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EDMUND J. JAMES

OLD PENN
AND
OTHER UNIVERSITIES

A COMPARATIVE STUDY OF TWENTY
YEARS PROGRESS OF

THE UNIVERSITY OF PENNSYLVANIA

BY
GEORGE HENDERSON, '89 C.
PRESIDENT OF THE CLASS

PUBLISHED BY THE CLASS
OF '89, C., IN COMMEMORATION
OF ITS TWENTIETH ANNI-
VERSARY, JUNE 14TH, 1909

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EDWARD J. JAMES

Old Penn and Other Universities

The Story of Twenty Years—1889-1909



FEW of the members of the Class of Eighty-nine when they viewed the University buildings on the morning of June 15th but were really astonished at what they saw. Some of us had not visited the Old Place for twenty years. Many who thought they had kept touch with University doings, through the "Old Penn Weekly" and other publications, were frankly amazed at the present University grounds—a domain stretching its length for eight city blocks, stately halls, commodious dormitories, well-equipped laboratories, beautiful lawns and a great athletic field and gymnasium, where in our day were but unsightly ash heaps. It was the new Pennsylvania we were viewing, with a thousand evidences of material advancement and yet every one made possible by the old Pennsylvania spirit that was born long before our day and shall live long after us. It has accomplished big things—that Pennsylvania spirit—things that every mother's son of us should be proud to know, to remember and to tell.

We couldn't take it all in at the hurried glance we were able to give it on Alumni Day, and we have gathered and are putting down here in graphic form some of the tremendous facts of which the imposing facades and corridors are but the outward expression, and at the same time we shall attempt to set down here the data of at least a partial answer to the questions often asked on Alumni Day and since—What will it be like twenty years from now? And what at that time will be Pennsylvania's place among American Universities.

Now here are the facts. Some of them are fairly startling.

WHAT HAS BEEN DONE?



AND first let us note the physical growth of the University in twenty years. For example, the Campus in 1909 includes 60 acres, against 40½ in 1889—an addition of 20 acres. Quite a considerable increase, after all, for a University located in the residence district of a great city. And then the buildings that help so much to make University life. In 1889, there were 15 buildings; now there are 39. And this figure counts as one building the great dormitory group of 22 houses, and puts together as a unit other buildings, at the Hospital and elsewhere, that are really separate, though contiguous, structures. Indeed, if we were to list the Fraternity houses and other buildings intimately associated with and dependent upon the University life we should find the total not far from one hundred. Then, too, there has been a growth in departments. During the twenty years that have elapsed since the Class of Eighty-Nine left the Campus, seven new departments have been added to the University, bringing the total number of departments up to 29; and while the total number has grown from 22 to 29, the old departments have increased marvelously in size. To take them in their order:

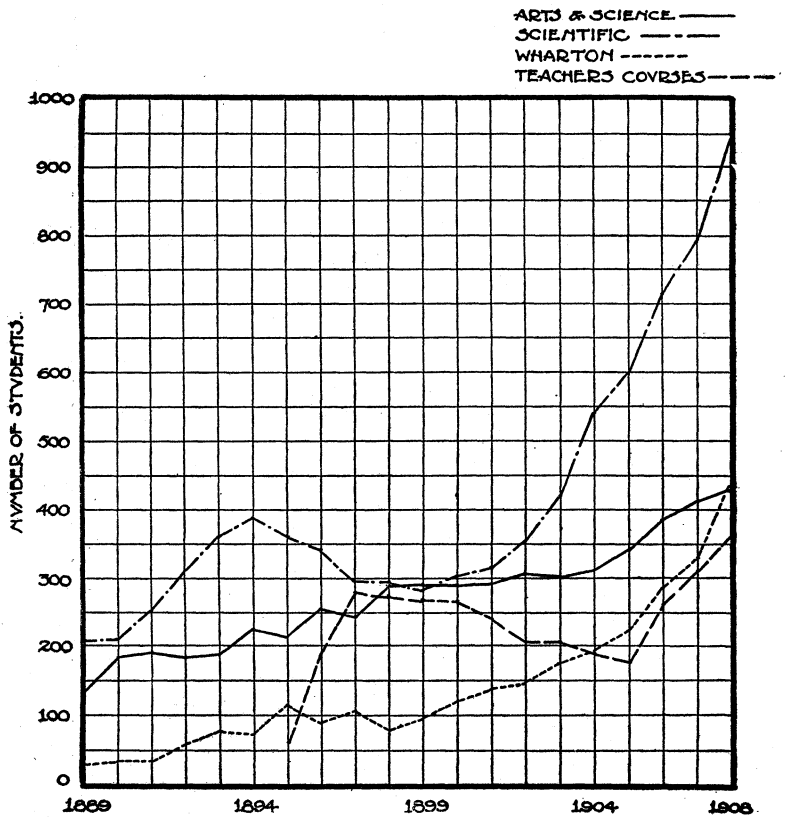
THE COLLEGE

	1889*	1908
Students	270	2,519
Teachers	45	181

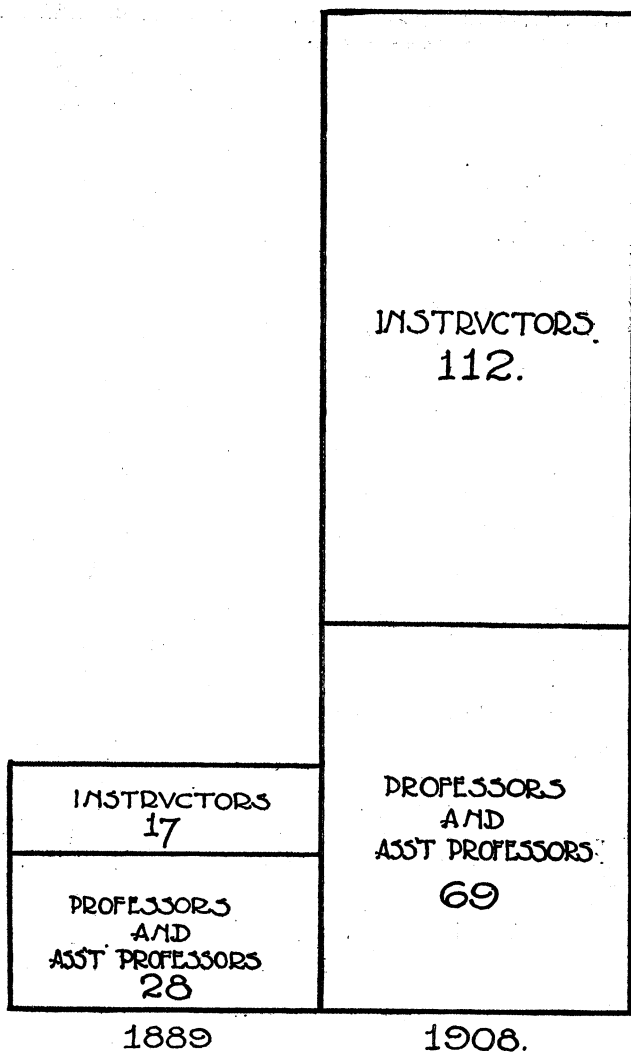
The growth here has been greater than in any other department, and fortunately, too, because the College is the seed-ground of the

*Note.—The figures given in this article are for the twenty years including the College year 1888-1889 and the College year 1907-1908.

GROWTH OF ENROLLMENT IN COLLEGE DEPARTMENT,
1889 ~ 1908.



INCREASE IN TEACHING FORCE.
COLLEGE DEPARTMENT.
1889 - 1908.



professional schools; a vigorous College Department always means a large supply of men for the professional departments. The Teachers' Course, started in 1894; the Summer School, in 1904, and the Evening School of Accounts and Finance, in 1905, have all contributed materially toward the expansion in College work, the extension of its influence and the increase of its enrollment.

It is not only by the addition of new departments that the College has grown, however. Its old departments have grown as well. The diagrams show the changes in enrollment and in the numbers of instructors much better than they could be told in dry figures.

THE College has come in for its share of the increase in buildings. Since our day the Physics, Zoology and Chemistry departments have been newly housed; the Wharton School has been provided with separate quarters and there has been erected the new Engineering building, one of the finest additions made to the University in recent years; and last, but by no means least, dormitories, the Houston Club, the Gymnasium and Franklin Field have contributed their share to the spirit and life of the College.

THE MEDICAL SCHOOL

	1889	1908
Students	445	605
Teachers	74	143

IN 1904 the Medical School plumed itself for a great celebration, in dedicating the Medical Laboratories, which stand on the south side of Hamilton Walk, west of Thirty-sixth Street, adjoining the Biological Gardens. This new laboratory is built in the late Jacobean seventeenth century style that has come to be known as "English collegiate" architecture. Its spacious halls and stairways are lined with Italian marble, and it is not only one of the best built and best equipped buildings which the University possesses, but one of the finest buildings for its purpose in America. But the Medical Department is not content to stop here. It is looking forward to the transfer of the entire Medical School, at some time in the near future, from

Class of Eighty-nine

the old buildings which it still occupies in part, to the new ones which will be erected on the land adjacent to these splendid laboratories.

THE LAW SCHOOL

	1889	1908
Students	144	303
Teachers	6	30

THEN, the Law School has had a splendid new building, which, while somewhat separated from the Campus, forms one of the finest additions that has been made to the University property since Provost Harrison began his work. The teaching force, among them some of the ablest lawyers of Philadelphia, form a group of men thoroughly devoted to the interests of the School, and conversant with the modern methods of teaching law. As a result of their work, the Law School has taken a position as one of the leading institutions of its kind in the country.

DEPARTMENT OF DENTISTRY

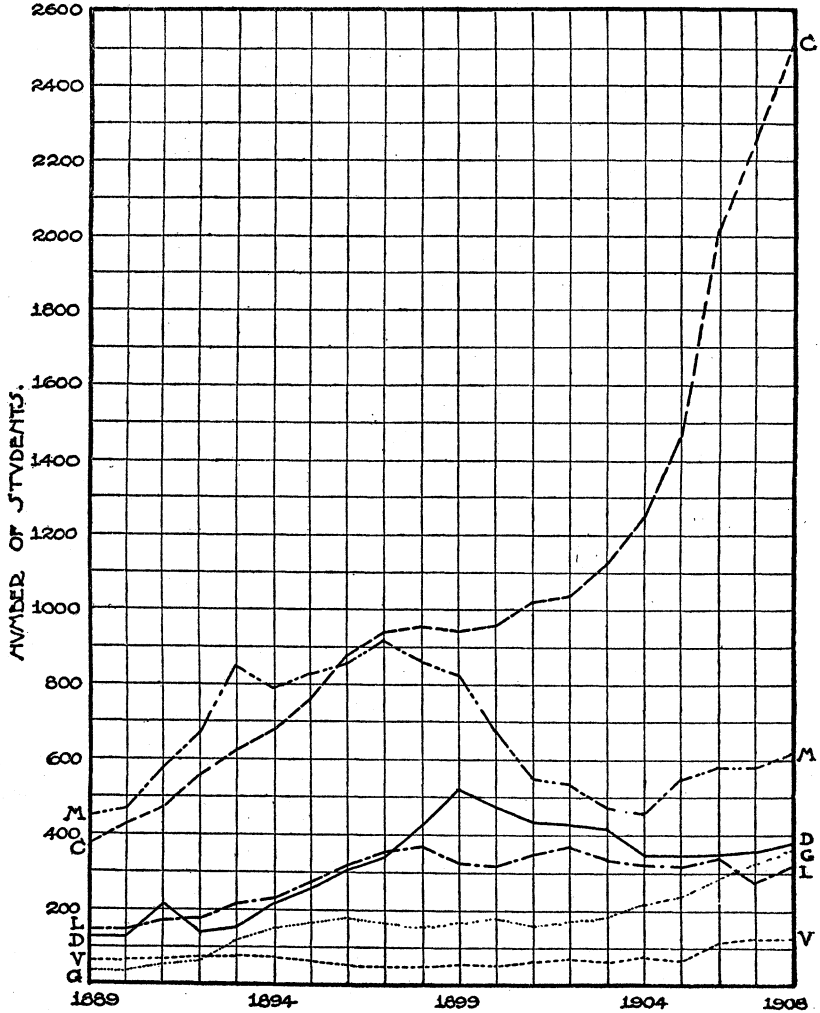
	1889	1908
Students	159	390
Teachers	32	56

LIKE the Law and Medical Schools, the Department of Dentistry has gone into a new building since 1889, and has become one of the best known departments in the University. Its students are more widely scattered than those of any other department. Many of the members of its teaching force are known the world over as leaders in their special line. The Dental School itself is considered the best equipped and best lighted dental school in existence, and adds each year to the enrollment and prestige that is coming to the Department. With it has recently been amalgamated one of the oldest and best separate schools of the city.

GROWTH OF UNIVERSITY
BY DEPARTMENTS.

1889-1908

- G-GRADUATE.....
- C-COLLEGE.....
- L-LAW.....
- M-MEDICAL.....
- D-DENTAL.....
- V-VETERINARY.....



COST OF ADMINISTERING
THE UNIVERSITY.

IN 1889 THE COST WAS \$ 264,609.68

IN 1898 THE COST WAS \$ 739,751.48.

IN 1907 THE COST WAS \$ 1,078,636.38.

DEPARTMENT OF VETERINARY MEDICINE

	1889	1908
Students	64	131
Teachers	18	24

LAST of all the professional departments to secure new quarters, the Veterinary Department erected in 1907 one of the largest and finest buildings of the notable University group. It is supplied with every modern device for the study of animals and their ailments and diseases.

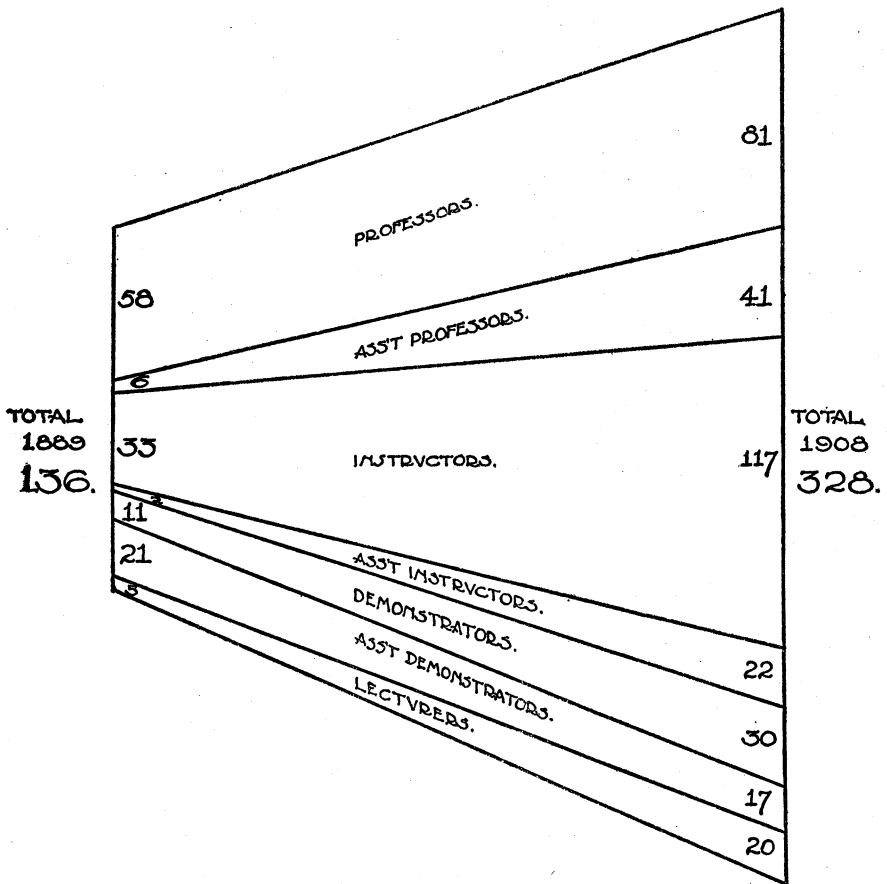
The departments have grown separately, and they show collectively a remarkable increase in student enrollment, which is very clearly brought out by the diagram on page 75. The College shows the greatest increase, but the Professional Schools are not far behind, and all, in fact, have made a healthy growth since Eighty-Nine held Class Day.

So the Campus has grown, as have the Departments, old and new, and with their growth, the expenses of administering the University have been mounting higher and higher. In 1889 they were \$260,000; in 1907 they were somewhat over \$1,000,000, which change is clearly shown by a picture in dollar marks, illustrating better than words can tell the increased administration expenses which the University has assumed as it has enlarged its field of usefulness, and showing clearly the increasing financial burden which the Provost must carry from year to year.

The Faculty also has been enlarging, as one may see by inspecting the next chart, a glance at which will show that whereas there were 136 instructors in 1889, there were 328 in 1908. (See page 78.)

In this description, moreover, it is most interesting to note that while the number of full professors has remained almost stationary, that of assistant professors shows an amazing increase. At the same time, instructors and other subordinates have been increasing more rapidly than any other group, clearly showing the need which the

THE FACULTY OF THE UNIVERSITY.
1889 ~ 1908.



University has for chairs, well endowed, which will permit of a larger number of older men in proportion to the increase in the younger group of the teaching force.

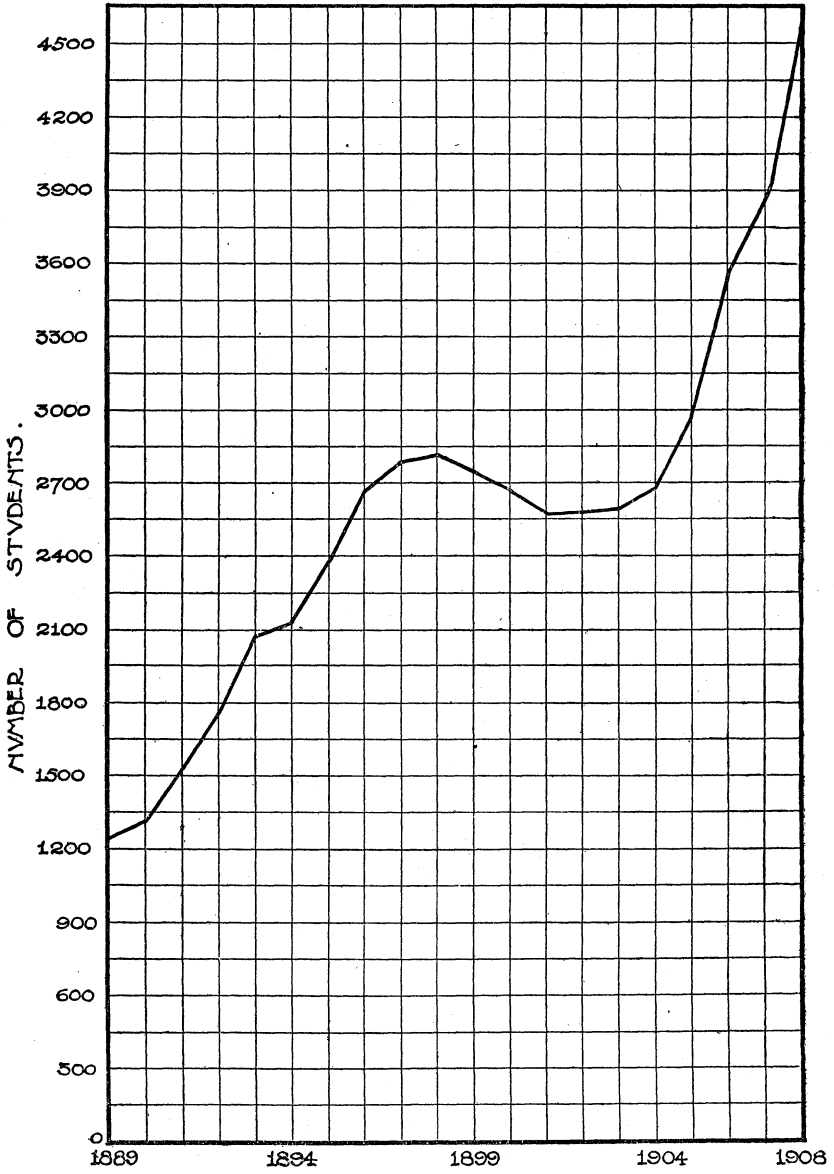
	1889	1908	Percentage of Increase
Professors	58	81	39 per cent.
Assistant Professors...	6	41	583 " "
Instructors	33	117	254 " "
Assistant Instructors..	2	22	1,000 " "
Demonstrators	11	30	172 " "
Ass't Demonstrators..	21	17	
Lecturers	5	20	300 " "

GROWTH OF THE FACULTY
OF THE UNIVERSITY.
1889 - 1908.

PROFESSORS AND ASST PROFS. 64	INSTRUCTORS LECTURERS ETC., 72	TOTAL 1889 136.
PROFESSORS AND ASST PROFESSORS. 122	INSTRUCTORS, LECTURERS DEMONSTRATORS ETC., 206	TOTAL 1908 328.

Lastly, the student body has grown, which, after all, is one of the most important items on the whole list, for without the students what need of Campus or buildings? The student body has grown, however, and satisfactorily, too, for the 1,222 students of 1889 have been replaced by 4,570 in 1909, and this increase of 278 per cent. in itself marks an appreciable change in "the Old Place."

TOTAL ENROLLMENT.
UNIVERSITY OF PENNSYLVANIA.
1889 — 1908.



It looks a great deal larger in a picture, because there one can see very vividly the hill by which we have climbed to reach the four thousand five hundred mark.

TOTAL ENROLLMENT UNIVERSITY OF PENNSYLVANIA
1889-1909

Yes, the student body has grown big, but has it grown strong? That is a hard question to answer, yet if length of reach be an indication of strength, and truly it seems to be, the student body has grown strong, for it has reached out farther and farther every year, until now its influence is broad enough to draw students, not only from every section of Pennsylvania, but from the remotest corners of the United States and beyond.

In 1889, 907 students, about 74 per cent. of the whole student body, came from the State of Pennsylvania. In 1909, 3,095 students, or 68 per cent. of the whole student body, come from the State of Pennsylvania. In 1909 there are 1,461 students from other States than Pennsylvania—a number greater than the entire student enrollment in the University in 1889.

Thus has Pennsylvania's name gone abroad during the past twenty years.

PENNSYLVANIA has been growing in influence as she reached out into wider fields of activity, and for the wide recognition which Pennsylvania men have received there is a real reason—their achievements have stamped them as worthy of recognition.

Through the West the great pieces of architecture, the skyscrapers, the public buildings, the splendid residences, are very largely the work of Pennsylvania graduates. The work of rebuilding San Francisco fell in many cases upon Pennsylvania architects, and beyond the Mississippi "famous architect" and "Pennsylvania graduate" are almost synonymous. The Dental School sets standards for the world. Its students are collected from all quarters of the globe, and in Europe the school is famous in places where the University is otherwise almost unknown.

The leaders of the Philadelphia Bar are for the most part Pennsylvanians, and the graduates of the Law School have held many positions of legal trust and confidence in the Commonwealth.

In May, 1909, "The Journal of the American Medical Association" published the results of the State Board examinations for all of the medical schools of the country, and, among the larger schools, Pennsylvania stood without a peer. Her 130 graduates in 1908 went before State boards in fourteen different States, and among all of the 130 thus widely distributed there was not a failure. At the same time Johns Hopkins, with 33 graduates, examined before twelve boards, had 3.0 per cent of failures; the Jefferson Medical College, 141 candidates, showed 5.7 per cent. of failures before twenty-four State boards; The College of Physicians and Surgeons, at Chicago, sent 126 men before twelve State boards, and 8.7 per cent. of them failed; 128 Northwestern graduates were examined before fifteen boards, and 3.1 per cent. of them failed. The 41 graduates of Harvard Medical School, examined before eight boards, showed no failures. The Harvard average, according to the aforesaid Journal, is the same as that of Pennsylvania, but the class was one-third as large and the number of State boards only one-half what it was in Pennsylvania's case.

Dr. J. William White contends that the statistics of the Journal of the American Medical Association are not accurate. In an article which he is about publishing in the "Annals of Surgery" he states that in 1908, Harvard, with ninety-eight candidates, appearing before nineteen State boards, had 8.2 per cent. failures. Johns Hopkins, with seventy-three candidates, appearing before twenty-two boards, had 2.7 per cent. failures.

This is but a brief indication of the record of efficiency shown by almost every department of the University. Our graduates are sought for. The Pennsylvania man carries with him a stamp of quality. To be Pennsylvania trained is to be well trained. The fact is known and recognized, and rests on no uncertain foundation.

While the public services rendered by the members of the Pennsylvania faculties cannot be detailed in so short a space, they can at least be illustrated.

Dr. Leo S. Rowe is at present in South America, deputed by the Government to investigate the relations of the South American Republics with the United States. At the same time Dr. Emory R. Johnson, known chiefly as an expert on transportation, has been sent to Europe to study the European systems of inland waterways.

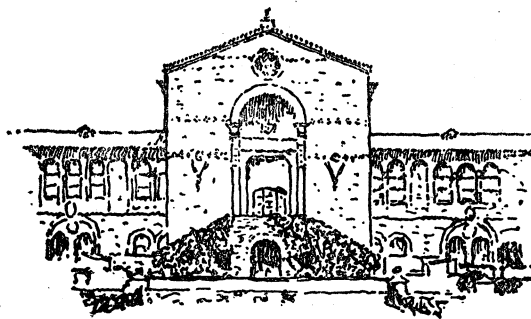
The teaching staff of the Engineering and Architectural Departments are constantly called into consultation on works in their special fields. Dr. Warren P. Laird, head of the Architectural Department, has been the consulting architect for many great public buildings. He is at present consulting architect for the new buildings of the Carnegie Schools in Pittsburg, a very important educational group.

The work of Dr. Leonard Pearson as State Veterinarian, in suppressing the hoof and mouth disease among the cattle of Pennsylvania, met with wide recognition and approbation.

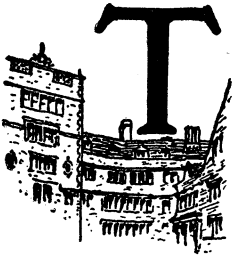
Our own classmate, Dr. Samuel McCune Lindsay, a Pennsylvania graduate, until recently a member of the University faculty, rendered valuable service as Commissioner of Education to Porto Rico and later as Secretary of the National Child Labor Committee.

These instances serve to show the varied and important public services rendered by members of the University staff. A great deal might be said also of their contributions to scholarly research and science. In English Literature, in History, in Mathematics, in Languages, in Assyriology and Semitics, in Archaeology, in Medicine, Law and many other fields the recent publications of Pennsylvania men have commanded the respect and often the gratitude of the educated world.

This growth in the influence of faculty and students is one of the greatest laurels of which Pennsylvania can boast, for while she may win medals through her exhibits, she wins real triumphs only through the success of her graduates and faculties.



PENNSYLVANIA AND OTHERS



THE other Universities of the land have grown since 1889.

First of all, let us look at those on private foundation. Taking a list of the four, other than Pennsylvania, having the largest student enrollment, it will be noted that here, too, there has been a wonderful change.

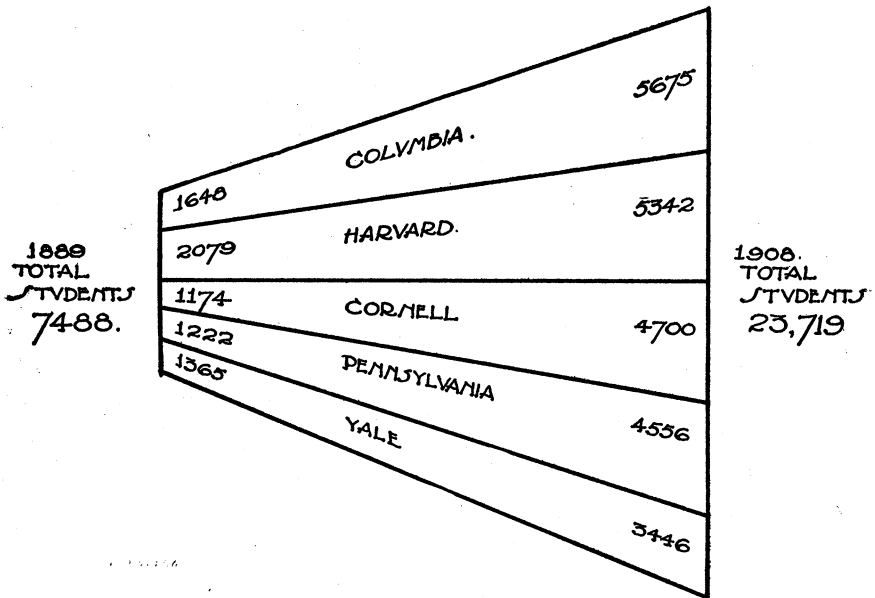
	1889	1909	Percentage of Increase
Columbia	1,648	5,675	244
Harvard	2,079	5,342	156
Cornell	1,174	4,700	300
Pennsylvania	1,222	4,556	278
Yale	1,365	3,466	154

With the exception of Cornell University, Pennsylvania leads the list in student growth. Pennsylvania shows 34 per cent. more growth than Columbia, and nearly twice the growth of Harvard and Yale. The amount of lead over Columbia is not great, but it is a lead, and, on the whole, Pennsylvania's growth, since 1889, has been enviable.

But why does Cornell show an increase 22 per cent. greater than her nearest competitor among the five largest privately endowed Universities in the country? There is one fact that may at least point the way to an explanation. Of the five universities under consideration, Cornell alone has received any material help from the State. The others have grown by private gift and endowment to the commanding positions which they now occupy. From 1890 to November, 1907, Cornell received \$1,750,000 from the State of New York, and \$800,000

from the Federal Government. This may explain Cornell's great growth—at least the two facts exist side by side. In view of the phenomenal growth of the State universities, the inference may fairly be made that State aid is responsible for the gain of Cornell.

GROWTH OF UNIVERSITIES
ON
PRIVATE FOUNDATION.
1889 - 1908.



NOTE: THE PRESENT UNIVERSITY OF CHICAGO IS OMITTED, AS IT WAS NOT ORGANIZED UNTIL 1892.

BUT the universities on State foundation have also been growing, and outdistancing the universities on private foundation by leaps and bounds. Indeed, State universities have become the modern type of collegiate institution in the United States. How did they start, and why?

Most folks imagine that the State university is a new thing in American educational circles, but nothing could be further from the truth. In 1636 Harvard received State aid; in fact, up to 1650 "it was as nearly like a State university as the colony is like the modern State." Not until 1745 was the modern type of university organization developed. In that year Yale received a charter giving her complete control of her own administration and finance, which charter furnished the model for the organization of privately endowed colleges.

Pennsylvania was not exempt from the general rule, but "received public aid in money through the Colonial period from the King and proprietaries of the province. It also received a gift of about 2,500 acres of land from one of the proprietaries."

In Colonial times State aid was the rule rather than the exception. Of the nine colleges founded during the Colonial period all received more or less aid directly from the State. The University of Pennsylvania, Columbia and Dartmouth were each, for brief periods, State institutions.

During the quarrel with England, which led up to the Revolution, the conservative element in the colleges led them to side with the King against the Colonists, and, as a result, a widespread feeling of dissatisfaction grew up through the Colonies. When King's College (later Columbia) was founded, in 1752, a tremendous wave of sentiment was created in favor of organizing it as a State college. In 1775 Washington advocated a National University, and there was an attempt to have a provision for a National University incorporated in the Federal Constitution.

The early nineteenth century was characterized by the prevalence of the idea of State control of education. As a consequence, the States of the West and the Northwest, which were erected after the Revolution, were dominated by this public sentiment, out of which has developed in them the modern State university.

The five largest American universities on State foundation are, in the order of student enrollment, Michigan, Minnesota, Illinois, Wisconsin and California. All of these universities have been growing during the two decades since 1889. In fact, a comparison will show that there has been more growth among the State universities than among those on private foundation. This is probably explained by the fact that the States have been most generous in appropriations of money for the maintenance of these institutions. For example, the University of Michigan has received nearly five millions from the State since its foundation, the University of Wisconsin eight and a half millions, and the University of Minnesota seven and a half millions. In 1907-08 Michigan received \$658,000, Wisconsin \$881,000 and Minnesota \$1,139,000, and a similar amount is ordinarily appropriated from year to year.

Thus the income of these universities has been guaranteed over a long period of years, and with each succeeding decade more pride has been taken in their work by the people of the various States, so that to-day the State universities stand as a splendid monument to the foresight and generosity of the people of the Central and Western States.

	1889	1909	Percentage of Increase
Michigan	2,153	5,118	140
Minnesota	781	4,687	500
Illinois	418	4,400	952
Wisconsin	722	3,876	437
California	701	3,751	435

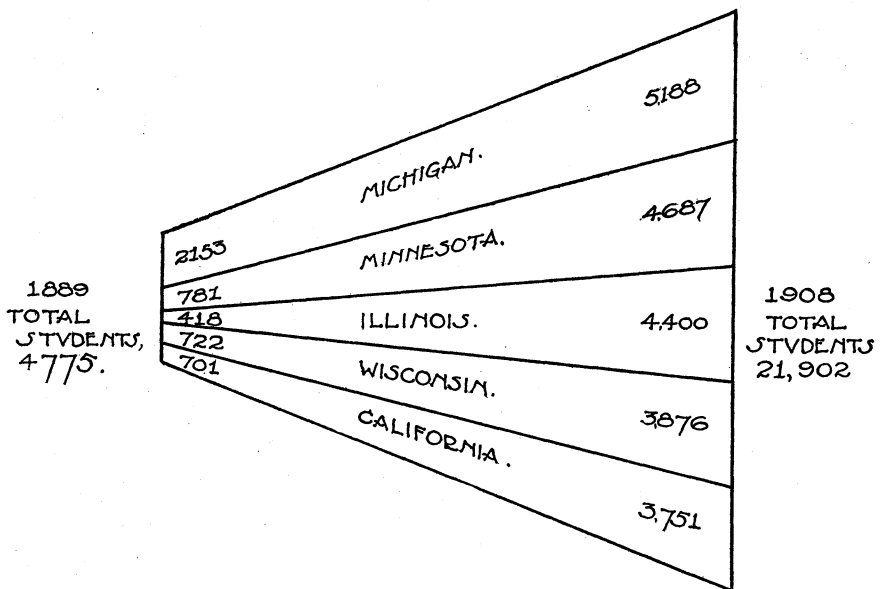
In this table it will be observed that the university which has made the least growth is Michigan, with 140 per cent., a growth slightly less than that of Harvard and Yale, among the privately endowed institutions. The other four State universities, however, show an increase in enrollment which is in three cases twice and in

Class of Eighty-nine

one case three times as great as that of the most rapidly growing of the institutions on private foundation.

The same facts are sharply brought out by a comparison between the chart showing the growth of private universities and that which shows the growth of State universities.

GROWTH OF UNIVERSITIES
ON
STATE FOUNDATION.
1889 - 1908.



SO it becomes apparent that since 1889 Pennsylvania has been growing in size and influence and has widened her sphere of activity. While she is well in the lead of the universities on private foundation, those on State foundation show an increase in enrollment far in excess of that shown by Pennsylvania. On the whole, the State universities make by far the best showing so far as enrollment is concerned.

UNIVERSITY DEVELOPMENT



MANY of us have never thought what the University's framework looks like. For it has, of course, its real plan of internal organization, something like the drawing shown on page 90.

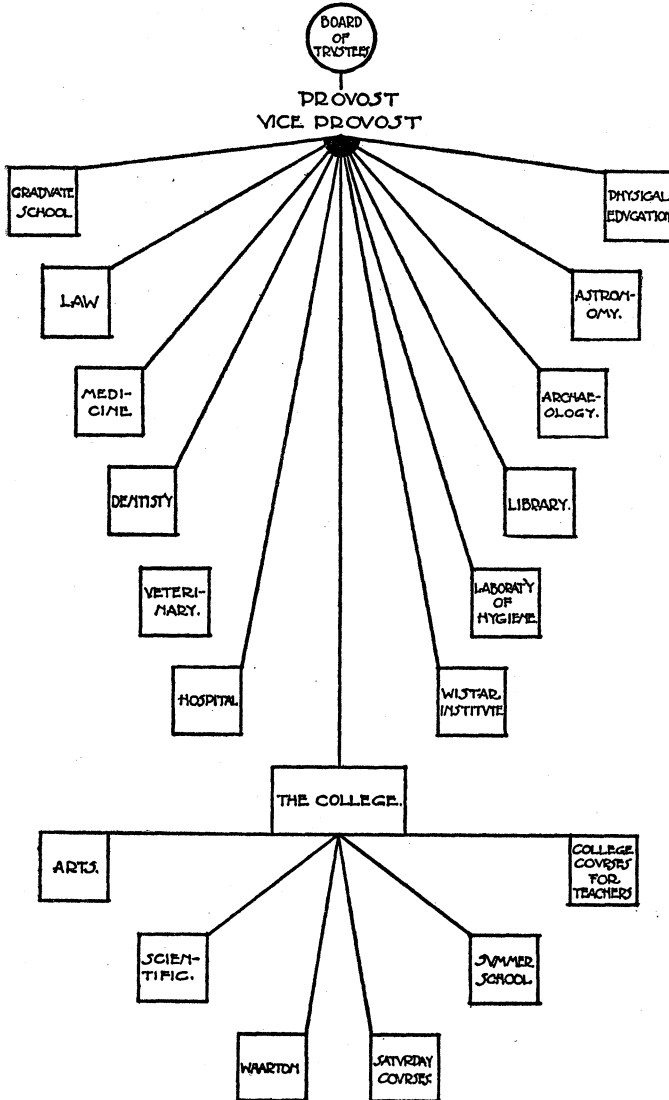
The Board of Trustees has charge of general matters, and through the Provost and the Vice-Provost they manage the University. Of course, both the Provost and the Vice-Provost have considerable discretionary power, but their general policy is governed by the Trustees.

The Provost and the Vice-Provost come into immediate contact with the different departments of the University, each of which has its own organization and its own responsible head. The College is divided and subdivided into numerous departments or faculties, each of which has a certain amount of autonomy. So it appears that the University is an organized business concern, just as the Standard Oil Company, the United States Steel Corporation or the Pennsylvania Railroad are business concerns. It has its department heads, its Board of Directors or Trustees and all of the essential features of organized business. With this general view of the University business machinery in mind, let us look at the work of the different departments; find out what each is doing, and determine the part each is playing in the upbuilding of Pennsylvania.

(1) The College.

The Arts and Science, or cultural college course, was the original from which all of the other courses have developed, and its traditional position has led the great universities to throw most emphasis upon it. The strong tendency, however, which has developed in the modern world towards specialization in everything, including education, is resulting in a shifting of emphasis from the cultural or general courses to the scientific or special courses.

THE ORGANIZATION
OF THE
UNIVERSITY OF PENNSYLVANIA



First of all these scientific courses came the professional schools. There was a time when a boy studied medicine by rolling pills and "hitching up" for the local doctor; when a youth studied law by sweeping out the office and arranging the books for a legal practitioner; but those good old days are past. The modern world demands a more intimate knowledge of medicine and the law, and this knowledge can be secured only through long, hard study, as the graduates of the Medical and Law Schools can well attest. So professional schools have developed outside of the general college curriculum, and the cultural courses have ceased to be the one feature of higher education.

AFTER the development of the law and medical schools it was a long time before the organization of specialized schools was perfected. First came engineering, and later dentistry, architecture, journalism, banking, finance and commerce. Of late years there has also been a great development of the purely scientific courses. Chemistry is often described as the "brains of industry," and is indeed responsible for much of the progress in the manufacture of steel and various other of the leading products. The demand in the manufacturing plants for well-trained chemists is, therefore, increasing every year. Then, again, biology has been applied to the science of medicine, and the study of biology is one of the preparatory courses through which the modern doctor must go before he takes up the medical course.

The courses in chemistry and biology, which were formerly taken as electives in the cultural course, have grown until they occupy individual departments.

Then industry is evolving everywhere toward a "college-man" basis. Fifty years ago business was haphazard. It depended on the ability of the individual. To-day it is being rapidly developed into a worked-out science, written down in books, a fact particularly true of engineering, and becoming more and more true of banking, accounting, auditing, manufacturing and similar established lines of industry. As business is put on a scientific and more and more highly specialized basis, scientifically and especially trained men are needed to direct it. The result of this need is expressed in the demand which comes from all sides for college men in various lines of industrial activity. This

demand was first made in the engineering professions, but it has now extended until it applies to general business as well.

As already stated, professional schools were the first to break from the cultural courses. The professional schools at Pennsylvania have made great gains in the past twenty years of their existence. In fact, the medical, dental, veterinary and law courses stand out distinctively among the leading schools of their kind in the country and in the world. They have taken many steps in advance since 1889, principally by raising the standard of entrance to the courses, and adding new material to the curriculum.

HOW widely recognized is the character of the work of these professional schools is attested by the estimate in which they are held by persons outside of Pennsylvania. A table for 1908, giving the number of students from the State of Pennsylvania, from other States and from foreign countries, shows that in the Dental Department 47 per cent. of students are from outside of Pennsylvania and 26 per cent. are from outside of the United States. While the Dental Department leads in this respect, some of the other departments show almost as great a geographical distribution in their student body.

HOMES OF PROFESSIONAL SCHOOL STUDENTS, 1908.

	Medicine	Law	Dentistry	Vet. Med.
Pennsylvania	330	276	204	85
Other States	185	44	78	54
Foreign countries..	29	7	103	11

SO much, then, for the various departments and the work which they are doing. A word has just been said about the broad geographical distribution of the students in the professional schools. The University at large shows an almost equally pleasing geographical distribution. Pennsylvania has ceased to be a local institution and has become an educational center for the whole country, as will be

Old Penn and Others

25

clearly seen by looking over the following list of students from the various States of the Union and from foreign countries:

Students from:

North Atlantic States

Maine	20	Connecticut	51
New Hampshire	10	New York	216
Vermont	5	New Jersey	322
Massachusetts	66		
Rhode Island	9	Total	699

North Central States

Ohio	58	Missouri	16
Indiana	26	North Dakota	2
Illinois	18	South Dakota	
Michigan	10	Nebraska	2
Wisconsin	14	Kansas	5
Minnesota	13		
Iowa	20	Total	184

Southern States

Delaware	67	Kentucky	7
Maryland	61	Tennessee	10
District of Columbia.....	23	Alabama	14
Virginia	19	Mississippi	3
West Virginia	7	Louisiana	5
North Carolina	18	Texas	12
South Carolina	7	Arkansas	4
Georgia	15		
Florida	8	Total	280

Western States

Colorado	8	Oregon	2
Utah	14	California	12
Nevada	1		
Idaho	4	Total	53
Washington	12		

Class of Eighty-nine

Students from Foreign Countries (1908-9)

Argentine Republic	5	Honduras	1
Asia Minor	1	Ireland	1
Australia	22	Italy	2
Bahama Islands	1	Jamaica	1
Bolivia	1	Japan	7
Brazil	17	Mexico	9
British West Indies	2	New Zealand	14
Canada (including Newfound- land and Nova Scotia)....	17	Nicaragua	6
Chile	1	Panama	2
China	26	Paraguay	1
Colombia	5	Peru	2
Costa Rica	5	Philippine Islands	1
Cuba	17	Poland	3
Denmark	1	Porto Rico	11
Dominican Republic	1	Roumania	1
Ecuador	6	Russia	10
Egypt	1	Salvador	1
England	6	Sweden	1
France	8	Switzerland	1
Germany	13	Turkey	1
Guatemala	4	West Bermuda	1
Hawaiian Islands	1		
Holland	7		
		Total	245

THE UNIVERSITY AND THE STATE



FOR the State—what is Pennsylvania doing? Each year it furnishes to the State several hundred graduates, most of whom are trained in some particular branch of learning, who have made a specialized study of some subject and who have received an education preparing them to take a position in the State and assist in working out its problems.

In addition to the general college work, the University is making great efforts to reach the school teachers of Philadelphia, and the surrounding districts, by means of the summer schools, by Saturday, evening and special courses for teachers, and by means of a system of extension lectures given in different local centers. This work for teachers is resulting in higher standards for the teachers of Philadelphia and the surrounding towns, and is thus of incalculable value to the coming generation of Pennsylvania's children.

The University is also drawing students from all quarters of the world to Philadelphia. Here they are able to see at first hand the manufacturing and commercial facilities which the city affords, to come in direct contact with the great resources of the State, and to assist in developing them.

In return for these valuable services which the University is rendering to the State, the State should render some service to the University. It is not customary for the State of Pennsylvania to give large sums for private purposes without requiring in return the right to a certain control over the affairs of the institution to which the funds are granted. Better, however, a minimum of control from the State educational authorities than the existent necessity for the Provost to spend a great part of his time and strength in raising the funds with which to carry on the work of the University.

What are the State Universities doing for the States which support them? Here is a statement at first hand from the pen of Presi-

dent Northrop, of the University of Minnesota, made in response to the question, "What is the university doing for the State?"

"Educating 4,800 students, a large majority of whom live in Minnesota. Revolutionizing the agriculture of the State and training thousands of farmers. Creating an immense dairy interest—700 or 800 creameries. Training teachers for more than two hundred high schools. Training engineers for mining, mechanics, electricity and surveying. Training hundreds of doctors and dentists and pharmacists and lawyers in such manner that they take the lead wherever they live, lifting the general standard of thought and life for thousands. Doing?—doing all the good possible."

Is President Northrop's statement true? Apparently it is believed by the people of Minnesota, for during the life of the University, from 1869 to 1907, it has received from the State treasury \$3,500,000 for "support" and \$4,000,000 for buildings and other special purposes. In all, seven and a half millions in thirty years. In 1907-08 the University appropriation was \$1,139,000, and every year it increases as the University increases in size and value.

But is President Northrop's statement so exceptional? Could not Pennsylvania make as good a showing, or, indeed, a better one? Is not Pennsylvania sending out doctors, dentists, engineers and teachers—yes, and architects and veterinarians and business men especially trained in world-famed courses?

In what, then, does Pennsylvania differ from Minnesota? Merely in this, that whereas the State of Minnesota gives its University more than a million dollars annually in recognition of her importance and value, our State gives to the University of Pennsylvania scarce a quarter of a million dollars a year, most of it for a designated purpose.

A great university needs funds, particularly funds for maintenance. Among the universities on State foundation these funds are liberally supplied. With these institutions, thus furnished by an outside source with the sinews of war, the University of Pennsylvania is competing.

What are her chances of ultimate success if her Provost and Trustees are forced to collect practically all of the funds for maintaining the institution?

WHAT CAN PENNSYLVANIA DO?



WITH the united, consistent efforts of her graduates she can do anything. The graduates have rallied to her support in the past; they are doing it in the present, and they will do it in the future. What can Pennsylvania do? What are Pennsylvania's needs? There are five big ones:

- (1) More ground.
- (2) More buildings.
- (3) More departments.
- (4) More and better students.
- (5) More teachers.
- (6) More endowment.

AS to the Campus. The City of Philadelphia owns considerable land adjoining the University grounds. Any of this land which the city might convey to the University would furnish a welcome addition to the Campus, already overcrowded with the numerous buildings that have been erected during the past few years. What better use is there to which the city could devote the land? The University is an educational center drawing students every year from other parts of Pennsylvania, from other States, and from foreign countries. These men bring their abilities, their ideas, their money to the city, and while they may take away with them the two first, they invariably leave the last, so that the city is a gainer.

The University could use effectively a large amount of this city land now partially or wholly unused, while the city could not better invest its land than in a great educational institution which is bringing in students from every quarter, besides furnishing a high type of education and efficiency for the youth of Philadelphia.

Two parties with such a definite community of interest cannot do better than to come to a mutual agreement.

Then, the University is bounded on the north by a tract of residence property, built over with old structures which are neither an addition to the landscape, nor a source of pride to West Philadelphians. How long will it be before noble and useful University halls, interspersed with the soft green of the Campus, will occupy and beautify these dingy squares? The loyalty of the Alumni alone determines the answer.

AND the new buildings? First of all there is need of greater dormitory room. Did you ever live in the "dorms?" Then you do not know what "dorm" life means for college spirit. Several hundred men who live in the same big family have a feeling of common fellowship. Life in the "dorms" develops what our sociologists call a "Solidarity of Responsibility." Men who live there learn to care for the associations that brought them together, that keep them related. And this college spirit they never lose or forget.

Some parents, living at a distance, do not like to send their sons to live in a general boarding house. But a dormitory, a University institution, appeals to them, and the boys come and live there.

You would scarcely believe it, but when College opened last fall not only were the dormitory rooms over subscribed, but there was a long list of anxious ones, ready to snap up the room of any unlucky fellow who might miss his examinations, and be forced to spend another year at preparatory school grind. So we need the new dormitories, and although they are going up steadily, they might well go up faster.

"I will neither eat with you nor drink with you," remarked Shylock to Bassanio. That remark furnishes a splendid text for a sermon on the advantages of a common dining hall. If Shylock and Bassanio had eaten together they would have been friends. People who eat together become acquainted and they stay acquainted, too. Very fast friendships are made around a comfortable table, a fact which nobody can deny.

On the other hand, the common dining hall would increase student efficiency. If all of the indigestion, dyspepsia, ill temper, home-sickness and poor work for which the numerous "hash houses" scattered around the University are responsible could be heaped up in one big pile you would be horrified at its immensity. Bad food is

responsible for more poor work than athletics, Mask and Wig and the Ivy Ball all combined and multiplied several times, and a common dining hall, erected on the corner of the "big quad" which has been reserved for it, would do more to increase student efficiency than any event since the construction of the new gymnasium.

The Wharton School is at present luxuriating in two floors and a cellar of an old building once used by the medical students. The Wharton School would like to move, but it cannot. Why? Because while it has a lot, ready and waiting for a fine new building, it has not the \$450,000 necessary to erect the building. So it waits, rather impatiently, on the two ancient medical floors and in the medical cellar for a release, which will come—when? A building could be put up for less, you say. Yes, but we build for time at Pennsylvania.

And the School of Architecture feels just the same way. It is spending its days of tribulation in portions of an attic in a dear old building known as College Hall and doing some of its drawing in the old University Dining Hall. The State Legislature came very near to releasing it at the last session by an appropriation of \$250,000 for a new building, but the appropriation failed. So the architects, from their high perch, dream of white limestone and English brick and sigh for freedom. There is every reason to believe that when people wake up to the fact that Pennsylvania has the leading school of architecture in the country, something in the way of a new building may be forthcoming.

The Biologists long ago outgrew their neat little building in the Botanical Gardens, and they, too, are clamoring for room, and justly, for they are doing a great work, worthy of recognition and encouragement.

All of these projects are really interesting, don't you think so? But what would you say to a new College Hall, with its back toward the hurly-burly and unsightliness of Woodland Avenue, and its face toward a great stretch of open campus, with Houston Hall standing admiringly opposite and the Library and Logan Hall at either end? A long look ahead? Perhaps, but it will come, and the Campus will be a lot more of a Campus than it is now, and a lot more satisfactory to Pennsylvania men, old and new.

THE Departments can grow, too. In the first place, several new ones are needed. First, a department of agriculture; second, a department of forestry; third, a department of mines. Agriculture has until recently been more or less neglected by the educators. While one-third of those gainfully employed in the country are engaged in agricultural labor, no emphasis at all has ever been laid upon the training of men for this most important of all occupations. Of late years scientific discoveries have taught many things regarding the agriculture of the country, and the newer colleges of the West, and, latterly, the older colleges of the East, are taking up studies which relate directly or indirectly to agricultural development. The State of Pennsylvania contains much land which is susceptible of high cultivation. As yet, however, it has been but meagrely developed, owing to the lack of opportunity for agricultural training such as is furnished in the Western colleges and universities. In the near future it will devolve upon the colleges of Pennsylvania to open their doors to those who are to take part in the development of land, as they have in the past opened their doors to those who are to take part in clerical, professional or industrial life.

Pennsylvania, denuded of its timber, harassed by floods and droughts, is ripe for the development of scientific forestry, and while as yet progress in this direction has been slow, a school of forestry, founded at the University, would aid greatly in developing an advanced forestry policy in the State and even in the country at large. The countries of Europe and Asia have demonstrated the advantages which may arise from scientific forestry. Pennsylvania's need of it is great, and it but remains for her to imitate the methods now used abroad, in order to restore her forests and eliminate the burdens which flood and drought are imposing.

The State of Pennsylvania, moreover, leads every other State of the Union in her mines. While there are already schools of mines in various colleges through the State, there is, nevertheless, considerable room for extension in this direction, and the University could not do better than establish a department of mines to equal in efficiency and importance its departments of engineering.

But in addition to increasing the number of departments there is, in the second place, great opportunity for the growth of old departments. College education is being more and more sought in the fields

of science, theoretical and applied, and the greatest growth must, therefore, be expected in departments which furnish this character of training. The professional schools have been long established. Their field is already made, but the fields for the schools of engineering, architecture and chemistry and for the Wharton School of Finance and Commerce are almost virgin, and susceptible of a limitless development, which will come with the growing recognition of the need of higher education for modern specialized industry.

THERE must be an increase in student growth which may be measured either in numbers, in the calibre of the students, or in the territory from which they come. The usual method of estimating student growth is by number. This is, indeed, the only definite method which can be employed, and American colleges as a result have come to emphasize growth in numbers above all other considerations. Quantity, not quality, has been the rule of action. As a matter of fact, elements other than quantity are far more important; indeed, it is probably fair to say that the most important element of all is calibre. Not how many, but how good, is the test which the college should apply to its student body. Students go out to represent the University in the world, and one man of high calibre is a better advertisement for the University than one hundred mediocre men.

Student life and spirit are developed and improved by the calibre and not by the number of the men with whom the students come in contact. Some big universities are noted for lack of spirit, while some small ones are famous for its prevalence. Looked at from the standpoint of the students or of the University, therefore, quality and not quantity should be the primary consideration in University life.

Then, as already indicated, it is important to have students from a broad geographic area. Too much in-breeding is bad. Students who come almost wholly from a given vicinity do not give a sufficiently cosmopolitan atmosphere to a university to render the life there beneficial to those who attend it, or to give and insure the broad influence which it should have. Undoubtedly, therefore, calibre is the most important consideration, and territorial distribution comes second. And calibre cannot be measured numerically, though territorial distribution can to a certain extent.

In getting new students, therefore, it is undoubtedly better to try for quality rather than quantity. The University is doing its best to secure this quality by raising the standards of entrance and of courses. It remains for the Alumni to second their efforts by sending in good men.

NEXT let us consider the faculty. The student body is changing from year to year. The faculty is more permanent. There is a need for good students, and many of them. But the faculty is the most important of all. Students grow not because of their contact with campus or buildings, but because of their contact with men. A strong faculty will mean a strong student body, no matter what the character of the buildings or equipment. Some of the greatest discoveries of science, some of the most brilliant triumphs of literary scholarship have been achieved in dingy and ill-equipped buildings.

It must not be inferred from this statement that good equipment is undesirable. Good equipment is a wonderful stimulus to good work, but equipment without men cannot make a university, while men without equipment can. That is why the discussion about faculty has been reserved until now—it is by far the most important.

Pennsylvania needs in her faculties more men capable of advanced work. In the discussion of what has been done it was pointed out that there is now a larger number of professors than there was in 1889. The process should be reversed. The proportion of high-grade men should be increasing. Why has it not been so? The Provost answers, sadly enough, "We haven't the money." Every year there is a struggle to get the funds necessary to pay present salaries and costs of administration. From whence can come the funds for new chairs of instruction?

What is the remedy? There is but one, and that is well within the reach of the Alumni and the Class of Eighty-Nine. What would you say to "The Eighty-Nine Chair of Political Science," or of "Romance Languages," or of "European History," or some other such title? It would be an immense help to the Provost in his efforts to build up Pennsylvania.

Pennsylvania has lost strong men to colleges which could afford higher salaries; each year good men pass by who might be had were the funds at hand; and each year young men of promise leave the

University for fields of activity which present greater opportunity for advancement.

We must keep the strong men; capture the good men; and train up the promising young men in the way that they should go—the Pennsylvania way.

ENDOWMENT means the giving of a dowry. What a meagre one our Alma Mater possesses! In 1889 it amounted to \$1,049,094.41 (exclusive of land and buildings), and in 1909 it was but \$3,438,000.

This is a large sum of money, but when we consider the work to be accomplished and look at the endowments of some of our sister institutions, it is dwarfed indeed. Some of the larger endowments as they exist in 1909 are as follows:

	Number of Students.	Endowment	Endowment. Per Capita.
Columbia	5,675	\$28,542,000	\$5,029
Harvard	5,342	21,011,000	3,933
Yale	3,466	10,561,000	3,040
Cornell	4,700	8,800,000	1,874
Princeton	1,200	4,000,000	3,333
Pennsylvania	4,556	3,438,000	730

A comparison of these figures with the percentage of increase during the last twenty years will prove interesting and suggestive. While Pennsylvania in twenty years has increased in percentage nearly as much as Harvard and Yale combined, it was upon an endowment about one-tenth of their combined funds.

While Columbia increased 244 per cent. in this same period, Pennsylvania increased 278 per cent.; the latter has but one-eighth of the endowment of Columbia. Pennsylvania's growth considered in the light of these facts has been truly phenomenal. How long this vigorous growth can be maintained under such adverse circumstances is a grave question.

The minimum cost to the University for each student is \$350 per annum, and yet there is received from each an average of but \$175 yearly.

In speaking of the amelioration of disease and the lessening of suffering, Huxley says: "After all, it comes down to a question of finance," and in University work as well, in the long run, it certainly does come down to a question of finance. Professorships, Fellowships, Laboratories and Workshops cannot be maintained without endowments.

With a business corporation it generally happens that the more business, the greater the profit, but with a university it is frequently the case that the greater the work, the greater the loss. There can be no adequate financial return from research or laboratory work. Pennsylvania's greatest need is for adequate endowment. Others may erect buildings or give lands, but it should be the especial privilege of the Alumni to endow Scholarship. We have as devoted and loyal body of men on the Faculty as can be found in the country, and yet they are for the most part underpaid. How long is this to continue? These men are striving that the morrow may be the brighter.

Their efforts would be assured if every Pennsylvania man would say, as has Mrs. Florence Earle Coates in her "Song of the Red and Blue:"

Pennsylvania! glorious name!
 Thy brows with laurel bound;
 Never shall know the touch of shame,
 Nor be, through us, discrowned;
 Who, eager a part of our debt to pay,
 With thine honored sons of yore,
 Still follow the Red and the Blue to-day,
 And love thee forever more!

THE State needs the University for the development of its natural resources, its mines, manufactures and forests. Perhaps no other State has so great an abundance of these resources, yet they are being carelessly wasted, when in many cases proper, scientific care applied to them would conserve them for many years. The field in which the University can act may be greatly broadened, as has already been pointed out, by developing new courses in new fields.

The State needs the University to enable it to work efficiently; while the University of Pennsylvania, situated as it is in the chief city of the State, having on all hands a great laboratory of industry

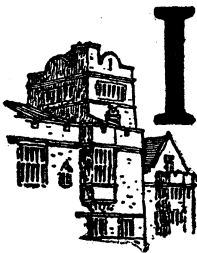
and society in which to work, with its excellent plant and efficient staff of instructors, is capable of supplying the need which exists for education in the development of the Commonwealth.

Pennsylvania has been growing. During the years of Provost Harrison's leadership more money has been contributed to the University than any other single purpose in Pennsylvania since the landing of William Penn. The student body has increased in size and influence; Pennsylvania's name is being repeated the world over; but something is lacking. In spite of the tireless energy expended by consecrated, able men, the universities on private foundation, except those which, like the University of Chicago, have practically unlimited means, are being slowly but surely outstripped by the universities on State foundation, which have behind them the wealth and resources of this or that great State upon which they can draw to any reasonable degree.

A university cannot do its work without income, and to this rule Pennsylvania is no exception. To meet the expanding needs of the community, and to place Pennsylvania in the lead of American universities, in standard, enrollment and scholarship, one thing is needful—the support of the Commonwealth for its child, the University.

Hand in hand the State and University must go to attain their highest aims and promote their greatest welfare. The State needs the University. Its great natural resources, its industry, its commerce, its institutions—all of these require for their development the leadership of trained, efficient men and women. To secure this training the State has but to turn to the University, provide it with the means for maintaining and continuing its work, and there will be gathered in men and women from every section of the State, ready and anxious to do their part in the great work. The University needs the State. Its buildings, its equipment, its administrative expenses—all of them must be provided for, if it is to continue its present work. In addition new land must be secured, new buildings erected and new expenses incurred, if the University is to maintain its place and fulfill its proper function in the Commonwealth.

PENNSYLVANIA—TWENTY YEARS AFTER—A COMPARISON



IN no way, perhaps, can we better appreciate the tremendous growth of Pennsylvania during the last twenty years than by making some comparisons.

In the foregoing pages you have seen that the student body in the University has grown from 1,200, in 1889, to more than 4,500, in 1909. The percentage of increase is 278. There are now more students from outside of the State of Pennsylvania—1,461, to be accurate—than there were in the whole University in 1889; there are almost as many students to-day from foreign countries alone in the University as there were in the whole institution in 1889.

The College alone has now twice as many students as were in the whole institution in 1889. The College alone is now larger than either the whole of Harvard, Yale, Columbia or Cornell in 1889. Think of it! The College alone in 1909 larger than the whole of Harvard in 1889! The College alone to-day is larger than the whole of Cornell and Yale combined in 1889. It is difficult to describe the tremendous growth of Pennsylvania, and we can best understand it by these comparisons.

One of the foregoing charts depicts the growth of the enrollment in the College Department. The Scientific courses have increased the most rapidly. The students in these courses alone to-day number nearly three times those who were in the whole College in 1889. The students in the Wharton School to-day are greater in number than the whole College contained in '89. This is also true of the Department of Arts and Sciences and of the Teachers' Courses.

The figures on a preceding page showing the annual cost of administering the University have also a lesson for us. The annual budget has grown from \$264,000, in 1889, to \$739,000, in 1898, and in

1907 this annual expenditure was considerably over \$1,000,000. If this growth in expenditure keeps on in the next twenty years in the same ratio either our faithful Provost, or some successor, will have to raise the stupendous sum of \$4,000,000 per annum.

On a preceding page you have seen a chart showing the growth during the last twenty years of Harvard, Yale, Columbia, Cornell and Pennsylvania. The latter to-day is almost as large as Harvard, Yale and Cornell combined in 1889. The percentage of increase during the last twenty years at these institutions is interesting as well as instructive. At Cornell it was 300 per cent.; Pennsylvania, 278 per cent.; Columbia, 244 per cent.; Harvard, 156 per cent., and at Yale, 154 per cent. The increase in percentage at Pennsylvania almost equals the increase in twenty years of Harvard and Yale combined. Cornell, you will find, leads us by about 22 per cent., but when we stop for a moment to recall that in the last twenty years Cornell has received from the Commonwealth of New York and from the Federal Government over \$3,000,000 at least we have accounted for the slight lead which she has.

On a preceding page you have seen a chart showing the growth for the last twenty years of the State universities, and the story told is even more remarkable than that of the growth of the institutions on private foundations. In that time the University of Michigan has increased 140 per cent., the University of California 435 per cent., the University of Wisconsin 437 per cent., the University of Minnesota 500 per cent., and the University of Illinois, where one of our faculty is now President, Dr. Edmund J. James, has actually increased 952 per cent.

NOW, what do these figures suggest? They very clearly point out that if Pennsylvania is to be kept abreast of the leading institutions of the country that in addition to the assistance which the University receives from the Alumni and from private sources she must supplement these by assistance from the Commonwealth of Pennsylvania, in return for the grand work she is doing for the State. The Alumni in every county must see to it that the needs of Pennsylvania are kept before the public, and that the great work which she is doing for the Commonwealth is properly appreciated.

WHAT WE CAN DO

OUR problem is perfectly clear then. The University needs campus, buildings, departments, students, faculty, and funds for administration expenses. Who is to provide the means for supplying these needs?

The Provost has heretofore been carrying almost the entire financial burden. His time has been consumed in money raising, when it should have been free for the work of University organization. Yet in spite of his energy and perseverance funds are woefully lacking. Who is to supplement the efforts of the Provost; assume a part of his overwhelming financial burden, and release a part of his time for work other than money getting? There is but one group sufficiently interested in the welfare of Old Penn to assume this burden—the Alumni. They have benefited in the part by what others have done for Pennsylvania. Will they in turn make some sacrifices for those who are following them through her courses?

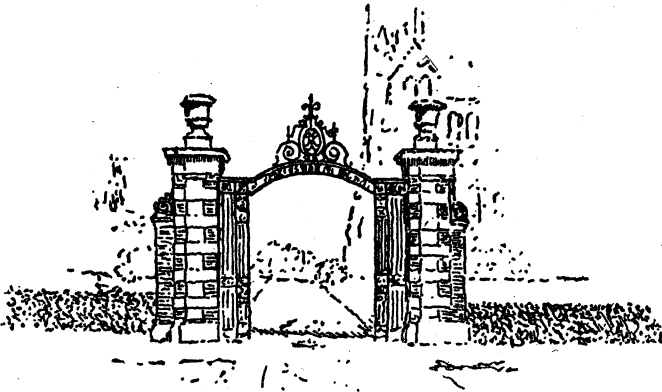
Two ways of securing funds are open to the Alumni:

I. They must organize, and personally raise the necessary funds, and

II. They must organize, and persuade the State to give the necessary funds.

The field is almost virgin. What a glorious opening it furnishes for the Class of Eighty-Nine and the Alumni of all classes.

—GEORGE HENDERSON.



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