics, such as the industrial history of the country from its first settlement, its land system and its administration of the public domain, the influence of economic causes in producing the War of Independence, the fiscal and financial policy that grew out of that war, and the change of policy in the subsequent century. Each of our great industries is taken separately and traced historically and statistically, not less the agricultural than the commercial and manufacturing. The problems of economic policy presented by our Treasury, money, and banking systems, by the creation of an artisan class since the war of 1812, by the growth of a public debt, by the relation of local government to general government, by immigration and the growth of cities, and by the formation of great routes of transportation, are treated. Three essays a week are required from the class on topics assigned, and discussion follows the reading of the essay. When the subjects are assigned the essayists are referred to the best books in the valuable libra-

ries of economic literature given the university by Stephen Colwell and by Henry C. Carey, and to more recent collections in the Wharton School library. Also, they are referred, if this be possible, to some local representative of the industry or interest treated in the essay, or are required to put themselves in communication by letter with such as are at a distance. The purpose is to train men who shall be "in touch" with the actual life of the industrial community in which we live, and who shall know their own country in its past and present with as much thoroughness as the limitation of a college course permits. The instruction given by other professors in the Wharton School in special courses enables the students to enter upon the courses in economic science with adequate preliminary knowledge for the understanding and appreciation of the course.

The course by Professor E. J. James on civil government in the United States given at the University of Pennsylvania runs through two years, and is the equivalent of four exercises per week for one year. It is divided into two parts, the first treating of the organs and the second of the functions of government. In the first part is given a somewhat detailed description of the organs (1) of the Federal Government; (2) of the State governments; (3) of the county, town, and other forms of local government. It treats of the President, Senate, House, judiciary, departments, bureaus, commissions which constitute the central government; of the governor, assembly, courts, commissions, sheriffs, councils, boards of directors, &c., which make up the State, county, town, and city governments. The second part begins with a classification of the functions of government in general, and then discusses the distribution of these functions among the different branches of our form of government. The relation of the Government (*a*) to the personal relations of the people, such as marriage, migration, citizenship, poor laws, &c.; (*b*) to the intellectual and moral relations, such as education in all its branches, elementary, secondary, higher, professional, technical; (*c*) to the economic relations, such as transportation, exchange, agriculture, mining, manufacturing, &c., is treated as fully as time and opportunity will permit. The method is comparative, historical, critical. The actual form of the government is first described, then its origin and development are traced. Our present systems are compared with previous systems in our own and in other countries. The whole is concluded with some attempt to estimate the comparative excellence of our system, pointing out its obvious advantages and its defects, with suggestions as to how the former may be increased and the latter remedied. The lecture system is combined with text-book and recitation system, supplemented by the application of the seminary method in the case of the older and more advanced students. The object is to become fully acquainted with our American system of government in its actual workings, to learn the facts connected with its origin and development, and to grasp the spirit and genius of our insti-

Lecture and Seminary Room No. 1—Wharton School, University of Pennsylvania.



LECTURE AND SEMINARY ROOM No. 2—WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA.

tutions. As many of the subjects connected with this course are also treated in other courses in the University, care is taken to devote chief attention to those topics which are not otherwise discussed, so that there shall be no actual duplication of work. To the seniors is given a course, three hours a week for one year, on public finance, a large portion of which, say one-third, is devoted to the financial history of the United States, beginning with the financial policy of the Revolution and closing with the financial operations of late years. This course involves the discussion of the tariff, internal revenue, direct taxes, public lands, post-office, Mint, &c., so far as they have proved elements in the public revenue system of the country. It includes, also, a history of American theories on taxation and other sources of public income. Care is here taken to avoid duplication of instruction in the various courses. The work in the political science seminary is almost exclusively in connection with American subjects, as the following topics assigned during the year 1885–'86 for special study and investigation will show: System of convict labor in the United States; anti-rent riots in New York; taxation in Pennsylvania, in Massachusetts, in South Carolina; municipal finance in the United States; local government in the United States; city government of Philadelphia.

In order to offer to the students of the Wharton School the means of acquiring a more complete knowledge of American economics, courses covering four hours a week are also given through the year, in which systematic instruction is given by lectures, texts, essays, investigations, and discussions. The topics presented are, *inter alia*, the extent, nature, and ownership of the soil; mines, fisheries, transformation and transportation of products, and modes of exchange; banking, functions of middlemen, stocks, railroads, and railroad legislation; public grants by cities and towns; tariffs, pooling arrangements, and mercantile law and practice in the United States. (Prof. A. S. Bolles.)

Special courses of lectures are also given by graduates of the University, fellows of the University, and men in public life on subjects taken entirely from American History and Economics, such as Comparative State Constitutional Law (Dr. F. N. Thorpe), Taxation (J. C. Jones, esq.), and Methods of State Legislation. (Hon. Robert Adams, jr.)

HARVARD UNIVERSITY.

The work in American history at Harvard, under Dr. Albert Bushnell Hart and Dr. Edward Channing, and at Pennsylvania, under the direction of the historian, John Bach McMaster, proceeds, to use the language of Von Ranke, "to tell just how things came about." History is the development of the life of the nation. It does not begin, as taught there, by assuming to know just how things came about; history is not forced into an empiricism; its own mirror it holds up to the organic life of the nation, and the historian and the student of history must tell of that life as he sees it, and not merely as he desires to see

it. The people is greater than the camp, and the mind of the people than the mind of its legislators. At Harvard and at Pennsylvania the student, as he pursues his course in American history, has put into his hands a set of outlines for his guidance; those by Dr. Hart are published; those by Professor McMaster are in manuscript. As an index to the work attempted in these two universities, we give a brief portion of the Harvard plan. It may be said to represent the best attempts now making in our schools in the study of American institutions, and is substantially an outline of the courses and the work at Columbia, Cornell, and Johns Hopkins.

At Harvard University history is taught by seven men, two of whom devote their strength to the teaching of American history; courses in American economics are also given by two other men. The courses in American history may be briefly described as follows:

(1) A course in English and American political institutions, designed as an introduction to later courses and devoted chiefly to American history. (Three hours a week for one-half year, Professor Macvane.)

(2) A course in American history to 1783, dealing especially with the institutional development of the colonies. (Three hours a week for the year, Dr. E. Channing.)

(3) A course devoted to the history of the United States from 1783 to 1861. (Three hours a week for the year, Dr. A. B. Hart.)

(4) A course devoted to the history of the United States from 1783 to 1861. (Three hours a week for the last half of the year, Dr. Hart.)

(5) A course designed for advanced students who are investigating the period from 1861 to the present time. (Three hours a week through the year, Dr. Hart.)

(6) A course in special research for advanced students, the subjects selected bearing on our territorial growth and our institutional history. (Three hours a week for the whole year, Dr. Channing.)

(7) The history of the tariff and financial legislation of the United States, two half courses counting as one full course. (Three hours a week through the year, Professor Dunbar; Assistant Professor Taussig.)

Each instructor conducts his own class as he deems best, and his students investigate such topics as seem desirable.

In the colonial course there are three lectures a week throughout the year. In these lectures it is intended to treat in considerable detail the more important topics, leaving the student to fill in the gaps. To enable him to do this, as well as to avoid a waste of time in copying in the class-room, a set of "Topics and references in American colonial history" is provided by the instructor and printed at the expense of the instructor and students. This is not designed to take the place of "Notes," nor is it an outline of the lectures or of the course. The object is merely to furnish the students with a brief bibliography of the more important books bearing on the subject of their year's work. It

is printed in sheets and distributed from time to time. It is not designed to be permanent, nor to be used from year to year, the instructor believing that it is better for the teacher to make his preparation fresh each year. It is not copyrighted and is not on sale. Its general scope is indicated by the following extract:

AMERICAN COLONIAL HISTORY.[1]

SETTLEMENT OF VIRGINIA.

General references: Lodge, English Colonies, 1–8; Doyle, I, 144–209; "Bryant," I, 167–307; Cooke, Virginia, 13–112; G. Bancroft, U. S., I, 85–110; Hildreth, U. S. I, 99–117; Higginson, Larger History, 137; Eggleston in Century, XXV, 61; and Marshall, Colonial History, 29–63.

1606. London and Plymonth Companies and their charter, Charters, 1888; Preston, Documents, 1.

1607. Jamestown settled. Smith's True Relation, 1–31.

1609. Second charter of Virginia. Preston, Documents, 14.

1611–'12. Third charter of Virginia. Preston, 22.

1607–'18. Further history of the colony.

Other references: Nar. and Crit. Hist., III. 127–141; Smith, General Historie; Wingfield's discourse in Archæologia Americana, IV, 67–143; C. Campbell's Virginia, 35–131.

The students are expected to be familiar with two or three of the "general references," with all of the special references, and the "other references," while not required, will be useful to students who wish to attain distinction in the course or to stand for "honors." The lectures are devoted more especially to the elucidation of the important constitutional points as they arise. The origin and growth of the institutions of local government in the several colonies receive much attention, while the economic and social history of the colonies is examined in detail. The lectures are illustrated by maps drawn for the occasion by the instructor, the large outline maps published by Heath being used as a basis. The students are advised to copy the more important features so represented on smaller outline maps. In this way the good men get together a useful historical atlas. The examinations take up all points touched on in the lectures and in "topics and references." A question in geography involving the use of the small outline map is also asked at each examination. In additiou each student is required to study during the year four problems and to report at length. These

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[1] Harvard University makes the followiug requirements for admission:

Either (1) history of Greece and Rome, or (2) history of the Uuited States and of England. For American history the following works serve to indicate the amount of knowledge demanded:

Higginson's Young Folks' History of the United States (to the end of chapter XXI), and Johnston's History of the United States for Schools (beginning at section 269).

The following selections are recommended for additional reading and will be made the basis of optional questions iu the examination: For American history, Lodge's English Colonies, chapters II and XXII; Morse's John Quincy Adams, chapters II and III; Josiah Quincy's Figures of the Past. (From catalogue for 1887.)

reports, if up to the standard, are read in the class. The four problems are selected as follows: (1) a topic dealing with the exploration or settlement of the student's own town or State; (2) a topic drawn from the early history or government of New England, including, of course, the local government; (3) a question relating to the causes of the Revolution; and (4) a problem in the historical geography of the colonies. The leading original sources are put into the hands of the student, and he is required to base his report upon them. The instructor is in the library at a designated hour every day to give any proper assistance. In the research course each student has assigned to him a definite topic sufficiently broad to occupy one-fourth of his time for one academic year. As a rule, these topics are connected with the instructor's own work of research for the year. Each student meets the instructor once a week for consultation, and there is also each week a formal meeting of the whole course, at which students report progress. These meetings are strictly private, and are designed to encourage a critical spirit among the students. Towards the close of the academic year the reports presented by the students during the year are revised and combined in the shape of a thesis, which is rewritten until the instructor is satisfied with the form and language. The research course is open to graduates and undergraduates who have passed with distinction in one or both of the more general courses in American history. (The above work is directed by Dr. Channing.)

Dr. Hart's outline of the courses in Constitutional and Political History of the United States is prepared for the use of students in Harvard College and in the Society for the Collegiate Instruction of Women. The outline is an analysis of the subject, and indicates precisely the necessary reading for undergraduate or for advanced work.

The books cited are reserved in an alcove of the reading-room of the college library. The outline, covering the period from 1783 to 1829, makes a pamphlet of one hundred and twenty-eight pages. The first four pages explain the methods of the courses. Under the heading "special reports" the author says: "About one-fifth to one-fourth of the work of the courses will consist of 'special reports.' To each student, from time to time, will be assigned a very limited special topic, on which he is expected to make a condensed report, based upon original authorities. He is not required to use any but books to be found on the reserved shelves at the time the report is to be drawn up. The purpose of the system is to introduce students to a number of books, to accustom them to find out facts for themselves, to make them familiar with the sources of information on American history, to develop their powers of analysis, and to interest them in the unsettled questions of our history. Each report will require from four to six hours' time, and, in the course of the year, every student will have, besides others, one geographical or statistical question, and one question in bibliography."

The list of books desirable to own for the study of the history of the United States from 1783 to 1829 is given as follows:

American Statesmen Series: Lives of Hamilton, Jefferson, Madison, John Adams, Gallatin, Monroe, Randolph, Marshall. 1775–1829.
Bancroft's History of the Constitution, 2 vols.; also a student's edition of the same. 1781–1789.
Curtis' History of the Constitution of the United States, 2 vols. 1774–1789.
Higginson's larger History of the United States, 1 vol.
Hildreth's History of the United States, 2d series, 3 vols. 1789–1821.
McMaster's History of the People of the United States, Vols. I–XI. 1775–1832.
Schouler's History of the United States, 3 vols. 1775–1831.
Snow's Guide to the Study of the History of the United States. 1775–1850.
Von Holst's Constitutional History of the United States, 5 vols. 1775–1856.
American Commonwealth Series: California, Oregon, Kansas, Kentucky, Michigan. 1775–1836.
American Statesmen series: Lives of Webster, Clay, Jackson, John Quincy Adams. 1829–1861.
Greeley's American Conflict, Vol. I. 1776–1862.
Johnston's Half Century of American History. 1840–1886.

Dr. Hart has given us a digest of accessible authorities in the domain of American history. These authorities may be summed as follows: Personal reminiscences, such as letters, the works of statesmen, memoirs, and autobiographies. Unconscious authorities, such as travels, general literature, magazines, newspapers, and the publications of societies. Constitutional treatises, such as commentaries on the Constitution and criticisms by Americans and by foreigners; local histories, special histories, such as financial, military, political, literary, and economic histories; compilations, such as manuals and text-books; geographies, the census reports, and formal treatises of a sociological nature; official records of government, journals of legislative bodies, annals, debates, and records of Congress; public documents, Congressional reports, American state papers, Department publications; legal reports of decisions handed down both in the State and in the Federal courts; laws of the States and of the United States.

The Harvard course discusses the sources of American history; the preliminary conceptions of history; the basis of the United States; the lands, with maps; the people, with diagrams of changes in population; the political basis—the English constitution; the English control of the colonies; the English commercial system; local government with reference to Channing's Town and County Government (in Johns Hopkins University studies, II, No. 10). H. B. Adams' Germanic origin of New England towns (in Johns Hopkins University studies, I, No. 2). Frothingham's Rise of the Republic, 13–28.

The outline of Financial and Commercial Reorganization (1815–1824) is as follows:

(1815–1817.) Financial and commercial reorganization; Elements; Lalor's Cyclopædia, I, 772–774; Von Holst, I, 382–384; Benton's Thirty Years' View, I, 1–6; Hildreth's United States, VI, 581–583; Sumner's Jackson, 40–42; Bolles' Financial History of the United States, II, 284–293· Snow's Guide, 67; Bibl. Dunbar's Topics in Political Economy, IV, p. 14.

1812-1815. The national finances.
Cost of the war.
Increase in public debt—diagram.
Foreign commerce.
Domestic trade.
American manufactures.
1815-1829. Internal improvements made by the States.
Attitude of parties and public men.
1815-1817. The West as a factor in legislation.
(1815-1822.) Financial Organization; The Bank; Sumner's American Currency, 68-79; Von Holst, I, 384-388; Bolles' Financial History, II, 278-282, 317-329; Schouler's United States, II, 446-452, III, 37-39, 109-121, 245-247; Hildreth, VI, 589-682; Lalor's Cyclopædia, II, 208-209; Sumner's Jackson, 230-233; Snow's Guide, 124-125; Lodge's Webster, 61-67; Von Holst's Calhoun, 31-33.
1811. Expiration of the old Bank.
1813. (1) Charter bill voted down. Hildreth, VI, 463.
1814. (2) Calhoun's Bill; Benton's abridgment, V, 171.
Campbell's finance.
Commercial crises.
1815. Jan. (3) Dallas's bill vetoed; Statesmen's Manual, I, 323.
Dec. (4) Dallas' new project; Niles' Register, IX, 261-366.
1816. Apr. 10. Bank act.
1817. Feb. 20. Resolution on paper money.
1815-1819. Improvement in the national finances.
1819-1821. Commercial crises.
1819. Feb. 1. Scire facias resolution; Hildreth, VI, 650-654.
1821-1822. Recovery of the bank.

After the same manner are outlined the policy of revenue tariffs, of the first protective tariff, of constitutional questions as to internal improvements, vetoes of internal improvement bills, &c.

These outlines are protected by copyright, and their usefulness will insure them wide adoption in this country. They are so comprehensive in their analysis of every period of our national history and present the bibliography of American history so conveniently that they cannot well be omitted from the library of every serious student of American affairs.

In addition to the special work in American History[1] at Harvard are several courses in economics in which the instruction is very largely in

[1] The revised course in American History at Harvard for 1887-'88 is as follows:

1. Introductory course in American and English Institutions, three hours per week for one-half year; chiefly freshmen and sophomores.

2. General course in the Elements of American History, three hours per week for half year; chiefly freshmen and sophomores.

3. American Colonial History to 1781, three hours per week for the year; chiefly juniors and seniors.

4. History of the United States, 1781-1861, three hours per week for the year, all classes; chiefly juniors and seniors.

5. American Financial History, two hours per week for half year; chiefly juniors and seniors.

6. History of Tariff Legislation, two hours per week for half year; chiefly juniors and seniors.

7. Seminar in selected topics in American and Modern European History, one hour's personal attention to each student per week.

American economics. There are also special courses in American constitutional studies, both in the college and in the law school. The course that treats of American topics covers two hours a week for one year, being, first, a course in the history of tariff legislation in the United States, and second, a course in the history of financial legislation in the United States; other courses in economics that are largely of American interest provide at least six hours per week, in addition to the above, for the year. The subjects considered in these courses are so many that only a few of them can be referred to here. The topics of peculiar interest to students of American affairs are, *inter alia*, Shipping Legislation, Coinage, Treaties with Canada, Commerce, the California Gold Excitement, the Economic Effects of the Civil War. The method of instruction is partly by the preparation of written reports, partly by oral discussion, and partly by lecture. The courses in economics are so closely allied to the courses in American history, yet independent of them, that any adequate statement of them would exceed the limits of this paper. The "Topics and References in Political Economy" at Harvard are after the same plan as Dr. Hart's "Outlines" and equally comprehensive, as Topic LXXV, in Course IV, page 40, shows:

LXXV.—SPECIE PAYMENTS AND THE REVIVAL OF INDUSTRY.

Professor Dunbar.

Resumption of specie payments by the United States apparently hopeless from 1868 to 1873.

Debate in Congress and passage of the compromise act of 1874. (Statutes at Large, XVIII, 123.)

Resumption act of 1875 passed as a party measure.

Provisions of the act. (Statutes at Large, XVIII, 296.)

Its weak points.

Refusal to explain the purpose of the act as to reissue of redeemed notes. (See Congressional Record for debate in Senate, December 22, 1874; or Sherman's speeches, 471.)

The act supposed to require supplementary legislation. (Finance Reports, 1875, XX; 1876, XIV; 1877, XIII.)

Its success secured by—

(1) Stagnation of business and fall of prices.

(2) Diminished imports and cheap gold.

(3) Increased demand for food.

Accumulation of gold by the Treasury. (Finance Reports, 1878, VIII; 1879, IX.)

Congress loses courage and stops the withdrawal of legal-tender notes. (U. S. Statutes at Large, XX, 87.)

Specie payments saved after resumption by continuance of European demand. (United States Statistical Abstract for 1883, 34–82.)

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8. Seminar in the History of the United States since 1861, two hours per week and one-half hour's personal attention to each student each week.

In all the above courses, except the first, written reports of investigation are required at stated intervals. A student who takes all the courses offered in American History at Harvard will spend upon them one and a half years of his academic time.

The topic numbered XVIII, in Course VIII, is "Constitutionality of the Legal-Tender Issues," and the references:

Bolles, III, chapter I.
Knox, United States Notes, chapter XI.
Bancroft, A Plea for the Constitution.

For the decisions of the court, and dissenting opinions:

Hepburn *v.* Grisworld, 8 Wallace, 603; Banker's Magazine, March, 1870; Knox *v.* Lee, 12 Wallace, 457; Banker's Magazine, April, 1872; Juillard *v.* Greenman, 110 United States, 421; Knox, 193.
Madison's Notes, Elliot's Debates, V, 435.
Webster's Opinion, Works, IV, 270.
Gallatin's Opinion, Works, III, 235.
Secretary Chase's Letters, in Spaulding's Legal-Tender Paper, 27, 46, 59, &c.

The object of the financial courses is to give training in the use of debates, reports, and especially statutes—indeed, to train the student to the use of authorities rather than to the reading of a text-book. The old-fashioned text-book methods have disappeared from the great universities, and are only found in those college courses that are strictly elementary. The opportunities for graduate work in American history and economics at Harvard are numerous, rich, and attractive. The university, by the foundation of fellowships and scholarships, offers to its own graduates, and to those of other colleges, ample opportunities for the "attainment of a higher, broader, and more thorough scholarship in sound literature and learning." The system of electives at the university operates to the highest advantage of those who are pursuing such a specialty as American history, or who are pursuing it as a part of a general course. The class of students who from a large number select this subject will, *cæteris paribus*, bring to the study of it minds eager to know and spirits willing to be directed by eminent men. The elective system tends to the survival of the fittest.

GENERAL STATUS OF AMERICAN HISTORY.

Cambridge, Philadelphia, New York, and Baltimore, afford peculiar facilities for the study of American history. In the various libraries in these cities may be found the greater part of the authorities here outlined. It cannot be said that at the present time any one of the universities in the country offers exclusive privileges in American history, because not one of them is fully equipped in that department. Such an equipment would place in the library of the university all the authorities needed in the prosecution of the work. Those authorities would fully set forth the life of the nation politically and economically. Our history is not in Congress alone; that is, indeed, a very small part of it. Our discoveries, our inventions, our agrarian interests, our settlements westward, our educational affairs, the work of the church, the organization of charities, the growth of corporations, the conflict of

races and for races, at times in our history, are all sources for research; but in addition to an exhaustive library is needed the man who can and will use it; he may be teacher or the taught; if the teacher, then one who by long training has prepared himself for the task; if the taught, then he who is inspired with the love of country, of American institutions, and, above all, of truth, however it may change accepted notions. An adequate foundation for the prosecution of studies in American institutions can be made only at the university. It is not called for in schools below that rank. History has become a technical study, and it must be pursued as such. The course in our higher institutions must accommodate two classes of students, those who intend to make a special study of history and those who pursue it as a portion of a liberal course of training for good citizenship. The universities must make provision for the training of teachers and for the training of those who are not to become teachers of history. The respective courses for these two classes must differ from each other.

In providing a course in American history in the lower schools, chief attention must be given to the study of our economic history. Of the text-books now used in these schools, Johnston's, called the History of the United States, or Scudder's, are by far the best. It is the opinion of the professors of history at Columbia, Cornell, and Pennsylvania that all instruction in American history for those intending to enter college should be omitted in the common schools. The professors at Harvard and at Johns Hopkins favor the retention of the study in these schools for all. It cannot be doubted that careful training in Johnston's Outlines, or its equivalent, would be a gain for those colleges which have courses in American history; such training in the preparatory school would save at least one year at college and would be a fit introduction to the extended college course.

The universities which offer courses in American history differ widely in the amount offered. For instance, Harvard offers historical courses for 1886–'87, amounting to forty-six hours weekly, of which eighteen are in American history; Pennsylvania offers fourteen hours in American history; Yale, three hours; Columbia, five; Wisconsin, three; Cornell, eight; Johns Hopkins, four. This is exclusive of the courses in American economics, which at Yale cover three hours per week; at Columbia, six hours; at Johns Hopkins, four hours; at Michigan, four and one-half; at Pennsylvania, twelve; and at Harvard, of the eighteen and one-half hours given in courses in political economy, five hours are in American economics. Both at Harvard and at Pennsylvania opportunity is afforded for special advanced study and research in American economics. These privileges are given also at Yale, Cornell, Columbia, and Johns Hopkins.

The prevailing course found in American colleges in American history and economics is hardly more than two hours a week for one term of three months.

The present status of this study for undergraduates in American schools is not high. The public schools, conducted at great cost, in many sections of the country, do almost nothing in teaching American history. In the colleges this subject is attached somewhat curiously to other studies. Thus we find history and Latin, history and mathematics, history and literature, history and a modern language, history and one of the sciences taught by the same professor. It is evident that the best work in the department of history is to be expected only when that department is under the direction of a trained mind. It must have a recognized place among the departments. So long as history has not attained this place in our educational institutions, it is premature to ask that history itself should be subdivided into its own departments. For the present, and perhaps for many years to come, it is only the larger and richer universities that will endow chairs of American history. The other colleges will doubtless unite history and political science into one department. But as the country increases in wealth the friends of university education will found chairs of American history. In that direction lies the future of our educational courses to this extent, that all the training for citizenship that can be obtained at college must be found in this department. This is its just claim for introduction as a college course, that it trains for intelligent citizenship. Not that we do not have more or less of such citizenship now; but of our ten millions of voters, how small the number who are qualified to fill the offices to which they elect others. That is an ideal citizenzenship which, like the Athenian, can fill any office within its own gift.

Now that we are at last a nation we cannot escape the responsibilities of nationality. We are a problem unto ourselves. Life is no longer a colonial existence. Our national difficulties resemble those of other nations. We have land and labor questions to solve and that quickly. We have questions of race and of race privilege of great magnitude. Shall the nation educate the nation's own? Shall the nation put the great corporations under Federal control? Does the right to regulate interstate commerce reach interstate railroads? We, a nation, inherit both good and evil; and if we let the evil prevail, then "after us the deluge."

For the technical training in history there are needed in our universities both scholarships and fellowships, the income of which will permit men of special aptitude to pursue advanced studies. Technical work in American institutions must proceed like technical work in law or in medicine. There are at present about fifty fellowships at American universities. In the effort to introduce a reform in the study of American institutions, the work must begin in the higher schools and work down into the lower. All reforms have proceeded in that way. When the universities can offer advanced courses in such subjects as American history and economics, then the undergraduate courses will be of relative value and extent.

AMERICAN HISTORY NOT A SUFFICIENT BASIS.

In the training for teaching history we cannot base our work upon American institutions as our leading study. American history is only the part of a whole. It cannot be made to take the place of the history of Europe. As a subject for philosophical investigation, American history cannot yet compare with that of Greece or Rome. It is from those nations that have run a course, that have completed a system, that we must obtain our philosophy of history; and our own history can be made only to supplement the teachings of that philosophy. Therefore, the technical student of history must study the world as the nation of nations, and view citizenship from the vantage ground of the universal citizen. He must rise to that moral elevation which enables him to see man as brother of man, and his interests, not as those of the American nor of the Roman, but as of man himself. The history of American institutions has its beginnings far up towards the sources of the stream of time. The end of historical investigation that purposes to give the power to direct others to understand their institutions from a national point of view, is to see man in his ultimate interests as man, and yet to view him as an individual and simple factor in the moral force of the world. Thus the study of history at the university requires for the best results such an equipment of the historical department as not one of our universities can afford at present. But we are moving towards this consummation; and in the universities whose courses we have attempted to outline, so far as they are in American institutions, will certainly be found, in time, ample provision for the prosecution of history as a science.

CONCLUSIONS.

From this brief review of the status of the study of American history in our schools, we conclude:

I. The course of study in the public schools should afford and require the study of American institutions for at least one-fourth of the time the child is in school. Economic, social, and industrial history should be taught as well as political history. The aim of the instruction should be to acquaint the child with accurate knowledge of the nature of American citizenship and of the duties he must assume as a part of the State. The instruction should develop in the child's mind the historic growth of the nation.

II. In the public schools there should be special teachers of American History and Economics. The colleges and the normal schools should train such teachers.

III. The text-books in the public schools should treat chiefly of the history of the United States so far as they treat of American history. *The nation should be the great theme.* There should be accessible in these schools a selection of historical and economic materials—documents, treatises, reports, reviews, maps, newspapers, books of travel—for the use of teachers and students.

IV. Every college should offer an undergraduate course in American History and Economics of at least two years, three hours a week.

The great universities of the country should afford opportunities for the technical study of American history. They should offer a limited number of scholarships and fellowships for the benefit of men who are qualified and desire to make a technical study of our own institutions, and who otherwise are unable to pursue such investigations. It is to the great universities that we look for complete courses and adequate instruction in American history as well as in European history, general and special. In justice to the nation the youth of our land should become familiar with the story of popular government in this western world. From a careful study of our own institutions we may understand the nature of our national life, may learn the sacrifice by which it has been preserved, may learn with what watchful care it can be sustained, and, above all, learn, as a people, to avoid the commission of those errors which of old have proven the rocks upon which nations are wrecked.

The study of American History and Economics will not of itself prove the panacea for the ills incident to nationality. The great Republic needs and will ever need men, "right minded men; men who their duty know, and knowing, will obey." The presentation of these facts in this paper is our plea for the elevation of the study of our country into that place in the Higher Education to which by intrinsic merits it has right. Other studies have an equal place; it is only just that American History and American Economics occupy their share of the time in the limited college and university courses. So long as man is by nature a political being he must by nature have political training; the technical study of American History and Economics is an essential part of that training.

TABULAR VIEW OF HOURS.

The following table is an estimate of the work now doing in American history and economics in the institutions named in this paper. The statement of hours is based upon letters from the professors named and the catalogue of the institution. The economics for which time is stated is for American economics only.

Institution.	Professor.	Course.	Hours per week.	Years.	Post-graduate work.
Public schools.	Usually none	History	2	½	None.
Yale	Prof. Dexter	History	2	1	Special.
	Prof. Sumner	Economics	3	1	Special.
	Prof. Phelps	Law	1	1	
	Prof. Richards	History	1	1	
Wisconsin	Prof. Allen	History and economics	3	1	Special.
Columbia	Prof. Burgess	History	5	1	Seminary.
	Prof. Dwight	Law	1	1	
	Prof. Smith	Economics	4	1	Special.
	Dr. Seligman	Economics	2	1	Special.

Tabular view of hours—Continued.

Institution.	Professor.	Course.	Hours per week.	Years.	Post-graduate work.
Cornell	President Adams and others.	Economics	2	3	Seminary.
	Prof. Tyler and others	History	8	3	Seminary. Special.
Johns Hopkins.	Dr. H. B. Adams	Seminary, history and politics.	2	3	Fellows.
	Dr. Ely	Economics	3	3	
	Dr. Jameson	History	2	1	
	Dr. Woodrow Wilson	Politics	1	3	
	Dr. E. R. L. Gould	Statistics	1	1	
Michigan	Prof. Cooley and others	History and economics	4½	1	Seminary.
Syracuse	Prof. Little	History	5	(*a*)	2 years.
Rutgers.	Prof. Scott	History and economics	5	1	
Pennsylvania	Prof. McMaster	History	7	1	Fellows.
	Prof. Thompson	Economics	4	1	Special.
	Prof. James	Political science	5	1	Seminary.
	Prof. Bolles	Finance	4	1	
	Judge Hare	Law	1	1	
	Mr. Cheney	History	2	1	
Harvard	Prof. Dunbar	Economics	2	1	Fellows.
	Prof. MacVane	History	1½	1	
	Dr. Hart	History	7½	1	Seminary.
	Dr. Channing	History	6	1	Seminary.
	Prof. Taussig	Economics	1	1	

a One term of 3 months.

EXPLANATION.—At Harvard, Pennsylvania, Cornell, Columbia, Michigan, Wisconsin, all the courses referred to in this paper are given in one year, *i. e.*, a student might take them all (barring conflicting hours) in any one year, as they are offered each year.

Each of the institutions above named offers courses for post-graduates, leading to various degrees. At Harvard, Columbia, Pennsylvania, Yale, Johns Hopkins, Cornell, Michigan, Syracuse, the course may include studies and investigations in American history and economics.

CHAPTER IX.

HISTORY AND POLITICAL SCIENCE IN THE WASHINGTON HIGH SCHOOL.

By E. R. L. Gould, Ph. D.,

Sometime Fellow in History at the Johns Hopkins University, now of the Bureau of Labor.[1]

The Washington High School is organized somewhat differently from many other institutions of similar grade. The college plan of departmental courses, with a limited range of options in the last two years, is followed with minor variations. Instead, too, of a teacher taking one class and instructing it in many subjects, he is charged with the presentation of his own specialty to a number of classes. There are therefore progressive English studies, mathematics, physical science, history and political science, &c., and each group is presided over by a specialist, who is assisted by teachers also more or less specially qualified.

The work in history extends throughout the three years, and in political economy one year, the last, of the high-school course. History is compulsory in the first year only; after that it is classed either as an alternate or optional study. Notwithstanding this fact, the record of the past academic year shows that 78 per cent. of the whole number of students was enrolled in this department, and that 42 per cent. of those to whom the right of option belonged chose to pursue these courses.

The teaching force comprises an instructor, in charge, an assistant, and sub-assistant, who devote their entire attention to this department, and also another assistant whose time is partially occupied. Instruction in history occupies three hours per week during the first year; four hours per week for one-half of the second year, and four hours per week throughout the third year. Political science has four hours weekly in the third year.

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[1] The recent appointment of Dr. Gould to a position in the Bureau of Labor and as lecturer in the Johns Hopkins University, has left a well-developed department of history and political science in the hands of former associates, who will undoubtedly perpetuate the best of his methods and maintain the honorable distinction already gained in these branches at the Washington High School. The development of special departments of instruction in American high schools is a foregone conclusion, although the proper adjustment of the relations between the special and the general in education remains a difficult matter in our public-school systems, as well as in our colleges and universities.—H. B. A.

COURSE OF STUDY IN HISTORY AND ECONOMICS.

The course of study may be outlined as follows:

First year: (1) General historical exercises. (2) Historical biography. (3) History of Greece. (4) History of Rome.

Second year: (1) History of England.

Third year: (1) General European history. (2) Elements of political economy. (3) Social and economic problems.

It is expedient as soon as practicable to extend the high-school work by adding another year, thus raising the institution almost to the plane of our American colleges. The three general departments of study at present existing, viz, academic, scientific, and business, would probably be remodelled, and a fourth, an English-historical, especially designed to prepare students for the professions of law and journalism, instituted. The work in history and political science would then be as below indicated:

Year.	Academic.	Scientific.	English-historical.	Business.
First ..	1. General historical exercises. 2. Historical biography. 3. Greek history. 4. Roman history.	English history.	1. General historical exercises. 2. Historical biography. 3. Greek history. 4. Roman history.	English history.
Second.	*English history (one-half year).		English history.	1. Civil government (one-half year). 2. General European history (one-half year).
Third..	Political economy, elements (one-half year).	1. Political economy, elements (one-half year), 2. Current economic and social questions (one-half year).	1. Political economy, elements (one-half year). 2. Current economic and social questions (one-half year).	1. Political economy, elements (one-half year). 2. Finance and administration, lectures (one-half year.
Fourth.	*General European history (one-half year). Administration and civil government (one-half year).		General European history (ono-half year). Administration and civil government (one half year).	

*Elective.

The only historical subject taught in the public schools of Washington is the History of the United States. Students entering the High School know as a rule little or nothing of general history. Hence the courses of study are laid out to suit their requirements, United States history being omitted. Scarcely any enter under fifteen years of age; the average age is about eighteen; so that what practically amounts to collegiate instruction is rendered feasible.

METHODS OF TEACHING.

In the foregoing tabular sketches no reference was made to the manner in which each course is presented. This will appear in a few words upon the methods of teaching adopted. During the opening hour of

school on Monday mornings the entire first-year class is assembled in the large exhibition hall for what may be called a general exercise. These sessions are lacking in uniformity, but have a constant purpose, viz: To awaken interest, arouse enthusiasm, and stimulate habits of personal reading and discussion. First of all the student has explained to him simply and clearly what history is, what it means, what its special uses are. More especially he is told how and why it should be studied. He learns that the old-fashioned process of absorption from the text-book alone is faulty, not to say uninteresting and painful. He is told that text-books furnish for the most part only raw materials, and that he should aim to make his mind a laboratory of analyses as well as a storehouse of facts. He is informed that this so-called laboratory work will be mostly done for him in the beginning, but that his responsibility will advance with experience, until eventually he will be called upon to present special topics in their full import to his classmates.

A few exercises having been taken up in this manner, the class next passes on to the consideration of questions of immediate or recent political prominence. For instance, last year the annexation of Burmah, the Servo-Bulgarian difficulty, Irish home rule, and the Hoar Presidential succession bill were amongst the themes discussed. Students are invited to read what they can find in newspapers and magazines, are questioned in class, and, after the contemporary facts have been elicited, the instructor proceeds to explain the questions in their purely historical phases. The object here is twofold: First, to get pupils to read for their own information; and, secondly, to show them that history does not belong entirely to the past, but that it has also an office in the present which he who would make of himself a good citizen or successful public man cannot afford to neglect.

The last six of these Monday morning sessions are devoted to lectures on the relation of physical geography to history.

COURSE IN HISTORICAL BIOGRAPHY.

The suggestions given in these general exercises for the proper methods of studying history would probably be of little use unless some opportunity were immediately offered to fortify precept by practice. The course in historical biography is designed to be the initiatory step, and is conducted in the following manner: Thirty-six prominent characters are selected, beginning with Pericles and Alexander the Great and ending with Bismarck and Gladstone, and each student is required to write an essay, not exceeding eight pages of foolscap paper, upon some one personage. The whole first-year class is divided into sections of from thirty to thirty-six, each section as a usual thing reciting independently. The requisite number of cards is prepared, upon which are written the names of the characters and an appropriate selection of references. The cards being distributed by lot in each section, the subjects are given out impartially and in such a manner that no two in a section write on the same character. Six weeks is the limit allowed for

preparing the essays, and during this time the sub-assistant, whose special duty is to direct the reference reading of the first-year class, gives them all legitimate help. On the appointed day the essays are handed in, after which they are examined and marked by the teachers and returned to their owners. The recitations in Greek history, which have been occupying two hours weekly all this time, are temporarily suspended while the essays are read. They are called up in proper chronological order, and while the reading is going on the remaining members of the class listen. After each essay is presented the teacher who is conducting the exercise comments on it, with a view of pointing out especially the significance of the great events with which the subject of the sketch was identified and the relation of these events to others, where any exists. It is an object to make the exercises as full of pleasure as possible, and, therefore, instead of having the whole class take notes at the time, each student is required to write an abstract of his own essay, and thus, after it has been supervised and found satisfactory, is placed on file in the room wherein the section sits, ready for consultation at any proper time.

This course answers several purposes. The student now, for the first time attempts something like independent work. Perplexed with what seems to him a vast amount of material recommended for consultation, and knowing that he cannot read it all, he seeks and obtains directions for reading to the greatest advantage. With his attention divided among so many events, in every one of which the hero of his sketch has been concerned, he learns to discriminate between important and unimportant facts. Then, again, his individual effort has made him thoroughly familiar with one particular field, and in listening to the results of others he gets an initial, though superficial, view of general history, which usually creates a desire for more comprehensive and detailed information. The interest attaching to a personal figure as the center of a cluster of events, the restriction of individual work to a limited compass and, above all, the rivalry in class to have the best essay, combine to make the results obtained by a study of historical biography in this manner eminently satisfactory.

GREEK AND ROMAN HISTORY.

The work in Greek and Roman history is carried on with the aid of a text-book, lectures, and topical studies. Considerable stress is laid upon map-drawing, and fifteen minutes at the beginning of each exercise are devoted to this, until the students can draw from memory a fair map of Greece and Rome, showing places of historical importance. Occasional formal lectures are given on such subjects as art, philosophy, religion, and literature in Greece; and domestic life, politics, and administration in Rome; but the most usual methods of supplementing the text-books are informal talks by the teachers and topical discussions by students. Note-books must be kept, and frequent written recitations are held, of which usually no previous notice is given.

A CLASS LIBRARY.

A feature in connection with historical studies the first year is a kind of circulating library which is adapted to the needs of the class. It contains a few works of standard historical fiction, as for example those of Ebers and Rydberg, and descriptive writings like those of Mahaffy, Becker, Church, and others. The monitors of the sections act as librarians, and all books are returned and redrawn at stated periods. Works like these, conveying as they do a vivid picture of Greek and Roman life and society, have a wonderfully stimulating effect, when read contemporaneously with the more serious study of the history of these nations. The teacher has no extra labor, and the only cost to the student is the occupation of a few hours which would doubtless otherwise be spent in less useful story-reading. I have not found it sufficient to recommend the reading of such works, and leave the responsibility with the class. Few individuals will follow up the advice. But establish a library of this sort and you will soon hear an interchange of opinions on ancient habits, customs, and institutions, and see satisfactory symptoms of an enhanced interest in the details of history.

A perplexing difficulty which confronts every teacher of historical subjects who has to deal with a large number of students is the apathy of a portion of his class. They have an idea, too often encouraged by so-called practical parents, that this branch of knowledge can be acquired by merely reading at any time. Hence they feel like worrying through their history, since they must take it. Everything, therefore, however small, which makes duty a pleasure to some and induces attention or enthusiasm in others, is a great point gained. Historical studies will never receive their due proportion of attention from high-school students until methods of presentation claim more conspicuous consideration from teachers.

ENGLISH HISTORY.

In the second year, English history is studied for half the year, and, in the third, general European history throughout the full academic session. Neither of these courses is compulsory, the first being alternative and the latter optional. Thompson's England[1] is assigned as a text-book for the one, but its use does not extend beyond that of a convenient repository of facts. On all important subjects selections from Green, Stubbs, Freeman, Hallam, and others are indicated for special reading. As the time is rather limited, this is, in fact, a topical course. Events of lesser importance are neglected altogether, but the more striking facts are made the themes of class essays and discussions by the most efficient students, and of frequent lectures by the instructor. The work concludes with a comparison of the English and American executive and legislative branches of government in theory and practice.

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[1] Gardiner's England is better.

TOPICAL STUDY.

The third-year course is entirely topical. It includes a consideration of the great epoch-making events of European history, beginning with the birth of Christianity. The work is conducted on the co-operative plan, every member of the class assisting the instructor with well prepared lectures on particular themes. A partial list of the subjects treated includes the following: the Lights of Paganism; Heresies in the Early Church; the Conversion of the Celts; the English; the Slavs; the Northmen; Mahomet and the Saracens; Pope Gregory VII; the Crusades; the Republics of Venice and Florence; the Rise of Switzerland; the Peasant Wars; the Hanseatic League; the Revival of Learning; the Reformation; the Thirty Years' War; the Revolt of the Netherlands; the Huguenots; the Seven Years' War; the Rise of English Power in India; the French Revolution. It is sought, as far as possible, to go over the ground, first, by questioning the class out of Freeman's General Sketch or Fisher's Outlines, so that, when a student comes to lecture, the main facts of the subject he discusses are already familiar. These lectures are an excellent means of training and, coming as a kind of review, they serve to impress indelibly events upon the memory, and to give a great deal of information that could not otherwise be well presented. At the end of the year the essays of chief merit are selected and bound together in a volume to be kept as a souvenir of the class. The pupils usually try to do their best, and some of their efforts during the present year would have done credit to advanced college students. The instructor, of course, gives them a great deal of help, and takes some of the more difficult and controversal themes himself. The course ends with a special course of lectures by the teacher upon the history of the nineteenth century.

In both the second and third years note-books are required, and written or oral recitations are frequently used as a means of drill.

POLITICAL ECONOMY.

This is hardly the place to say much about the work in political economy. Only a word or two will be offered. There is not here as wide a scope for variation of method as in historical teaching. In the third year, Walker's elements, supplemented largely by the opinions of other writers, form the staple of instruction. After the text-book is finished, current, social, and economic problems receive attention. The preparation, under the supervision of the instructor of statistical diagrams, illustrating the effects of financial legislation upon the currency and revenue, is made a part of the class work.

The reading table contains The Nation, the Political Science Quarterly, the Quarterly Journal of Economics, the Citizen, the Baltimore Civil Service Reformer, the Economic Tracts, Work and Wages, several labor journals, and texts of the leading economic bills before Congress. One hour a week during the last half year is devoted to short

reports given by the students in rotation upon these journals, each pupil taking but one article at a time and preparing an abstract of his report for filing away. By this means familiarity with contemporary economic and political thought is secured.

FACILITIES FOR HISTORICAL STUDY IN WASHINGTON.

A sketch of this kind would hardly be complete without some reference to particular facilities for study. Of these the one most utilized is the High School library, which contains about 500 volumes devoted to history and political science. Although this is the most convenient, it is by no means the only source of information. The Congressional library and the libraries of the different Departments are easy of access to most of the students, and furnish practically everything that could be desired in the way of reading facilities.

AN HISTORICAL ENVIRONMENT IN SCHOOL.

A special room has just been set apart in the High School for the use of this department. This room is accessible only to students of the second and third years, and is equipped with maps, charts, diagrams, and statistical illustrations, chiefly the work of students, portraits of illustrious specialists in history and economics, a library of reference books, public documents, and scrap-books of newspaper clippings upon subjects of contemporary interest. A place of this sort, well stocked with the implements of study and illustration, and devoted solely to the use of the more advanced students of the department, exercises a beneficial influence and attraction. In corroboration of this statement it is only necessary to add the testimony of the "record book," which shows that there were three hundred and one books and magazines taken out from December 1 to March 10 amongst seventy-five third-year students.

The results achieved thus far have been very satisfactory. The examinations have almost uniformly shown a high standard of attainment, while the interest and attention manifested in the various exercises are a source of great encouragement. The methods of instruction seem to develop independent, self-reliant, and progressive students. The library facilities are ample and furnish a valuable accessory to training; and, lastly, the environment is fortunate.

WASHINGTON THE CENTRE OF POLITICAL EDUCATION.

There seems to be an indefinable something in the surroundings of Washington, the political capital of the nation, favorable to the work of this department, because calculated to give zest to the prosecution of those studies which make the citizen and train the statesman. Let us hope that this immaterial essence may one day crystallize into a Government institution, a Civil Academy, whose object shall be the training of American youth for positions of administrative trust and responsibility.

CHAPTER X.

CARROLL D. WRIGHT ON POLITICAL EDUCATION.

The evolution of the idea of a Civil Academy in the city of Washington, proposed by the writer of this report in his monograph on William and Mary College (Circular of Information, Bureau of Education, No. 1, 1887), will probably begin in connection with Government bureaus, where the need of well-trained specialists is already felt. These bureaus will become seminaries or practical training schools in political science. The statistical bureau of Prussia took the lead in the institution of a so-called statistical seminary for university graduates in Berlin, and appearances indicate that the United States Bureau of Labor Statistics will take a similar lead in this country. At a joint meeting of the American Historical and Economic Associations, at Harvard University, May 24, 1887, the Hon. Carroll D. Wright, Commissioner of the United States Bureau of Labor, in a remarkable paper on "The Study of Statistics in American Colleges," took this advanced ground, from which can be seen with equal clearness the duty of our great universities and the duty of the General Government towards the long-neglected cause of political education—the practical lesson of all history and of all statistics, which is history in the purest mathematical form. Colonel Wright said, with profound conviction and deep significance: "I would say to the colleges of America that the institutions which soonest grasp the progressive educational work of the day will be the most successful competitors in the race. That college which comprehends that it is essential to fit men for the best administrative duties, not only in government but in the great business enterprises which demand leaders of as high quality as those essential for a chief magistrate, will receive the patronage, the commendation, and the gratitude of the public. The men who are the best trained, who have learned the practical work of special sciences, are the ones that are guiding the people, and so the colleges and universities which grasp these things by the teaching of statistical science along with all the other great features of social science, including the branches which bring knowledge nearest to the community itself, are the colleges which will secure success, and not only success in a pecuniary point of view, but success in that grander field of the best-work for the race. I urge, therefore, that our American colleges follow the example of European institutions. *I would urge upon the Government of the United States, and upon the government of the*

States, the necessity of providing by law for the admission of students that have taken scientific courses in statistics as honorary attachés of or clerks to be employed in the practical work of statistical offices. This is easily done without expenditure by the Government, but with the very best economic results.

"We take a census in the United States every ten years, but as a rule the men that are brought into the work know nothing of statistics. They should be trained in the very elementary work of the census taking and of statistical science. How much more economical for the Government to keep its experienced statisticians busily employed in the interim of census taking, even if they do no more than study forms, methods, and analyses connected with the presentation of the facts of the preceding census. Money would be saved, results would be more thoroughly appreciated, and problems would be solved.

"Our State and Federal Governments should be vitally interested in the elevation of statistical work to scientific proportions, for the necessary outcome of the application of civil-service principles to the conduct of all governmental affairs lies in this, that as the affairs of the people become more and more the subjects of legislative regulation or control, the necessity for the most accurate information relating to such affairs and for the scientific use of such information increases.

"The extension of civil-service principles must become greater and greater, and the varied demands which will be created by their growth logically become more exacting, so that the possibilities within the application of such principles are therefore not ideal but practical in their nature. And these potentialities in the near future will enhance the value of the services of trained statisticians.

"The consular and diplomatic service, as well as other fields of Government administration, come under this same necessity. The utilization of the consular service for original investigations creates in itself a wide-reaching statistical force, and one which should be competent to exercise its statistical functions with all the accuracy that belongs to science. So government should supplement college training with practical administrative instruction acquired through positive service in its own Departments.

"This appeal that statistical science be taught in our colleges comes to this Association more forcibly than to any other. The beginning which has been made in this direction in this country is honorable indeed. Shall it be supplemented in the great universities and leading colleges of America? Do not think for a moment that if the teaching of statistical science be incorporated in our college courses the country will be flooded with a body of statisticians. There is enough work for every man who understands statistical science. He need not be employed by Government. The most brilliant achievements of the European statisticians have been secured in a private or semi-official way. The demand will equal the supply, and the demand of the public for

statistical knowledge grows more and more positive, and the supply should equal the demand.

"General Walker in a letter in 1874 said: 'The country is hungry for information; everything of a statistical character, or even of a statistical appearance, is taken up with an eagerness that is almost pathetic; the community have not yet learned to be half skeptical and critical enough in respect to such statements.' He can add, Statistics are now taken up with an eagerness that is serious.

"'Know thyself' applies to nations as well as to men; and that nation which neglects to study its own conditions, or fears to study its own conditions in the most searching and critical manner, must fall into retrogression. If there is an evil, let the statistician search it out; by searching it out and carefully analyzing statistics, he may be able to solve the problem. If there is a condition that is wrong, let the statistician bring his figures to bear upon it, only be sure that the statistician employed cares more for the truth than he does for sustaining any preconceived idea of what the solution should be. A statistician should not be an advocate, for he cannot work scientifically if he is working to an end. He must be ready to accept the results of his study, whether they suit his doctrine or not. The colleges in this connection have an important duty to perform, for they can aid in ridding the public of the statistical mechanic, the man who builds tables to order to prove a desired result. These men have lowered the standard of statistical science by the empirical use of its forces.

"*The statistician writes history. He writes it in the most concrete form in which history can be written, for he shows on tablets all that makes up the commonwealth;* the population with its varied composition; the manifold activities which move it to advancement; the industries, the wealth, the means for learning and culture, the evils that exist, the prosperity that attends, and all the vast proportions of the comely structure we call State. Statistical science does not use the perishable methods which convey to posterity as much of the vanity of the people as of the reality which makes the commonwealth of to-day, but *the picture is set in cold, enduring, Arabic characters, which will survive through the centuries, unchanged and unchangeable by time, by accident, or by decay.* It uses symbols which have unlocked to us the growth of the periods which make up our past — they are the fitting and never changing symbols by which to tell the story of our present state, that when the age we live in becomes the past of successive generations of men, the story and the picture shall be found to exist in all the just proportions in which it was set, with no glowing sentences to charm the actual and install in its place the ideal; with no fading colors to deceive and lead to imaginative reproduction, but symbols set in dies as unvarying and as truthful in the future as in the past. The statistician chooses a quiet and may be an unlovely setting, but he knows it will endure through all time."

Statistical table showing the principal facts relating to

Name of the institution.	Location.	Entrance requirements.				Number of courses.	History, one of how many subjects?
		United States.	English.	General.	Ancient.		
St. Ignatius College	San Francisco, Cal	....	....	....	....	7	....
University of Colorado	Boulder, Colo	....	....	×	....	8	Several. 4
Wesleyan University	Middletown, Conn	×	....	....	....	5	5
			Rome and Greece.				
Illinois College	Jacksonville, Ill	×	....	....	....	4	....
University of Illinois	Urbana, Ill	×	....	....	....	5	3
Indiana University	Bloomington, Ind	×	....	×	....	4	3
Wabash College	Crawfordsville, Ind	×	....	....	....	4	....
			Rome and Greece.				
Franklin College	Franklin, Ind	×	×	....	....	4	3 or 4
		1st course; 2d and 3d courses.					
Hanover College	Hanover, Ind		Rome and Greece.			3 or 4	5
Union Christian College	Merom, Ind	....	....	....	....	3	3 or 4
St. Meinrad's College	St. Meinrad, Ind	....	....	....	....	3	3-5
Amity College	College Springs, Iowa	....	....	....	....	2	3 or 4
Norwegian Lutheran College	Decorah, Iowa		Biblical.			5	....
Kansas State University	Lawrence, Kans	United States and civil Government.				2	2
Berea College	Berea, Ky	....	....	....	....	3	3
Centre College	Danville, Ky	....	....	....	....	6	....
Central University	Richmond, Ky	....	...	....	....	2	....
						3 or more.	
St. Charles College	Grand Coteau, La	....	....	....	....	......	....
Straight University	New Orleans, La	....	....	....	....	4	3
Harvard University	Cambridge, Mass	....	....	....	R.&Gk.	20 ×	No system.
Adrian College	Adrian, Mich	....	....	....	....	3	3
Hope College	Holland, Mich	×	×	....	R.&Gk.	7	....

the study of history in American universities and colleges.

Relative prominence of history. Classics.	English.	History.	Mathematics.	Modern languages.	Natural science.	Philosophy.	Historical subjects preferred by students.	Time. Hours per week.	Hours per year.	Hours per week needed for preparation.	What other historical authorities used besides text-books?
....	....	....	....	....	....	....	United States history.......	3	120	3	The leading and standard historical works.
....	....	....	....	....	....	....	....	....	95	......	Ordinary works of reference.
$4\frac{3}{4}$	$5\frac{1}{2}$	4	1	$1\frac{3}{4}$	12	$3\frac{1}{2}$	American and English of the eighteenth century.	$2\frac{1}{2}$	95	6	Congressional reports, speeches and pamphlets.
Terms. 12	6	....	7	3	5	3	1. Aryan civilization. 2. English and American Government, and literature. 3. Political development of the United States.	....	....	5	Rawlinson, R. Smith, Grote, Curtius, Mommsen, Charicles, Gallus, Gibbon, New Testament, Hume, Macaulay, &c.
Rank. 5	1	4	6	2	3	7	Greece in fifth century; Rome under Augustus; Modern history; Crusades and Arabic movements.	5	150	12	
History popular.							History of the United States.	5	....	5–10	
History one of least important.							....	1	....	3–4	All standard authorities.
....	....	....	....	....	....	....	England, France, Germany, United States.	....	82	12–18	Guizot's Civilization, Balme's European Civilization, Lingard, Fyffe, Stubbs, Von Holst, Hallam, Gardiner, Freeman, Dicey's Law of the Constitution.
....	....	....	....	....	....	....	....	....	58	......	
Per cent. 20	20	8	15	16	10	8	....	5	....	2	
....	....	....	....	....	....	....	....	3	....	8	Bancroft, Shea, Rollin, Canter, Wiedmann, Döllinger, Hergeröther Hefele.
3	5	....	2	....	1	4	Egypt, Persia, Italy, England, early discoveries of America; Revolotion and Rebellion.	5	180	10	Ridpath's United States, Taylor & Webb's General History.
Hours. 47	25	25	22	31	3	....	....	5	180	5	....
Science 1st; history and political science 2d.							....	14	500	28	All authorities that time will admit of.
....	....	....	....	....	....	....	....	5	120	10–15	Any standard authors, poems or fiction, illustrative of different periods.
....	....	....	....	....	....	....	....	....	....	......	
Rank. 1	2	1	2	1	1	....	....	$4\frac{1}{2}$	140	9	None.
....	....	....	....	....	....	....	Greece, Mediæval, modern France, and America.	1	42	2	
Rank. 5	3	4	1	....	2	....	Such as include accounts of revolutions.	5	170	5	
History most prominent.							Modern history, especially England and America.	2	80	4	"All that the resources of a great library can offer."
....	....	....	....	....	....	....	Greece, Rome, Elizabethan period, Napoleon, Netherlands, Germany, Thirty Years' War.	3	117	10	All best authorities.
1	1	2	2	....	....	....	Modern history after Reformation.	2	65	......	
History has one-half the time.											

Statistical table showing the principal facts relating to the study

Name of the institution.	Location.	Entrance requirements. United States.	English.	General.	Ancient.	Number of courses.	History, one of how many subjects?
Carleton College	Northfield, Minn	×	×	×	×	4	3
Harperville College	Harperville, Miss			×		3	5
University of Mississippi	Oxford, Miss					1	1
Washington University	St. Louis, Mo	×	×		R.&Gk.	4	
Stewartsville College	Stewartsville, Mo					2	4 or 5
Canisius College	Buffalo, N. Y					5	1
Madison University	Hamilton, N. Y	×	×	Mo. Eu.		1	
Ohio State University	Columbus, Ohio	×			Gk.	6	3 or more.
Wittenberg College	Springfield, Ohio	×	×	×		2	3 or more.
Heidelberg College	Tiffin, Ohio					5	No system.
Pacific University	Forest Grove, Oreg					4	3
Villanova College	Delaware Co., Pa					5	2
Brown University	Providence, R. I				R.&Gk.	3	4, 5, or 6
College of Charleston	Charleston, S. C	×				2	3
Bloomington College	Bloomington, Tenn	×				3	5
Central Tennessee College	Nashville, Tenn	None.				2	3 or more.
University of Virginia	Univ. of Virginia, Va	None.				1	3
University of Wisconsin	Madison, Wis	×	×		×	4	3
			Class. course.				
Ripon College	Ripon, Wis	×				1	3
Napa College	Napa, Cal	None.				8	
Columbia College	New York City		×	×	×	3	3 or more.
University of Michigan	Ann Arbor, Mich	×	×	×		1	3 or more.
			History of Jews.				
Wellesley College	Wellesley, Mass	×			×	6	
Smith College	Northampton, Mass				×	4	3 or more.
Trinity College	Hartford, Conn	Greece and Rome.				2	3 or more.

of history in American universities and colleges—Continued.

Relative prominence of history.							Historical subjects preferred by students.	Time.			What other historical authorities need besides text-books?
Classics.	English.	History.	Mathematics.	Modern languages.	Natural science.	Philosophy.		Hours per week.	Hours per year.	Hours per week needed for preparation.	
Hours.											
603	190	194	287	....	394	188	Modern history; Reformation, English and French; Revolution United States.	....	....	8	
....	....	....	....	....	....	....	....	5	150	5	Monteith's Historical Geography and the regular historical authorities.
....	....	....	....	....	....	....	....	4	180	....	
First year, per cent.											
41	18	....	23	18	....	....	France; England since 1689; Constitutional History United States and England; comparative study of European and American systems.	2½	90	5	
Afterwards 25 per cent.											
7	10	10	10	7	9	9	United States	6	....	10	Ridpath's, Josephus, Rollin.
....	....	....	....	....	....	....	....	2	....	2	
11	3	4 Pol. S. 6	11	4	3	4	Constitutional and Political History of United States; Recent History of Europe, 1815–1881.	5	....	15	Gibbon, Guizot, Green, Motley, Prescott, &c.
3	6	5	2	7	1	4	America, England, French Revolution, Crusades.	5	180	9–15	All I can get access to.
1	5	2	2	6	3	4	Ancient and English	2	64	4	
....	....	....	....	....	....	....	....	2	....	....	Blass, Rawlinson, Knight, Hallam, Green, Anderson, Carlyle, &c.
Terms.											
16	6	5	12	4	11	8	Ancient Greece; Republican Rome; Mediæval Italy; Modern France.	5	....	8–10	
2	2	....	1	2	1	1	....	3	120	....	
1	5	....	4	3	2	6	American, English; Renaissance; Middle Ages.	3	50	2–3	
....	....	....	....	....	....	....	Modern History from Elizabeth on.	5	....	6–7	
....	....	....	....	....	....	....	....	3	120	9	
....	....	....	....	....	....	....	United States emancipation.	5	180	3–5	Such cyclopædias, &c., as are within reach.
....	....	....	....	....	....	....	....	3	80	....	None.
....	....	....	....	....	....	....	English and last century United States history.	5	....	10	Labberton's Historical Atlas; Ploetz Outlines; Willard's Synopsis of History; Stubbs' Select Charters.
Rank.											
1	....	2	1	....	1	....	History of Greece and Rome and Rise of Freedom.	5	195	5	
5	10	....	8	6	9	7	Ancient history	3	39	3	None.
....	....	....	....	....	....	....	....	6	214	6	
....	....	....	....	....	....	....	English and American	2	....	4	Original sources.
11	4	2	4	....	6	5	History of Civilization; Constitutional History.	3	....	4½	Green, Stubbs, Hallam, May, Guizot, Kitchen, Thiers, Blanc, Bancroft, Hildreth, Von Holst, &c.
....	....	....	....	....	....	....	Revolutionary and Post-Revolutionary European History; Political History of the United States.	2	....	4	Mommsen, Merivale, Gibbon, Grote, Curtius, Felton, Symonds, Fisher, Motley, Carlyle, Müller, &c.
....	....	....	....	....	....	....	United States. Revolution and Civil War.	2–3	86	2–3	Standard authorities.

Statistical table showing the principal facts relating to the study

Name of the institution.	Is a specific amount of reading required?	Is a thorough reading of one authority preferred or the comparison of a variety of authors?		Are extracts from standard works and original sources used?	Are lectures used in instruction?	What other methods of instruction are used?	Are synopses of lessons given?
St. Ignatius College	Yes	Both are used.		Rarely.		Geographical maps; historical charts; object lessons.	Yes
University of Colorado	No		×	Sometimes.	Yes		No
Wesleyan University			×	Yes	Yes		No
Illinois College	No		×	Briefly.	Yes	Charts; wall maps; Universal Atlas; Encyclopædia; Gazetteer.	Yes
University of Illinois	Yes		×	No	In half the exercises.	Wall charts	Sometimes.
Indiana University	No		×	No	No	I have a "Laboratory," in which class read and write under my direction. We are going to publish a political history of the United States.	No
Wabash College	No		×	Sometimes.	Yes	Manual, with collateral reading.	Yes
Franklin College	Yes			Sometimes.	Yes		
Hanover College				Seldom	Sometimes.		Sometimes.
Union Christian College	Yes		×	Not usually.	Sometimes.	Chart outline and blackboard drill.	Yes
St. Meinrad's College			×	Yes	In lower grades.		Yes
Amity College		Both		No	No		No
Norwegian Lutheran College.		×		Yes	Seldom	Examinations, explanations, and narrations.	Somewhat.
Kansas State University		Both		Yes	Largely.	Topical work presented orally by students.	Yes
Berea College	Yes		×	Yes	Seldom	Topical recitations and frequent reviews of important points.	Yes
Centre College	Sometimes.			Rarely.	Yes		A little.
Central University				No	Yes		Sometimes.
St. Charles College				Yes	Sometimes.	Discussion of special topics.	Sometimes.
Straight University	No	Both		Yes	Very little.	Map-drawing	Yes
Harvard University	No		×	Seldom	Yes; two-thirds.	Brief studies on assigned topics; writing of theses; collateral reading.	Sometimes.
Adrian College	No	Both		Yes	⅓ of time.	Preparations of theses read before classes.	Yes

of history in American universities and colleges—Continued.

Is blackboard analysis of periods or subjects used?	Is attention paid to historical perspective?	Are topics assigned for special investigation?	What kind of report is preferable, oral or written?	Are historical essays written?	How often?	Who selects the subject?	What methods or practices have been abandoned as unprofitable?	Is local history fostered by your department?
We use historical charts.	....	Yes.....	....	Yes.....	Once a month.	The professor.	....	Great encouragement offered.
Yes.....	Yes.....	In higher class.	Both....	Yes.....	....	....	....	Not at all.
Yes.....	Yes.....	Yes.....	Oral	Yes.....	Four per annum.	Pupil selects from a long list.	....	Yes.
Yes.....	Yes.....	Yes.....	Written.	Yes	Soph. 4, jun. & sen. 6, per year.	Teacher selects half.	Students should learn rather than be taught.	Yes.
Yes.....	Yes.....	Yes.....	Written.	Yes.....	Freq'ntly.	Teacher.	....	
Yes.....	Yes.....	Yes.....	Written and oral.	Yes.....	One each term.	Teacher	To a certain extent text-books, examinations, and charts.	No.
Yes.....	Not much	Sometimes.	Oral	No......	....	....	Lectures in detail and memorizing of text-books.	No.
....	Yes.....	Yes.....	Both....	....	....	....	....	
Yes.....	Yes.....	Yes.....	Both....	Yes.....	Once a term.	Teacher.	None	
Yes....	Yes.....	Occasionally.	....	Yes.....	Occasionally.	....	....	Little.
Yes.....	Yes.....	....	....	Yes.....	Monthly	Teacher.	....	
Somewhat.	No......	....	....	....	....	....	Questions in class. Have adopted topical recitation.	Yes.
No......	Yes.....	No......	....	....	....	....	None	
Yes.....	Yes.....	Yes.....	Oral generally.	Yes.....	....	Teachers	....	Yes.
Sometimes.	Yes.....	Yes.....	....	Yes....	Once or twice a month.	....	....	Yes.
A little.	No......	Sometimes.	Written.	Yes.....	Rarely..	Professor.	....	A little.
Not often	Yes.....	Yes.....	Written.	No......	....	....	....	
Sometimes.	Yes.....	....	....	Yes.....	....	....	....	
Yes.....	No......	Yes.....	Oral	No......	....	....	....	Very little.
Occasionally.	No general course.	Yes.....	....	In certain courses.	....	By student from a list chosen by instructor.	Hearing of recitations from a book by fixed lessons.	
Yes.....	Special attention.	Yes	Written.	Yes.....	3 to 6 times a year.	Teacher	"I use all methods."	No

Statistical table showing the principal facts relating to the study

Name of the institution.	Is a specific amount of reading required?	Is a thorough reading of one authority preferred or the comparison of a variety of authors?		Are extracts from standard works and original sources used?	Are lectures used in instruction?	What other methods of instruction are used?	Are synopses of lessons or assigned lessons given?
Hope College	No			Seldom	Not much	No other	No
Carleton College			×	Yes	Seldom	Individual investigation.	Briefly
Harperville College	No	×		Sometimes.	Yes		Sometimes.
University of Mississippi				Sometimes.	Frequently.	Debates by the class.	Sometimes.
Washington University	Sometimes.		×	Often	Partly	Photographic slides for lantern.	Sometimes.
Stewartsville College				Sometimes.	Sometimes.	No other	Often
Canisius College				Sometimes.	Yes		Yes
Madison University	Yes		×	Yes	Yes	No other	Yes
Ohio State University	No		×	Sometimes.	25 per cent. of courses.	Topical study, with reports.	Often
Wittenberg College	No	×		Yes	One course.	Sometimes give subjects for investigation.	No
Heidelberg College	No	×		Yes	Yes; daily.		Yes
Pacific University	No	×		Yes	Sometimes.	Debates by pupil; abstracts, essays, general discussions.	Yes
Villanova College		It depends		Yes			
Brown University			×	Yes	Rarely	Use a printed syllabus.	Yes
College of Charleston			×	Yes	Yes		Yes
Bloomington College			×	Not generally.	Yes		Yes
Central Tennessee College	Yes		×	Yes	But little.		Sometimes.
University of Virginia	No		×	No	Yes; chief thing.	Historical instruction.	Sometimes.
University of Wisconsin	As far as possible.		×	Yes	Yes	Arranging special topics for preparation; translating and commenting on original documents.	But little.
Ripon College				Yes	Yes	Object lessons	Very generally.

of history in American universities and colleges—Continued.

Is blackboard analysis of periods or subjects used?	Is attention paid to historical perspective?	Are topics assigned for special investigation?	What kind of report is preferable, oral or written?	Are historical essays written?	How often?	Who selects the subject?	What methods or practices have been abandoned as unprofitable?	Is local history fostered by your department?
Sometimes.	No......	No......	....	Sometimes.	Sometimes.	Teacher	....	No.
No......	Somewhat.	Not often.	Oral	Yes.....	6 times a year.	Pupils..	....	No.
No......	No......	No......	....	No......	....	....	....	No.
Frequently.	Yes.....	Yes.....	Both....	Yes.....	Once a week.	Teacher	"Parrot-performance from the book."	No.
Occasionally.	Yes.....	Yes.....	Oral	Yes.....	Every 2 months.	Teacher	Dwelling too much on insignificant dates; details of military operations; too little on condition of people and relation of nations to one another.	Not much.
Sometimes.	When convenient.	Often ...	Written.	Yes; occasionally.	Yes; occasionally.	Teacher	Committing to memory.	Yes; that of State.
Yes.....	Decidedly.	Yes.....	....	Yes.....	....	Teacher	....	No.
Yes.....	Yes.....	Yes.....	....	Yes.....	....	Toacher	....	
....	....	Yes.....	Written.	Yes.....	3 a year	Teacher	....	
No......	Yes.....	Yes.....	Written.	Not in every class.	....	Teacher	....	Partially.
Yes.....	Yes.....	Yes.....	Oral	Yes.....	Weekly.	Sometimes teacher; sometimes pupil.	....	Nothing special.
Yes.....	Special attention.	Yes.....	Both....	Yes.....	3 per week.	Teacher	"I tried the lecture system too much."	
....	Very much.	Yes.....	....	Yes.....	1 per month.	Teacher	....	
Yes.....	Emphatically.	Yes....	Optional	No regulations.	....	Pupil from teacher's list.	....	Yes.
Rarely..	Constantly.	Yes.....	Written.	Yes.....	1 a week	Teacher	....	Yes.
Yes.....	Very necessary.	Frequently.	Both....	No......	....	....	Method of using printed questions in class.	
But little	Considerable.	Yes.....	Both....	Yes.....	....	Teacher.	The committing words of the lesson to memory.	Very little.
Not always.	Generally.	No......	....	No......	....	....	The endeavor to teach history to those who have no capacity for it.	No.
A little.	As much as possible.	Yes.....	Oral	Sometimes.	....	Teacher.	Text-books and formal lectures.	Yes.
No......	Yes....	No......	....	No......	....	....	Memorizing text-books, chart and map-drawing, and daily recitations.	No.

Statistical table showing the principal facts relating to the study

Name of the institution.	Is a specific amount of reading required?	Is a thorough reading of one authority preferred or the comparison of a variety of authors?		Are extracts from standard works and original sources used?	Are lectures used in instruction?	What other methods of instruction are used?	Are synopses of lessons given?
Napa College	No			Yes	Yes; half.	Original charts of prominent events on blackboards.	Sometimes.
Columbia College	No		×	No	Yes; largely.	Maps, globe, prize essays.	Sometimes.
University of Michigan			×	Yes	Yes; chiefly.	Seminary	Sometimes.
Wellesley College			×	Occasionally.	Yes	Optional reading, guided by a tabulated view of a given period.	Yes; weekly.
Smith College	No			Rarely.	Yes; mostly.	Topical reading; making of abstracts.	Sometimes.
Trinity College			×	Yes	Largely.	Writing historical essays and investigation of special points.	

of history in American universities and colleges—Continued.

Is blackboard analysis of periods or subjects used?	Is attention paid to historical perspective?	Are topics assigned for special investigation?	What kind of report is preferable, oral or written?	Are historical essays written?	How often?	Who selects the subject?	What methods or practices have been abandoned as unprofitable?	Is local history fostered by your department?
Yes; very much.	Yes; very largely.	Sometimes.	....	Yes.....	Once a month.	Teacher.	....	No.
Not much.	....	Only in higher grades.	....	....	....	....	....	
Yes.....	Yes; very largely.	Yes; in seminary.	Both....	Yes.....	....	....	....	No.
Yes.....	Yes; chiefly.	Yes.....	Oral	Yes.....	....	Teacher.	Careful preparation of note-books; technical examination of advanced students.	
A little .	Emphatically.	Yes; somewhat.	....	No......	....	....	Exclusive memorizing, and the directly opposite method of no memorizing.	Slightly.
A little .	To some extent.	Yes.....	Written.	Yes.....	....	Teacher.	....	

Statistical table showing the principal facts relating to the study

Name of the institution.	Do your classes visit places of historical interest in the vicinity?	Do they collect materials for local history?	Is there in your neighborhood a local historical museum?	Names of text-books used.	No. of pages assigned for an average lesson.
St. Ignatius College			Yes	1. Elementary United States	1
				2. Gilman's Bible History	3
				3. Brannan's Ecclesiastical History.	4
				4. Howard's History United States.	6
				5. Gazeau's Ancient History	8
				6. Middle Ages	10
				7. Modern History	12
University of Colorado	No	No	No	Swinton's Outline (public school)	6
				Hallam, Green's England	
				Taylor's Modern Europe	
				Ploetz' Epitome	
Wesleyan University	No	No	No	American History (Lodge's)	30
				Federalist, two papers	
				Green's Short English History	12
Illinois College	No	No	No		7, 10, or 12
University of Illinois	No	Yes	No	Thalheimer's Ancient History or Rawlinson, Harper's Students' Series in Mediæval and Modern.	2
				Young's Two Centuries of Modern History.	
				Guizot's History of Civilization	
				Creasy's English Constitution	
				Andrews' United States Constitution.	
Indiana University	No	No	One in university.	Green's English People	10
				Harper's France	
				Johnston's American Politics	
				Guizot's History of Civilization	
				Woolsey's International Law	
Wabash College	No	No		Johnston's United States	
				Gilman, Scudder and Ridpath's United States History.	
				Smith, Felton, and Thalheimer's Greek History.	
				Leighton, Pennell, Thalheimer's Roman History.	
				Classical Dictionaries	
Franklin College				Scudder's and Johnston's United States History.	
				Nordhoff's Politics for Young Americans.	
				Green's Short History England	
				Ploetz' Epitome	
				Bryce's Holy Roman Empire	
				Stillé's Mediæval History	
				Guizot's Civilization	
				Greek and Roman History	
Hanover College				Bowen	
				Thalheimer	
				Green	
				Elliott	
				Collier, &c	
Union Christian College				Thalheimer's Ancient History	12
				Barnes' United States History	12
				Barnes' English History	12
St. Meinrad College				Hassard's United States	2
				Universal History, Gazeau	10
				Ecclesiastical History, Alzog	12
Amity College	No	No	No	Barnes' United States	4
				Anderson's General	4
Norwegian Lutheran College.	No	No	No	Barnard's United States History, (other books being in Norwegian).	

of history in American universities and colleges—Continued.

Do you favor the memorizing of text-books?	Should text-books be retained?	Have you a class library or reservation of books?	To what number of historical works have your classes access?	Is access easy or restricted?	Is your library for reference, only or circulation?	Do public libraries give special aid or privilege to your department?	Do your classes meet in a library, or within easy reach of historical works?	Are historical works kept in class-room for immediate use?
Only for the young students.	Retained.	Three	......	Easy.	Some books are for reference only.	By one.	The historical society does.	Yes.
Not at all.	Depends upon how used.	No.	200 c.	Easy.	Circulating.	No.	No.	No.
Only for sake of skeleton.	Yes.	Yes.	......	Easy.	Circulating.	No.	Yes.	No.
Slightly	For reference.	No.	......	Easy.	......	No.	No.	No.
No.	Yes.	No.	3,000.	Easy.	For reference except by special permission.	No.	No.	No.
No.	Yes.	Yes.	1,000; a fair library.	Easy.	Circulating.	No.	Yes.	Yes.
No.	As a manual.	No.	Very rich historical library.	Very easy.	Circulating.	No.	Within easy reach.	Yes.
Very little.	......	......	500 c.	Easy.	Circulating.	No.	......	Yes.
No.	Yes.	Have alcoves.	Several; 100.	Easy.	Circulating.	......	......	
No.	Yes.	A small one.	30 c.	Easy.	Circulating.	No.	In theological department.	
No.	Yes.	......	......	......	Circulating.	No.	......	
Very much.	Yes.	A few	20 c.	Somewhat restricted	Circulating.	No.	No.	
Some	Yes.	No.	......	Easy.	Both	No.	No.	No.

Statistical table showing the principal facts relating to the study

Name of the institution.	Do your classes visit places of historical interest in the vicinity?	Do they collect materials for local history?	Is there in your neighborhood a local historical museum?	Names of text-books used.	No. of pages assigned for an average lesson.
Kansas State University	No	No	Yes	Freeman's General Sketch	
				Roman History	
				Greek History	
				Roman Life and Greek Life	
				Guizot's History Civilization	
				English History (Green)	
				Lodge's American Colonies	
				Bolle's Financial History	
				United States Federalist	
				Andrews' Manual United States Constitution.	
				Americal Politics	
				French Revolution	
Beres College			Yes	Higginson's United States	10
				Barnes' United States	8
				Swinton's Outlines	12
				Shaw's History	
				English Literature	
Centre College	No	No	No	Harper's United States	
				Anderson's English	
				Thalheimer's General	
				Ridpath's United States	
				Smith's Greece	
				Liddell's Rome	
				Sime's Germany	
Central University				Green's Short History of England	12
				Barnes' United States	
				Sheldon's Historical Studies	
				Creighton's Rome	
St. Charles College				Bible History	
				Kearney's United States	
				Scudder's United States	
				Fredet's Ancient and Modern	
Straight University	No	No	No	Miss Busch Berard's United States.	
				Anderson's General History	
				Green's Shorter Course English History.	
				Smith's Bible History	
Harvard University					
Adrian College	No	Have a very fine collection.		Barnes' United States	8
				Swinton's Outlines	15
				Green's Short History of the English People.	
				Guizot's Lectures on Historical Civilization.	
Hope College	No	No	No	Barnes' United States	
				Goodrich's England	
				Smith's Greek and Roman	
				Anderson's Ancient and Modern	
				Guizot's Civilization, Historical Lectures.	
Carleton College	No	No	No	Scudder's United States	7
				Barnes' Ancient	6-7
				Myer's Mediæval and Modern	6-7
				English History	
				Epochs of History, three volumes	20
				Political History of United States	
Harperville College	No	No	No	United States History	5
				General History	6
				Monteith's Comparative Geography.	
				Holmes' United States History	
				Carlton's Elements General History.	

of history in American universities and colleges—Continued.

Do you favor the memorizing of text-books?	Should text-books be retained?	Have you a class library or reservation of books?	To what number of historical works have your classes access?	Is access easy or restricted?	Is your library for reference only or circulation?	Do public libraries give special aid or privilege to your department?	Do your classes meet in a library, or within easy reach of historical works?	Are historical works kept in class-room for immediate use?
Very little..	Yes.......	Yes.......	About 2,500.	Easy....	Circulating.	Yes...	Always...	Yes.
No.........	Yes.......	No........	....	....	....	....	Sometimes	Shall in future
No.........	Yes.......	No........	....	Easy....	Circulating.	No....	No.........	No.
Yes........	Yes.......	No........	....	....	....	No....	No.........	No.
But little ..	For less advanced students.	Yes.......	....	Easy....	....	....	....	
No.........	Retained with care.	Yes.......	Very few .	Easy....	Circulating.	No....	....	Yes.
Not at all..	Retained as helps or guides.	Yes.......	1,000 volumes.	Easy....	Circulating.	Yes...	Yes.......	Yes.
No.........	Yes.......	Yes.......	3,000......	Easy....	Circulating.	No....	No.........	Yes.
No.........	Yes.......	No........	2,000......	Easy....	Circulating.	No....	No.........	No.
Not at all..	Yes.......	Not permanent.	A good proportion of 6,500 volumes.	Easy....	Circulating.	No....	Yes.......	Yes.
Partly	Yes.......	No........	18 or 20 different authors.	Easy....	Circulating.	No....	....	

Statistical table showing the principal facts relating to the study

Name of the institution.	Do your classes visit places of historical interest in the vicinity?	Do they collect materials for local history?	Is there in your neighborhood a local historical museum?	Names of text-books used.	No. of pages assigned for an average lesson.
University of Mississippi	No	No	No	Freeman's General Sketch	(*a*)
Washington University	Sometimes.	Yes	Yes	Andrews' Manual United States Constitution.	10-20
				Student's Hume	
				Student's France	
				Bryce's Holy Roman Empire	
				Freeman's General Sketch	
Stewartsville College	No	No	No	Barnes' United States History	8
				Wilson's Outlines	10
Canisius College	No	No			
Madison University				No text-books used	
Ohio State University			Yes	Hallam's Middle Ages	
				Lodge's Modern Europe	
				Müller's Political History of Recent Times.	
				Johnston's United States	
				Swinton's Outlines	
Wittenberg College		No	No	Ridpath's United States	
				Berard's History of England	10
				Wilson's Outlines	15
Heidelberg College	No	No	Yes	Scudder's United States	5-15
				Thalheimer's Ancient, Mediæval, and Modern.	
				Guizot's Civilization	
Pacific University				Peter Parley's History	
				Barnes, Anderson, and Higginson	8-10
				Thalheimer's General	4-5
				Guizot	7
Villanova College	Yes			Historia Ecclesiastica	
				Nonter's Ancient	
				Fredet's Ancient and Modern	
				Burke's Lingard	
				Quackenbos' United States	
Brown University	Classes not as such.	Yes	Yes	Smith and Liddell	
College of Charleston	Yes	Yes	No	Freeman's Outlines	
				Macaulay, Grote, Mommsen, &c.	4
Bloomington College	Yes	Yes	Yes	Ridpath's United States	8
				Thalheimer's Ancient, Mediæval, and Modern.	6
Central Tennessee College	Not as classes.		No	Ridpath's United States, Anderson's General.	2-4
University of Virginia	No	No	No	Smith's Greece, Merivale's Rome, Gibbon's Abridged, Taylor's Modern History.	25-40
University of Wisconsin	Yes	Yes	Yes		
Ripon College	No	No	No	Freeman's General Sketch, Anderson's Med. and Mod., Anderson's English, Green's History English People, Stillé's Studies of Mediæval History.	
Napa College	No	No	Yes	Barnes' United States, Leighton's Rome, Smith's Greece, Barnes' Ancient History, Lord's Modern Europe, Guizot's History of Civilization.	8-10

a No special number of pages assigned.

of history in American universities and colleges—Continued.

Do you favor the memorizing of text-books?	Should text-books be retained?	Have you a class library or reservation of books?	To what number of historical works have your classes access?	Is access easy or restricted?	Is your library for reference only or circulation?	Do public libraries give special aid or privilege to your department?	Do your classes meet in a library or within easy reach of historical works?	Are historical works kept in class-room for immediate use?
Not at all..	As a skeleton.	No........	A large number.	Not very easy.	Circulating.	No....	No	
No.........	Yes.......	No........	1,000 c....	Easy....	Circulating.	Yes...	Near one..	Yes.
No.........	Yes.......	Yes.......	25	....	....	No....	No........	Often.
Yes........	Yes.......	Yes.......	....	....	Reference.	No....	No........	No.
No.........	For elementary work.	Not now ..	4,000......	Easy....	Circulating.	No....	Yes.......	Yes.
Not at all..	Yes.......	Yes.......	500 or 600 .	Easy....	Circulating.	No....	No	No.
No.........	Yes.......	No........	Considerable.	....	Circulating.	Yes ..	No........	No.
Partly	Yes.......	No........	....	....	....	No....	No........	
No.........	Yes.......	No........	3,000......	Easy....	Circulating.	No....	Sometimes	
....	Yes.......	....	....	Easy....	Circulating.	....	....	
No.........	Yes.......	No........	A noble and well-stocked library.	Easy....	Circulating.	Yes...	Near one..	Yes.
Partly	Yes.......	Yes.......	....	Easy...	Circulating.	No....	Near one..	
No.........	No........	No........	Small number.	Easy....	Circulating.	No....	....	
Very little.	Yes.	No........	50.........	Restricted.	Circulating.	No....	Yes.......	No.
No.........	Partly	No........	Extensive.	Easy....	Circulating.	No....	No........	No.
No.........	Yes.......	To a certain extent.	Many thousand.	Easy....	Chiefly refer'ce.	No....	....	No.
No.........	Yes.......	No........	500........	Restricted.	Circulating.	No....	Yes.......	No.
Yes; about 10 per cent.	Yes.......	No........	Some	Easy....	....	....	No........	Some.

Statistical table showing the principal facts relating to the study

Name of the institution.	Do your classes visit places of historical interest in the vicinity?	Do they collect materials for local history?	Is there in your neighborhood a local historical museum?	Names of text-books used.	No. of pages assigned for an average lesson.
Columbia College	Yes	Yes	Yes	Freeman's Series: Germany, France, England.	12–15
University of Michigan	No	No	No	Müller's History of Recent Times, Lodge's Modern Europe, Green's Short History of English People.	20
Wellesley College	Yes			Guizot's History of Civilization	12
Smith College	No	No	Yes	Thalheimer: Grecian, Roman, Church, Beginnings of Middle Ages.	7
Trinity College	Yes	Yes	Yes	Eliot's History of United States, Freeman's General Sketch, Guizot's History of Civilization, Guizot's Representative Government, Seebohm's Era of Protestant Revolution, Creighton's Age of Elizabeth.	12–20

of history in American universities and colleges—Continued.

Do you favor the memorizing of text-books?	Should text-books be retained?	Have you a class library or reservation of books?	To what number of historical works have your classes access?	Is access easy or restricted?	Is your library for reference only or circulation?	Do public libraries give special aid or privilege to your department?	Do your classes meet in a library or within easy reach of historical works?	Are historical works kept in class-room for immediate use?
Yes; for lower grades.	Yes	Yes	15,000	Easy	Both	Yes	Yes	Yes
Only the substance.	Yes	Yes	Extensive.	Easy			Only seminary.	Yes
No	Only Guizot's.	Yes	4,500	Easy	Both	Yes	No	Yes
Very little.	Yes	No	2,000		Both	Yes	No	No
Only principal events and dates.	Yes; if properly used.			Easy				

Statistical table showing the principal facts relating to the study

Name of the institution.	Is attention given to historical and physical geography?	Are these important in connection with history?	Is map-drawing used?	Is crayon illustration used at recitation?	To what extent is art applied to illustrate history?	Has historical fiction been found helpful?
St. Ignatius College	Yes	Yes			Illustrated charts are much used.	Somewhat.
University of Colorado	Yes	Yes	Yes	Seldom	Not at all	Yes
Wesleyan University	Yes	Yes	Yes	Yes	Some now preparing engravings, &c., for lantern slides.	Slightly
Illinois College	Physical geography.	Yes	Yes	No	Not at all	Yes
University of Illinois	Physical geography.	Yes	No	No	A good art gallery is open to students.	Yes
Indiana University	Yes	Yes	Yes		Use photographs in teaching English History.	Yes
Wabash College	Some		Yes	No	None	Not much
Franklin College	Yes	Yes	No	No	Not at all	
Hanover College	In preparatory class.	Yes	Some	Yes		Some
Union Christian College	Yes		Not much	Some		
St. Meinrad College	Yes	Yes	Yes			
Amity College	Yes	Yes	But little.	No	No	No
Norwegian Lutheran College.	Yes	Yes	No	No	Very little	
Kansas State University	Yes	Yes	Somewhat.	Seldom	Walls are crowded with photographs, maps, charts, engravings, &c.	Not much
Berea College		Yes	Somewhat.	Little	Very little	Somewhat.
Centre College	Yes	Yes	A little.	Rarely	No	But little.
Central University	Yes	Yes	Yes	No	Not at all	But little.
St. Charles College	Yes		Sometimes.			Not very
Straight University	But little	Yes	Largely.	No	Not at all	Yes

of history in American universities and colleges—Continued.

What books are most helpful in this way?	Are literature and art regarded as companion studies of history?	With what is history best associated?	Is history taught as preparatory to any other study?	Is history required for admission to any course of study in your institution?	Which sex shows the greater aptitude for history?	Does one sex do better in a certain line of study?
Mythology in the classical course.	Somewhat.	Especially with language and philosophy.	....	....	(?)	(?)
Scott's and Bulwer's ..	Yes...	Political science.	....	....	Females in general history.	
....	Literature is.	Political science.	No........	No........	....	No........
Mrs. Stowe's, &c., Scott's, Bulwer's, Tennyson's, Chaucer's, Shakespeare's, Cooper's, Irving's, Hawthorne's, Judd's, Whittier's, Longfellow's, Holland's, Tourgee's	Yes...	Language, philosophy, political science.	To literature and political economy.	....	....	
Scott's, Bulwer's, Kingsley's, Ebers', Hall's, Shakespeare's, Schiller's.	Yes...	Political science and philosophy.	No........	No........	Average equal; male higher.	
....	Yes...	Political science, language, and philosophy.	....	General history.	....	Women prefer literature and art in history; men politics.
....	Yes...	Language and political science.	No........	No........	(?)	
....	....	Political science.	....	....	(?)	
....	Yes...	Political science.	For all....	Yes........	(?)	
....	....	Political science.	....	English and American history.	e males Fmemorize better; males the more interested.	
....	Yes...	....	....	....	....	
....	Literature somewhat; art not at all.	(?)	No........	To classical and sci'tific dpts.	Female average is better.	
....	No....	Language	....	....	....	
Kingsley's Hypatia, Westward Ho! Scott's novels, two or three of Bulwer's, Macaulay's poems, Lowell's and Whittier's poems.	....	Political science.	....	....	Almost equal.	Men excel in financial and political history.
Scott's poems and ballads; Longfellow's and Whittier's.	Yes...	Political science.	No........	No........	....	
....	....	....	....	....	....	
....	Literature is.	Political science.	....	....	....	
....	....	Languages and philosophy.	....	....	....	
Scott's novels; Irving's	No....	Language	Yes........	No........	Female ...	Males in mathematics; females in language.

Statistical table showing the principal facts relating to the study

Name of the institution.	Is attention given to historical and physical geography?	Are these important in connection with history?	Is map-drawing used?	Is crayon illustration used at recitation?	To what extent is art applied to illustrate history?	Has historical fiction been found helpful?
Harvard University	No; which is a matter of regret.	Yes	Yes	Somewhat.	Little done in this direction.	Yes
Adrian College	Yes	Yes	No	Somewhat.	None systematically.	Yes
Hope College	No	Yes	No	No	Not much	Yes.
Carleton College	Yes	Yes	Yes	No	None, except illustrations found in books.	Yes
Harperville College	Yes	Yes	Some	No.	To no extent	No
University of Mississippi	Yes	Yes	Not yet.	No	Not at all	No
Washington University	Yes	Yes	Little	No	To a great extent	Very
Stewartsville College	Yes		Somewhat.	Part of time.	To no extent	No
Canisius College	Yes	Yes	Yes		To no extent	Some
Madison University	Yes	Yes	Not yet.	No	Not yet	Yes
Ohio State University	All too little.	Yes				But little
Wittenberg College	Yes	Yes		No	Not at all	No
Heidelberg College	Regular study; yes.	One of the eyes of history; yes.		Yes		Greatly
Pacific University	Yes	Yes	No	No	We have synchronized charts and maps of ancient and modern countries.	Yes; very
Villanova College		Yes				
Brown University	Considerable.	Yes	No	No	To a great extent	Yes
College of Charleston	Yes	Yes	Yes	No	"I make constant use of illustrations."	
Bloomington College	Yes; 60 hours in preparatory department.	Yes	No	No		Very
Central Tennessee College	Yes	Yes				Yes
University of Virginia	Yes	Yes	Yes	No	Students may attend lectures in art department; some lectures on architecture.	Yes

of history in American universities and colleges——Continued.

What books are most helpful in this way?	Are literature and art regarded as companion studies of history?	With what is history best associated?	Is history taught as preparatory to any other study?	Is history required for admission to any course of study in your institution?	Which sex shows the greater aptitude for history?	Does one sex do better in a certain line of study?
....	Distinctly.	Depends upon education of individual student.	....	....	....	
Charles Kingsley's; Eber's Egyptian novels, Scott's, &c.	Yes...	Political science.	Yes......	To political science.	Boys grasp principles better.	
Scott's novels........	Yes...	Language	No........	No........	Male......	
Scott's novels: Romola, Hypatia, Old Town Folks, Bay Path, St. George, and St. Michael.	Yes...	Political science.	No........	No........	Male......	
....	Literature is.	Political science, language, philosophy, equally.	No........	Yes	No difference.	
....	Yes...	Political science, language, philosophy, equally.	No........	Yes.......	Neither...	No.
....	Yes...	Political science.	....	Yes.......	Young women.	Yes.
....	No....	Language......	No........	No........	Females ..	Females in history and literature; males in mathematics and classics.
Walter Scott's.........	Yes...	Literature.....	....	No........	....	
....	Yes...	Language	....	....	....	
....	....	Political science.	No........	....	No difference.	Females not creative.
....	Yes...	....	No........	No difference.	....	
Any standard author that had relation to period we were studying.	Yes...	Language, philosophy, political science, equally.	....	....	....	
Shakespeare, Scott, Longfellow, Hugo.	Yes...	Political science.	....	....	Boys better and poorer.	Girls do better in remembering facts, and express ideas better.
....	Yes...	Philosophy	....	....	....	
Poems, Scott's novels, G. Eliot's Romola, Ebers' novels, Felix Dalius's, Chas. Reade's Cloister and Hearth, Schiller's Plays, &c.	Yes...	Political science.	No........	No........	....	
Tennyson's Dream of Fair Women.	Yes...	Language......	No........	Yes........	....	
....	Yes...	Political science.	Part of general course.	No........	Females ..	Males in mathematics and natural science.
Shakespeare, Scott, Kingsley.	Yes...	Political science.	....	....	....	
....	Yes...	Political science.	No........	Only in art dep'tment.	Female ...	Females in topical method.

Statistical table showing the principal facts relating to the study

Name of the institution.	Is attention given to historical and physical geography?	Are these important in connection with history?	Is map-drawing used?	Is crayon illustration used at recitation?	To what extent is art applied to illustrate history?	Has historical fiction been found helpful?
University of Wisconsin	Yes	Yes	Yes	No	Teachers accompany students to art galleries, &c.	Yes
Ripon College	Yes	Yes	No	....	Not systematically.	Yes
Napa College	Yes	Yes	No	Very little.	....	....
Columbia College	Yes	Yes	Yes; by teachers.	Yes; by teachers.	Many pictures and Adams' history charts.	Yes
University of Michigan	Yes	Yes	No	No	A little	Very
Wellesley College	Incidentally of course.	Yes	Yes	No	A little	Yes
Smith College	Yes	Yes	No	No	Not at all	No
Trinity College	Historical geography.	Yes	No	No	Not at all	But little.

of history in American universities and colleges—Continued.

What books are most helpful in this way?	Are literature and art regarded as companion studies of history?	With what is history best associated?	Is history taught as preparatory to any other study?	Is history required for admission to any course of study in your institution?	Which sex shows the greater aptitude for history?	Does one sex do better in a certain line of study?
Bulwer, Kingsley, Hugo, Shakespeare, Scott.	Yes...	Political science.	No........	No........	....	
....	Hist. elect.	Political science.	Not distinctively.	Yes.......	Equally...	
....	....	Political science.	Yes.......	Yes.......	....	
....	....	Philosophy, language, political science.	No........	....	Female ...	
....	Yes...	Language......	No........	No........	Male	Females do better text-book work.
....	Yes...	Political science.	Yes.......	No........	....	
....	So regarded but not so used.	Needs the concurrence of all.	No........	No........	Girls repeat history like "Pretty poll." (?)	
....	No ...	....	No........	No........		

Statistical table showing the principal facts relating to the study of

Name of the institution.	Do the sexes differ in the powers of historical apprehension?	In what other subjects are the best historical students most successful?	Does the question of sex affect this?	Give the time of your special preparation for teaching history.
St. Ignatius College	(?)		(?)	
University of Colorado				2 years in America, 4 in Germany.
Wesleyan University				3 years in private study, 1 year in German university.
Illinois College		(?)		
University of Illinois	Females excel in memorizing and reciting.	In all departments except the mathematical.		Only general preparation.
Indiana University	No	Languages; arts; philosophy; literature; politics.		
Wabash College				
Franklin College				
Hanover College	None	Literature		
Union Christian College		Languages and political science.		No special
St. Meinrad College				2 years. 3 years 8 years
Amity College	Young men excel.	(?)		
Norwegian Lutheran College		(?)		
Kansas State University		In political, philosophical, literary and linguistic studies.	Women prefer literature.	Usual collegiate preparation.
Berea College				
Centre College				
Central University		Literature; political science.		
St. Charles College				
Straight University	In philosophy of history boys excel.	Literary studies		
Harvard University				
Adrian College		Political science and literature.		3 years
Hope College		Literature and languages.	(?)	No special professor of history.
Carleton College		In any but mathematics or science.		Private reading and experience in all grades of schools.
Harperville College		Literature; languages.	No	20 months
University of Mississippi		In all but scientific and mathematical studies.	No	General reading of a lifetime in several languages.
Washington University	Males superior	Literature, languages, &c.	Women care least for mathematics.	

history in American universities and colleges—Continued.

Number years of experience in teaching.	Number hours given weekly to historical instruction.	Number hours given yearly to historical instruction.	Salary of historical teacher.	How is the historical knowledge of your students tested?
....	....	....	....	By oral questions as well as written examination.
2 years	5 hours in private, 6 hours in college.	....	$1,800	By frequent written examinations.
....	....	....	....	By questions, reports, and written examinations.
29 years	10 hours w'kly	....	1,800	Long written examinations.
12 years	....	305 hours yearly.	2,000	Questions, class discussion, and written examinations.
7 years	All day........	....	1,050 and assistant.	Recitations, essays, oral reports, class discussions; don't care for written examinations.
....	....	....	....	Recitations and written examinations.
4½ years	....	....	900	Questions in class.
....	....	....	....	Free narrations; written examination.
{ 5 years	1 hour	3 hours to other studies.	1,000	Written examinations.
{ 3 years	1 hour	5 hours to other studies.	800	
3 years	....	....	....	Free narration; answers; written exercises; discussion in class.
3 years	....	....	....	
3 years	....	....	....	
....	10 hours	130 hours	....	Written and oral examinations.
....	....	....	....	By free narration and answers to questions.
....	....	550 hours	2,000	By free narration, questions, and written examinations.
....	....	....	....	Free narrations, answers to questions, and written examinations.
....	20 hours	....	1,500	Free narration or written examinations.
....	....	....	....	Written examinations.
....	....	....	....	Frequent questions; monthly written examination.
....	....	....	....	Free narration; monthly written examinations.
....	....	....	....	Written examinations twice a year.
3 years	....	200 hours	1,000	Written examination at close of each term; questions in class.
....	....	....	....	Written examinations.
7 years	....	369 hours	1,500	Free narration; class discussion; written examinations.
20 months	3¾ hours	75 hours	400	Direct answers to questions.
....	2 hours	....	(*a*)	Free narrations; written examinations, &c.
16 years	15 hours	540 hours	2,350	By free narration, questions, and class discussion.

a No salary as professor of history.

Statistical table showing the principal facts relating to the study of

Name of the institution.	Do the sexes differ in the powers of historical apprehension?	In what other subjects are the best historical students most successful?	Does the question of sex affect this?	Give the time of your special preparation for teaching history.
Stewartsville College	Not noticeably.	In literature		
Canisius College				5 hours a day
Madison University				4 years
Ohio State University	Very little	(?)		
Wittenberg College	Males can reason better.	Literature; languages.		
Heidelberg College	None whatever.			
Pacific University	Boys have better judgment.	Literary; philosophy; political subjects.		
Villanova College				
Brown University				15 years general, 4 years special.
College of Charleston		Literature; languages; arts.		
Bloomington College		Literature; philosophy, political studies.		
Central Tennessee College		In all other studies		
University of Virginia				None required; much desired.
University of Wisconsin	Girls not original.	Political science; literature; language.		
Ripon College	Young men excel.	Literature; mathematics.		
Napa College		Literature; language; art.		Ordinary university course.
Columbia College		Political and legal science.		
University of Michigan		Political science and literature.		
Wellesley College		Political science; then philosophy, literature, language.		2 years
Smith College		Political science; literature.		Collegiate course and $2\frac{1}{2}$ years in German university.
Trinity College				

history in American universities and colleges—Continued.

Number years of experience in teaching.	Number hours given weekly to historical instruction.	Number hours given yearly to historical instruction.	Salary of historical teacher.	How is the historical knowledge of your students tested?
....	....	....	....	Direct answers to questions and monthly written examinations.
4 years	2 hours	....	(a)	Free narration; direct answers; written examinations.
....	1 hour	....	b$1, 600	Criticism of essays.
....	....	....	....	By free narration; direct answers to questions; class discussion and written examinations.
15 years........	3 hours	....	....	Free narration and written examinations.
....	....	....	....	Oral examinations.
8 years	2 hours daily .	....	1, 000	Free narration by topics is the basis; oral examinations.
....	....	....	(a)	Written examinations.
5 years	3 hours	115 hours	....	Free narration; direct answers; class discussion; examination of note blanks; written examinations.
20 years	5 hours	....	2, 500	Constant reviews, illustrations, cross-examinations, &c.
....	....	....	....	Free narration and written examinations.
30 years........	2 hours	....	500	Free narration; written examinations.
40 years........	....	....	c3, 000	By detail questions daily, and general questions at graduation.
20 years	13 hours	....	....	Oral questions; written examinations.
10 years........	20 hours	....	900	Written examinations.
15 years........	10 to 15 hours .	....	1, 200	
....	....	....	....	Free narration and quiz.
....	....	....	....	By various methods.
5 years........	12 hours	....	1, 200	Free narration, quiz, discussion, written examinations, &c.
10 years........	2 hours	....	....	Recitations; abstracts; written examinations.
....	....	....	....	Free narration; quiz; written examinations; note-books.

No salary. b $1,900 soon. c For each professor.

Statistical table showing the principal facts relating to the study of

Name of the institution.	Are written examinations regularly required?	Should history be allowed more time?	What reforms are needed in the method, &c., of teaching history?	Should history be specialized?
St. Ignatius College	2 per annum	(?)		
University of Colorado				Yes
Wesleyan University		Yes	History should be taught by those giving their whole time to it.	Yes
Illinois College	Yes	Yes	Time given to discussion of current public events.	Yes
University of Illinois	Yes	Yes		
Indiana University	Yes	Not among us	None needed here. Teacher should have no more than 3 classes per day.	Yes
Wabash College	Yes	Yes		
Franklin College	Yes	Yes		
Hanover College	Yes	Not more than we give it.		
Union Christian College	Yes		Special professor for history	Yes
St. Meinrad College				
Amity College	Yes	Yes	Special work to the specially prepared.	
Norwegian Lutheran College.		No		
Kansas State University	Yes			
Berea College				
Centre College	Yes	Yes		Yes
Central University	Yes	Yes		
St. Charles College		Yes	Make it interesting and almost amusing.	
Straight University	Yes	Not practicable with us.		
Harvard University	Yes			Yes
Adrian College	Yes	Yes	Teacher should be a man of broad general culture.	Yes
Hope College	Yes	Not here		No
Carleton College	Yes	Yes		
Harperville College		Not with 4-year course.		
University of Mississippi	Yes	Yes	Less time should be given. Professor of history should teach nothing else, and should be salaried sufficiently to encourage original investigation.	Yes
Washington University	Once a month	Not here	Should be work of a special teacher.	Yes
Stewartsville College	Yes	Perhaps not		
Canisius College	Yes			Yes

history in American universities and colleges—Continued.

How can interest in historical studies be increased?	Are prizes offered?	Are prize essays published?	What is general value of history?	How can it be made more useful to the community?	Is your department connected with any local historical society?
	Yes.	Yes.			
More time and carefully prepared teachers.	No.	Yes.	Broadens mind; teaches ethics.		None.
	Yes.	Yes.			Yes.
By showing its advantage	No.	Yes.	Shows relation of cause and effect.	By lectures and the press.	Yes.
	No.	No.	Inferior to none.		No.
By getting scholarly men to teach it, and offering good salaries. History should be taught as a united story.	No.	No.	Broadens mind; increases common sense, love of country, charity, and knowledge of human nature.		No.
	No.	No.			No.
			Does away with narrowness.		
	Yes.				
	No.				
Make the subject more prominent in teachers' conventions and examinations.	No.	No.	(?)		
By having able teachers	No.				
	No.	No.	Assists memory and awakens a philosophic spirit.		
	No.	No.			
By full endowments	Sometimes.	Yes.			Yes.
	Yes.	Yes.			No.
	No.	No.		By series of lectures.	No.
Endowment of professorships of history, encouragement of useful publication.	Yes.				
	No.	No.	Not equal to mathematics or classics for mental discipline.		No.
	No.	No.			No.
	No.	No.			No.
By establishing an historical society with library and by offering prizes for essays.	No.	No.	Qualifies people to discharge better their various duties.		No.
Cultivation of interest in local historical studies. Production of able historical fiction. Endowment of historical chairs.	No.	No.	Of highest value.		No.
Establishment of special chairs of history, historical libraries, prizes, &c.	No.		Lessens nervousness, &c.		Yes.
	No.	No.			No.
Greater generalization instead of restriction to much English and some French history.	Yes.				No.

Statistical table showing the principal facts relating to the study of

Name of the institution.	Are written examinations regularly required?	Should history be allowed more time?	What reforms are needed in the method, &c., of teaching history?	Should history be specialized?
Madison University	Yes	Yes		Yes
Ohio State University	Yes	Yes		
Wittenberg College	Yes	Yes	Some work in other departments does the historical teacher good.	No
Heidelberg College	No			
Pacific University	No	Yes		Yes
Villanova College	Yes			
Brown University	Yes	Yes		Yes
College of Charleston	Yes	Yes		
Bloomington College	Yes			
Central Tennessee College	Yes	Yes		Yes
University of Virginia	Only at graduation.	Yes	There should be a separate professor for each branch of history.	Yes
University of Wisconsin	Yes	Yes	Better library facilities	
Ripon College	Yes	Yes	More time	Yes
Napa College	Yes		Let the professor take charge also of some other branches of study which give balance and rest.	
Columbia College		Sufficient now.		
University of Michigan	Yes		Closer connection with political economy, finance, diplomacy, &c.	
Wellesley College	Yes, twice a year.		More time	
Smith College	Yes	Yes		Yes
Trinity College		Yes		

history in American universities and colleges—Continued.

How can interest in historical studies be increased?	Are prizes offered?	Are prize essays published?	What is general value of history?	How can it be made more useful to the community?	Is your department connected with any local historical society?
Establishing of fellowships and competitive examinations.	Not yet.	....	....	....	
....	No	No	Useful in helping to understand present problems.	....	Yes.
By exciting interest in the young.	No	No	For memory, knowledge, reasoning, and culture.	....	No.
....	No	....	Complete education.	....	No.
By historical societies, museums, and lectures on historical topics.	No	No	....	....	Yes.
Mental philosophy to be taught fully.	Yes	....	....	....	
Better and more courses of study in our higher institutions of learning.*	Yes	No	....	See *	Yes.
Train teachers	No	No	....	....	Yes.
....	No	No	Gives breadth of thought.	....	No.
By making learning attractive.	No	No	Generally low	By revising course of study.	No.
....	No	Yes	....	....	No
....	No	....	....	....	
Agitate! agitate! agitate!	No	No	....	By formation of historical clubs, &c.	No.
Better text-books; standard biographies; more reading than study.	No	No	Very great. It is practical.	By better teachers and better libraries.	No.
....	Yes	Yes	....	....	Yes.
....	No	No	....	....	
Better historical preparation in schools. More intimate communication among teachers and writers.	No	No	Civic education	....	Yes.
Judicious effort of historical scholars.	No	No	Very great	Voluntary associations.	No.
....	Yes	....	....	....	Yes.

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