THE STUDY OF HISTORY IN THE UNIVERSITY OF PITTSBURGH *

By Alfred P. James

Short titles are rarely exact. It is well, therefore to state in advance that this paper is intended to be a survey of the social science in the curriculum of the Western University of Pennsylvania and in the University of Pittsburgh, as the institution has been known since 1908, from 1822 to the present day with attention confined in the last quarter of a century largely to the subject of history.

In a paper read before this society two years ago mention was made of the value of old city directories and the fascination of research in old newspapers. (1) Work on this paper has abundantly proven that there is equal value and almost equal fascination in the study of old educational catalogues and bulletins. The highly regrettable feature is that the latter material strange to say is not so systematically preserved. Our educational institutions need archivists.

Two factors, it must be admitted, detract from the otherwise dramatic character and interest of the subject under consideration. The first of these is the phenominal development in recent years of the century old institution now known as the University of Pittsburgh. The second is the somewhat recent and equally phenominal development of study of the social sciences in many educational institutions. Each of these factors call for preliminary consideration and at the risk of prolixity must be gotten out of the way. (2)

* Paper read before the Historical Society, April 27, 1925.

1 Alfred P. James, "The First Convention of the American Federation of Labour, Pittsburgh, Pennsylvania, November 15th, 18th, 1881, A Study in Contemporary Local Newspapers as a Source," Western Pennsylvania Historical Magazine, VI (1923), 201-233; VII (1924), 29-56, 106-120. This was also published as a pamphlet.

2 For more detailed sketches of the history of the University Pittsburgh, consult first various writings of Dr. W. J. Holland, who not only re-made the school but re-discovered its past history. Among his most important contributions are: an article in the American University Magazine, VI (1907), 70-83, entitled "Western University of Pennsylvania"; an article with the same title in the Biennial Report upon Higher
"Almost immediately after the first families settled in Western Pennsylvania, private schools sprang into being and the educational aspirations of the people of the village of Pittsburgh found expression in a school which, beginning probably in 1770, was known as the Pittsburgh Academy in 1786 and was formerly incorporated as such by act of the Legislature of Pennsylvania in February, 1787." (3) By 1819 "the school had grown enough to suggest that its curriculum should be so enlarged as to make it an institu-

Education in the State of Pennsylvania, 1900, pp. 170-177; an address in 1912 printed in University of Pittsburgh Bulletin, Vol. 8, No. 21., Celebration of the 125th Anniversary, pp.104-121; and a collection of important documents connected with the University entitled, "Acts of Assembly and other Important Papers Relating to the Western University of Pennsylvania" (Pittsburgh, 1902). Consult next the work of Dr. S. B. McCormick, an article entitled "History of the Western University of Pennsylvania", in John N. Boucher, A Century and a Half of Pittsburgh and her People (4 vols. New York, 1908), II, 294-324, the content of which is also found in the University of Pittsburgh Bulletin, Vol. 4, No. 2 ( ), and in the Alumni Directory, University of Pittsburgh, 1787-1910, I (Pittsburgh, 1910), pp. 1-33. A condensation of this material is found in annual catalogues, 1905 ff. A good brief historical sketch is found in an article entitled, "The University of Pittsburgh and Its Contribution to the Development of the Pennsylvania Policy of Public Higher Education" in Legislative Acts and Public Documents Relating to the University of Pittsburgh (Compiled by George Jarvis Thompson, Pittsburgh, 1923). It is generally understood that Dr. W. J. Holland and Dr. S. B. McCormick plan to write a comprehensive history of the University.


Annual Catalogue of the Western University of Pennsylvania, Year Ending June, 1906, p. 27. On the very early history of education in Pittsburgh, consult the Standard History of Pitts-
tion of higher learning;" (4) so on February 18, 1819 an Act was passed chartering the Western University of Pennsylvania. (5) "From 1787 to 1819 the institution was simply an academy. From 1819 to 1892 it was a College only" (6) in spite of its name, Western University of Pennsylvania. In the meantime its history had been checkered. As usual in human society its ideals were higher than its accomplishments.

In accordance with the charter of 1819 a somewhat elaborate educational programme was set up in 1822. (7) A further development of the programme was outlined by the second principal of the University in 1835. (8) And in 1843 under the third principal a law school was established and a Teachers College organized. (9) But within two years such ambitions were nipped in the bud by disaster, which fell not only upon the University but upon the city. The great fire, of April 10, 1845, wiped out the building and equipment of the institution and doubtless destroyed most of the meagre records of the University then in existence. (10) In the confusion which followed there was no school

4 Annual Catalog. _Year Ending June 1906_, p. 28.
5 Thompson, _op. cit._, pp. 71 ff. Note that the _Annual Catalogue_, cited in the preceding note, gives the date as February 19th, a typical example of the unreliability of even official documents.

6 Report of the Chancellor to the Board of Trustees of the Western University of Pennsylvania in Annual Session June 3rd, 1907, p. 4.
7 The System of Education . . . adopted by the Trustees of the Western University of Pennsylvania, 1822. The original recovered from an old corner stone is in the archives of the Board of Trustees. A photostat copy is in the Central Carnegie Library of Pittsburgh. The document should be printed.
8 The Inaugural Address of the Rev. Gilbert Morgan, President of the Western University of Pennsylvania (Printed by E. Lloyd and Company, Pittsburgh, 1835). A copy is in the possession of Dr. W. J. Holland, former chancellor.
10 The Pittsburgh Gazette and Advertiser, April 11-12, 1845. Note the advertisement April 11th, "Western University. Arrangements will be made in a few days to resume the exercises of the Institution—H. Dyer."
for five days. The size of the students body may be inferred from the fact that the students were called to assemble on April 16th in the Lecture Room of Trinity Church. (11) Worse, however, was to be the fortune of the institution in the near future. New buildings erected on Duquesne Way were wiped out by fire on July 6, 1849. (12) The meagre size of the University at this time may be noted from the newspaper statement that the University "was insured to the amount of $8000 on the building and $500 on the furniture and philosophical apparatus. (13)

For seven years, from 1849 to 1855, the University was compelled to suspend operations, but in the latter year it began work which has continued to the present time. Six years later in 1862, courses in law were resumed and appear to have continued for exactly ten years. (14) In the following year, 1863, the school year was divided into four terms of ten weeks each, a system followed for many years; (15) more science was added to the curriculum; a four years scientific as well as the old four years classical course was outlined; and a course in military tactics was added, doubtless under the influence of the Civil War then at its height. (16) In 1865 a Chair of Engineering was added and a four year course in Engineering soon established. (17) In this same school year occurred the acquisition of the Allegheny Observatory, an adjunct which has continuously brought distinction to the school. (18) With this organization and system, modified only by attempts to expand the curriculum, probably under the influence of the elective system introduced at Harvard University by Presi-

11 Ibid., April 15th and 16th, 1845, advertisements.
12 Pittsburgh Daily Gazette, July 6, 1849.
13 Ibid., July 7, 1849.
14 Thompson, op. cit., p. 20, and Catalogue of the Officers and Students of the Western University of Pennsylvania for the year Ending June 27, 1862 and succeeding issues to 1873. Copies are in the possession of Dr. W. J. Holland and copies from 1867 to 1873 in the Western Pennsylvania Theological Seminary Library.
15 Thompson, op. cit., p. 20 and catalogues 1863 ff.
16 Ibid.
18 Thompson, op. cit., pp. 20, 91-96.
dent Elliott, the institution continued with little change for the next quarter of a century. (19)

"In 1892, the institution became a University in fact as it had been in name by the addition of the professional departments and by the enlargement of the Engineering Department." (20) Since 1891, professional schools, in the case of some of which affiliation preceded ownership, have been added as follows: Medicine in 1892; Law in 1895; Mines in 1895; Pharmacy in 1896; Dentistry in 1896, Graduate, 1906; Economics in 1908; (21) Education in 1910: (22) and Chemistry in 1914. (23) By no means to be omitted is the fact that in 1895 co-education was decided upon and young ladies admitted to the institution in the autumn of that year. (24) In the twentieth century the institution has grown marvelously, improved in many ways, and became one of the large American universities.

The matter of student enrollment in an educational institution possesses peculiar fascination. Though of the first half century of its existence as a University in name the records, consisting mainly of the names of alumni, are scanty, it is safe to say that during all the period, the collegiate student enrollment was below fifty annual registrations. (25) From 1862 to the present time catalogues are extant and the student enrollment in work supposed to

19 In addition to the two sets of catalogues mentioned in footnote 14, fairly complete sets of catalogues for the last forty to fifty years are in the possession of the University Library, of the Registrar, of the Carnegie Central Library, of Dr. S. B. McCormick and of the Dean of the School of Engineering.
20 Report of the Chancellor to the Board of Trustees of the Western University of Pennsylvania in Annual Session, June 3rd, 1907, p. 4.
21 Renamed, in 1921, the School of Business Administration. This school began with the Evening School of Economics which remains a vigorous subdivision of the School of Business Administration.
22 This school has had numerous important subdivisions such as the Summer School and the Extension or Extra-Mural Division.
23 Re-organized in 1921 as a department of the College.
24 Catalogue ... for the year Ending June 1896, p. 18.
25 The Catalogue ... for the year Ending June 26th, 1868 gives 33. This may have been a result of the Civil War which played havoc with colleges.
be of a college grade can be easily ascertained. (26) Probably as a result of the addition of scientific and engineering courses which since that time have had great vogue in the University and it may be as a result of Pittsburgh confidence arising out of President Grant's election in 1868, the enrollment jumped to ninety-five in 1868-1869, (27) a figure not exceeded until 1891. (28) Owing to the addition already mentioned of the professional schools and possibly other personal and economic influences, the enrollment rapidly increased from 101 in 1891 to 778 in 1899. (29) In the twentieth century a progressive increase, most notably since the World War, has taken place in the student enrollment. In the first semester of the year 1924-1925, the total enrollment in all schools reached the astounding figure of 7641, not counting more than 1800 in the Summer School of 1924 nor students registered in extramural or extension courses.

Equally as interesting as the growth of student enrollment has been the expansion of the faculty engaged in work supposedly of a grade above secondary education. In 1822 there were five professors who in addition to work in the preparatory department of a sub-collegiate grade, all occupied positions as active clergymen in Pittsburgh churches. (30) In 1835 seven professorships were outlined, two of which were dependent on the raising of funds (31) which probably were not secured, for in 1842 only

26 Such statistics are highly misleading. Names are counted when from old record books in the custody of the Registrar, it is plain that students registered and later withdrew, some before the completion of any work and many before the end of the first year. And as in the case of all metropolitan institutions of higher learning a large proportion of the enrollment consisted of part time students carrying a meagre schedule.

27 Consult the Catalogue etc., for the year Ending June 25, 1869.

28 The statistics can be secured from extant catalogues, and, since 1880, from old recorder's books in the custody of the Registrar.


30 The System of Education, etc., adopted by the Trustees of Western University of Pennsylvania, 1822, p. 18.

31 The Inaugural Address of the Reverend Gilbert Morgan President of the Western University of Pennsylvania, 1835, p. 16. A copy of this is in the possession of Dr. W. J. Holland.
four professorships are mentioned. (32) On its re-opening in 1856 after the suspension of functions caused by fire, provision was made for a faculty of seven. (33) From that date until 1891 the faculty numbered less than twenty and was about what one would expect in a small college with less than a hundred students. By contrast the faculty of 1923-1924 numbered 735, (34) many of whom, however, were physicians, dentists, lawyers, and business experts connected with the professional schools and the Evening Division of the School of Business Administration and devoting only a small amount of time to their University positions. Of this number probably not more than one third or about 245 were fully employed in instructional or administrative work. What disproportion exists between the increase in student enrollment and the expansion of the faculty is easily explained by the increased efficiency of so called mass instruction which comes with large enrollment.

To mention briefly the other factor which detracts from my subject, the social sciences in education are a development of the last century and a half. From the close of the Middle Ages until well into the nineteenth century education was dominated by the classics. Theology, philosophy and mathematics with some deductive sciences shared the monopoly of higher education. Through these subjects and as illustrative material for these subjects some social sciences crept into the curriculum. The development of nationalism and national patriotism produced increased historiography and led to the incorporation in the educational curricula of the study of history and national institutions. Yet some institutions of higher learning had no professor-

32 An Address delivered at the Annual Commencement of the Western University of Pennsylvania on Tuesday, August 9, 1842 by George Uphold, President of the Board of Trustees with an Outline of the Course of Study, the Regulations of the Institution and a list of the Trustees and Faculty (Printed by William Allinder, Pittsburgh, 1842), p. 10. A copy of this is in the possession of Dr. W. J. Holland.

33 Proceedings and Addresses at the Re-opening of the Western University of Pennsylvania, Friday Evening, December 19, 1856 (Printed by W. S. Haven, 1857), p. 4. Copies of this are available in the files of Dr. W. J. Holland and in the office of the Registrar.

34 Faculty Directory, 1923-1924.
ships in the social sciences until the twentieth century. (35)

As will be noted later the first such position in the Western University of Pittsburgh was actually filled in 1906.

In Randolph-Moene College, Ashland, Va., founded in 1832, the first such position was established for Dr. William E. Dodd in 1901. In Oxford University, Oxford, England, the modern history course is a matter of the last half century. Dr. George P. Donehoo in his address at the dedication of the Washington Crossing bridge (36) lamented the neglect of local history. Mr. John E. Potter in his paper read before the Historical Society in March echoed the lament. Such lamentation is chronic. It found vent in France and Germany in the eighteenth century. (37) In 1835 President Morgan of the Western University of Pennsylvania in his inaugural address, remarked, "Our own history is too full, rich and eloquent to be excluded by the schoolboys Greece and Rome." (38) Probably no one has more expressed the sentiment than Professor David Saville Muzzey in an address before the National Educational Association in 1905. (39)

A partial explanation of the situation thus lamented is to be found in a consideration of the curriculum in higher educational institutions where until comparatively recently the social sciences have been under a cloud. This will be revealed in the development of the subject.

The first information I have been able to find in regard to the curriculum dates from 1822 when the ideas of the charter of 1819 in regard to higher education were first put into practice. In the third year of the preparatory department at this time it was provided that:

"Approved abridgments of Roman, Grecian and English history shall be selected by the Faculty for the use of the students, who will be required to undergo frequent

35 Any collection of old catalogues may be consulted for evidence.
36 Western Pennsylvania Historical Magazine, VIII (1925), p. 68.
examinations in this important branch of education.” (40) For freshman collegiate work it was provided that, “Historical reading shall be extended subject to rigid examination.” (41) Among the branches which were “to form the most important labours of the junior class, and to claim the peculiar attention of the Professors,” was history. (42) For the senior year there was provision that “Criticism, the principles of political philosophy, political economy, general history and the history of the progress of human society shall be particularly attended to.” (43)

It is plain that the curriculum ideals of 1822 in the social sciences were high. They were based on an educational philosophy set forth as follows: “It will be apparent, that it has been the great aim of the undersigned to blend the solid with the ornamental, the useful with the elevated; to unite the popular with the practical modes of instruction; and keeping constantly in view the track of nature to conform the system here reported, as well to the development of the history of the intellectual man, through the medium of ancient languages, as to the common pursuits of human life and the political institutions of our country.” (44) The weakness was in the staff and not in curriculum or ideals. The Rev. Robert Bruce, a graduate of the University of Edinburgh, evidently taught all the social sciences. He was pastor of the Associate Presbyterian Church in the city, a position presumably requiring time and effort. He was also Principal, or, as we would now say, Chancellor of the University. In addition he was Professor of “Natural Philosophy, Mathematics, Chemistry, Mineralogy, Natural History, Ancient and Modern Geography, Chronology, Civil and Ecclesiastical History, Natural Theology, the Progress of Human Society, Political Economy and General Policy.” (45)

40 The System of Education . . . adopted by the Trustees of the Western University of Pennsylvania, 1822, p. 6.
41 Ibid., p. 10.
42 Ibid., p. 11.
43 Ibid., p. 11.
44 Ibid., p. 13.
45 Ibid., pp. 1, 18. Note that on p. 16 under the caption “Misdemeanors and Offences” it is laid down that, “Duelling, or any concern in providing or abetting it, shall be punished, in all cases by expulsion,” and that “No student shall be per-
But for the fact that there were four additional professorships with sub-divisions only slightly less numerous one might conclude that Principal Bruce was a university faculty in himself.

Our next curriculum information is in 1835. (46) As has been noted, American history was emphasized, confirmation of the impression one gets from the system of 1822 that history at that time was mainly ancient. One of the two professorships outlined, but probably not filled, was that of "Professor of History and Political Science" a position which was not filled until 1906. Under "Political Science" the statement was made that "The Science of Government will comprehend political history, constitutional law, the wisdom of our various institutions, qualifications for office, sources of danger, of happiness and wealth." (47)

An extant document of 1839 unfortunately gives us no curriculum data, (48) but what amounts to a catalogue for 1841-1842 has survived. (49) The plan at that time contemplated "four professorships: viz—Mathematics and Natural Philosophy—of Moral and Intellectual Philosophy—of Ancient Languages—of Rhetoric and Belles Lettres, including History and Political Economy." (50) So far as the social sciences are concerned, this plan represents retrogression and loss of ideals. Philosophy and the Ancient Languages dominate the curriculum. The Professor of Rhetoric and Belles Lettres was assigned in English six

46 The Inaugural Address of the Reverend Gilbert Morgan President of the Western University of Pennsylvania (E. Lloyd and Company, Pittsburgh, 1835).
47 Ibid., p. 10.
48 Address delivered before the Tilghman Literary Society of the Western University of Pennsylvania on the 25th, February 1839, by Samuel W. Black. Copy in the possession of Dr. W. J. Holland.
49. An Address delivered at the Annual Commencement of the Western University of Pennsylvania on Tuesday, August 9, 1842 by George Upfeld, D.D., President of the Board of Trustees with an Outline of the Course of Study, the Regulations of the Institution and a list of the Trustees and Faculty (William Allinder, Pittsburgh, 1842). Copy in the possession of Dr. W. J. Holland.
50 Ibid., p. 10.
courses: "General Principles of Grammar, Rhetoric, Criticism, History of Literature, English Composition, Declamation" and in the social sciences five courses, "History, Philosophy of History, Constitutional Law, International Law, Political Economy." (51) An extant document of 1844 furnishes no light on the curriculum (52) and as a result of the fires of 1845 and 1849 and the consequent suspension, our next information dates from 1856. By this time probably under the influence of Pittsburgh industrial development the social science ideals of 1822 and 1835 had still further evaporated. The seven professorships set up were as follows: "Professor of Metaphysics, Belles Letters and Ethics, Professor of Ancient Languages, Professor of Chemistry and Natural Science, Teacher of Ancient Languages, Teacher of the French Language and Teacher of the German Language." (53) Not a word in these titles indicates interest in the social sciences. And the course of study outlined shows the same lack of conception of the study of human society. With the German and French as extracurricular subjects, for which an extra charge of five or six dollars each was made, the curriculum or course of study consisted of four divisions, I, English including "Grammar; Civil and Physical Geography; Rhetoric; Logic; Intellectual and Moral Philosophy; Elements of Criticism; Butlers' Analogy; History; Physiology." II, Latin including a Reader and ten Latin authors. III, Greek including a Reader and eight authors; and IV, Mathematics including "Arithmetic, Algebra, Geometry, Trigonometry, Civic Sections, Natural Philosophy; Surveying; Descriptive Geometry, Astronomy." The absence of a schedule or other precise information leaves no light on the relative amount of time given to the subjects mentioned. (54)

Somewhat more social science was introduced in the

51 Ibid., p. 22.
52 Address delivered before the Philomathean Literary Institute of the Western University of Pennsylvania, June 27, 1844, by David Ritchie (William Allinder, Pittsburgh, 1844). Copy in the possession of Dr. W. J. Holland.
54 Ibid. p. 60.

(55)

In 1863, the year of the adoption of the four ten weeks term plan, Guizot's History of Civilization was dropped into the fourth term of the Junior Year and Weber's Universal History taught in the same term and no longer in the Sophomore year. (56) In 1864, Guizot's History of Civilization was dropped still lower into the third term of the Junior Year, and Story on the Constitution substituted for Vattel's Law of Nations in the Senior Year, (57) but in 1865 Vattel's Law of Nations was restored as an additional subject in the third term of the Senior Year. (58) In the following year Guizot's History of Civilization was continued in the third term of the Junior Year and a solid year of social science

55 Catalogue of the Officers and Students of the Western University of Pennsylvania, for the year Ending June 27, 1862, (W. G. Johnston & Company, Pittsburgh, 1862), p. 11, Copy in the possession of Dr. W. J. Holland.
56 Catalogue, etc. 1863.
57 Catalogue, etc., 1864.
58 Catalogue etc., 1865.
prescribed for the senior year consisting of Willson's Universal History the first term, Wayland's Political Economy the second term, Woolsey's International Law the third term and Story on the Constitution the final term. (59) The social sciences are at least given the honor of advanced studies. This social science curriculum was retained until 1869 and these were the only subjects in the social sciences until 1891.

In the meantime Rudolph Leonhart who had entered the Institution as Teacher of the German Language in 1862, (60) was made Professor of German Language and General History in 1866. (61) For exactly forty years thereafter the titular teacher of the social sciences was also teacher of German. In 1869 Professor Leonhart made his "Exitus" as the catalogue says, as did also "Mr. Scheib, German and History" who appears to have served temporarily as the second titular professor of the social sciences in the institution. (62)

In 1869, Paul F. Rohrbacher, a well known figure in the history of the University, was made Professor of German Language and General History, a position he occupied in actual service until 1896, and as Emeritus Professor until his death in 1899. (63) With this year, 1869-1870, occurred

59 Catalogue etc., 1866.
60 Catalogue, etc. 1868, p. 4.
61 Catalogue etc., 1867, p. 4. Copy in Western Theological Seminary Library.
63 Information concerning Professor Rohrbacher is easily obtainable not only from old students but from official publications and other documents. According to the University Courant, Vol. III, No. 3 (March 1899), p. 4, "Professor Rohrbacher acquired his education in one of the German universities and spent some time in France and England before he came to America." I have been unable to find anything written by him but the paper just mentioned, a student publication, Vol. XI, No. 4 (December, 1895), p. 3, remarks "Professor Paul F. Rohrbacher delivered his well known lecture on the 'Pennsylvania Dutch' on the evening of December 13. The genial Professor had a very appreciative audience, and all went away with their admiration for him made stronger than ever before. The lecture was not only very instructive but also humorous." And Dr. W. J. Holland informs me that he probably contributed small items to a local German paper, Der Freiheits Freund. The Western University Courant,
a change in the social sciences program with the introduction of a full year of sophomore history consisting the first two terms of "Essays" and the second two terms of "Topics." (64) With only slight changes in texts the full year program of the social sciences in the senior year of 1865 was retained. (65) No change appears to have been made in the following year but, in 1871-1872, we find an early evidence of the conception of the superiority of the topical treatment of history in the application of the

Vol. XII, No. 1, (October, 1896) contains a long historical sketch of Professor Rohrbacher. He was born in the Grand Duchy of Baden, October 27, 1867. In reply to a request for information about himself he characteristically replied "There is nothing particularly notable or extraordinary to record of my youthful days. I was a sort of an every-day youngster." He was a revolutionary liberal in 1849 and was compelled to retire to Switzerland. In 1850 he came to America. He taught in Tennessee and Mississippi but was compelled to leave the South at the time of the Civil War. Like so many of his countrymen he fought for the Union in the Civil War. In 1869 he became an instructor in German and History at the Western University of Pennsylvania. According to the Courant, Vol. XII, No. 1, (October, 1896), p. 1, failing health compelled him to resign in 1896. He died October 24, 1899 according to the Catalogue . . . for the year Ending June 1900, p. 8. To the students Professor Rohrbacher was affectionately known as "Rhory" or "Rory". The editors of the student paper, Western University Courant, Vol. XIV, No. 4, p. 129, in obituary remarks, paid him the following testimonials: "He was considered without a peer as a teacher in the specialties of which he had charge, the German language and ancient, mediaeval and modern history of the world . . . . He has also earned laurels as a lecturer and public speaker. He talks entertainingly and has a quaint vein of humor rare to those of his race. . . . When you studied history under 'Old Rorie' you learned history, not mere groups of dates and names of warriors." Chancellor S. B. McCormick in his Annual Report Presented June 1900, p. 2, stated, "his memory will be green in the hearts of hundreds of men who in early life learned to know and love him. Perhaps no professor connected with the University during the last three decades, was more thoroughly popular than Professor Rohrbacher, his very foibles and frailties being of a character to attract, rather than repel." One of his jokes is still remembered and is recorded in the Courant, Vol XII, No. 6 (March 1897), p. 22. "I shall go," he said, "before the final bar, and Peter shall say 'What did you do on earth?' 'I taught freshman history.' 'Walk right in.'"

64 Catalogue, etc., for the year Ending June 28, 1870, pp. 21, 22.
65 Ibid., pp. 22-23.
"Topics" to all four terms of the sophomore work in History. (66) But Guizot's History of Civilization, formerly in the third term of the junior year, is abandoned, as well as Willson's Universal History in the first term of the senior year. (67) In other words general history was dropped to the sophomore year. And probably for schedule reasons Story on the Constitution was moved up from the fourth to the second term of the senior year, and Bowen's Political Economy and Woolsey's International Law taught in the final term of the senior year. (68) No change was made the following year, but in 1873-1874 "Modern" (doubtless including mediaeval and modern) History was taught in the first two terms of the sophomore year, "Ancient" History in the third term and Guizot's History of Civilization in the fourth term. In the senior year, Story on the Constitution, under the caption "Political Science," is retained in the second term and Bowen's Political Economy, under the caption "Philosophy," retained in the fourth term, but International Law is temporarily dropped. Most interesting of all in the catalogue of this year appears a long list of reference books for students consisting entirely of dictionaries, lexicons, editions of the classics and scientific works but not a work in the social sciences. (69) The idea here seen, that all the necessary social science material appears in the pages of textbooks, though old, still survives in many schools as social science teachers are too well aware. In 1874-1875 sophomore history was reduced to the first three terms of "Universal History" and in the senior year social sciences confined to Woolsey's International Law and Story on the Constitution, both in the fourth term. (70) This same organization was maintained in 1875-1876 with the exception that Woolsey's International Law was moved up to the third term. (71) In the following year Bowen's Political Economy was added in the fourth term of the senior year. (72)

66 Catalogue, etc., for the year Ending June 28, 1872, pp. 10-11.
67 Ibid., p. 10-11.
68 Ibid., p. 12.
69 Catalogue, etc., for the year Ending June 25, 1874, pp. 15-19.
70 Catalogue, etc., for the year Ending June 24, 1875, pp. 17-19.
71 Catalogue, etc., for the year Ending June 29, 1876, pp. 17-19.
72 Catalogue, etc. for the year Ending June 26th, 1877, p. 18.
In the school year 1877-1878, general history was placed in the freshman year where it has remained for forty eight years. In this year it was taught only the first three terms, with Swinton's Outline as the text. (73) For twenty seven years, until 1904-1905, no social science was to appear in the sophomore and junior curriculum or be taught in the sophomore and junior years anywhere in the Institution. (74) And for thirteen years, until 1890-1891, the social science in the senior year was to consist of the study of the United States Constitution, Political Economy and International Law for one term or ten weeks each. (75)

During this last quarter of the nineteenth century when the curriculum in the social sciences was highly stabilized there were many interesting and some distressing features. The first five titular professors of history Rudolph Leonhart, Scheib, Paul F. Rohrbacher, Herman J. Schmitz, (76) and Ferdinand Berger, (77) were Germans, born in Europe. The first three were probably "forty-eighters." Professor Berger belonged to the later imperialist school. These men probably brought to the institution something of the nineteenth century German training in History which has contributed so much to American universities. But they appear to have been more interested in the German Language and Literature and of course their conception of history was European, to the neglect of American History.

Further the chancellor frequently taught until 1891 the social sciences in the senior year. (78) Sometimes, as in the case of Chancellor Goff, for many years Professor of

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73 *Catalogue, etc. for the year Ending June 27th, 1878*, p. 17.
74 Statement based on a study of annual catalogues and old recorders books.
75 Statement based on a study of annual catalogues and old recorders books. Since according to some of the old recorders book these senior courses met five times a week they were intensive courses of fifty hours each, in hours, at least, the equivalent of the present three hours per week, three credit per semester, courses.
76 Consult the catalogue 1896-1920, and *The Western University Courant*, XII No 6 (March, 1897), p. 10, where will be found portraits. A copy of the latter is in the Central Carnegie Library of Pittsburgh, in the University of Library and in the files of the Graduate Manager of Athletics.
77 Consult the catalogues 1903-1915.
78 Old Recorder's Book, 1881 ff.
Mathematics, this was absurd. As a student in the early eighties has told me this was sometimes because there was no one else to do it. But the result in such a case was that both mathematics and the social sciences suffered.

Worse even than these things was the fact that in spite of titular professors of history, for forty years the social sciences were distributed among faculty members (79) as they still so frequently and lamentably are divided among the staff in secondary schools.

Greek teachers, Latin teachers, Mathematics teachers, English teachers and even the Professor of Military Science and Tactics (80) taught not only the social science in the senior year but from time to time part of the freshman general history.

One is impressed also with the small number in the senior courses, varying in the decade of the eighties from three to seven. Likewise one is impressed with the elementary character of the freshman texts in history, compared with those in mathematics and the classics.

But it must be noted that conceptions of method of instruction were greatly superior to texts and to the realization of the importance of the social sciences in the curriculum. The statement under "Ancient History," in 1883, that "work with textbooks is largely supplemented by special explanations of method for the study of History, by readings from the larger works and by essays on the most important topics" (81) indicates the devices of lectures on methodology, collateral reading, theme writing and topical organization, which continue to be used in the University of Pittsburgh and elsewhere. For the same year a statement under "Modern History" is that "The teaching will not be by text-book alone but by frequent lectures, with examinations upon the substance of the lectures each Friday," a statement supporting the lecture versus the text-

79 Consult old catalogues 1865-1905, and old recorder's books.
80 Catalogue, etc., for the year Ending June 27, 1878, pp. 26, 38.
81 The Western University of Pennsylvania Annual Catalogue and Hand-Book 1882-83, p. 24. This statement comes from the classics for Ancient History was taught by Professor Gibbons, Professor of Greek. This information is obtained from old recorder's books. After 1884 Professor Rohrbacher taught all the freshman general history.
book method. (82) In 1886 there was a re-working of the statement under "History" in the annual official publication, mainly in the manner of topical analysis, but there was no change in the curriculum in the social sciences and it is noteworthy that of the ten subdivisions under "Modern History" only the last touches the nineteenth century, being described as "French Revolution, German Empire United." (83)

At the beginning of the last decade in the nineteenth century a development in the social sciences in the curriculum took place. In the language of the Register, The Western University of Pennsylvania, 1890, (84) "The Seniors, during the first part of the year, have recitations and lectures on moral Science and mental Science, the former of which is deemed peculiarly suitable as preparatory to the study of the Constitution of the United States in the second term, and Political Economy and International Law in the third term. And as these subjects cannot be fully developed or impressed without the underlying facts of contemporary history, it has been thought advisable to introduce into the first two terms of Senior year, a short study of the Political History of Recent Times, including that of our own country, and of those countries with which we are more intimately collected." Deserving of citation also is the statement of methodology in regard to freshman general history, as follows: "Though a text-book is used to furnish an outline, the student is not limited in his recitations to a bare recital of names and dates. As far as possible with students who for the most part are receiving their first ideas of history as a development of many agencies, moral, social, and political, this line of thought is worked out, and at least a beginning is made in the larger subject of Philosophy of History. A constant endeavour is put forth to present the great events and deeds in such a way that they will create an enthusiastic interest. Lectures

82 Ibid., p. 25. Professor Rohrbacher taught this part of the course. Here one sees the influence of the well known German University lecture method.
83 Annual Register of the Western University of Pennsylvania and Catalogue of Alumni, 1886, p. 38.
84 P. 14.
are frequently given but they are never formal or conventional, and the interruption of the student to make an inquiry, or in any way indicate his interested attention is not considered a fault.” (85)

In the school year, 1890-1891, under a new Chancellor, Dr. W. J. Holland, the elective system was introduced to some extent. (86) In addition to the required freshman general history in the freshman year, and the old courses in the U. S. Constitution, Political Economy and International Law in the Senior year and the new Political History of Recent Times in the first two terms of the Senior year, "An elective course in History will be offered twice a week during the first three terms of the Senior year. This course," the statement says, "will be on the political history of Continental Europe in the nineteenth century, beginning with 1815. Weekly lectures will be given on that subject for six months." (87) This somewhat adequate curriculum in the social sciences was to last with little change for fifteen years. Yet in spite of this curriculum, the catalogues under the caption of "Department of Literature, Science and the Arts, General Statement," says, "This department aims to give the student a liberal education in the classics and sciences," (88) and in the more detailed statement which follows omits the social sciences from both classics and sciences. The explanation is probably mainly the torpor of catalogue makers, but the use in the freshman general history of the high school texts such as those of P. V. N. Myers, (89) and the fact that the social sciences were still partitioned among German, Greek and English teachers may be an additional explanation. (90) In 1901-1902 the number of class room instruction hours in the social sciences were: freshman general history 120 hours, Political History of the United States 30 hours, Political

85 P. 21.
86 Catalogue etc., for the year Ending June 1891.
87 Ibid., p. 29.
88 Catalogue, etc., for the year Ending June 1898, p. 29; for the year Ending June 1905, p. 59.
89 Catalogue, etc., for the year Ending June 1902, p. 45.
90 Annual Catalogue . . . For the year Ending June 1905, pp. 18 20 and Annual Catalogue . . . For the year Ending June 1906 pp. 55, 56, 71, 72.
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History of Modern Europe (an elective) 60 hours, United States Constitution 30 hours, International Law 30 hours, Political Economy 50 hours, (91) a scheme which, considering that about 16 hours amount to a present day unit of credit, does rank injustice only to the History of the United States and Political Economy. In 1904-1905, after the adoption of the semester plan, the History of England, both semesters, two hours each, was introduced in the Junior year, and the courses in the social sciences given numerical notation. (92)

The time had at last come when the plan of 1835 was carried out. "The Board at the March meeting authorized the Chancellor to nominate a professor of history" (93) and doubtless at the meeting on June 4, 1906, George Alexander McKallip Dyess, A. M., Ph.D., was elected "Instructor in History." (94) A renotation of the social science courses followed, but the only changes in the offering were one from the Political History of the United States to Political and Constitutional History of the United States, and the addition in the Senior year of a first semester course in the Constitutional History of England, (95) Graduate instruction in the social sciences was, for the first time in the life of the University, offered by Dr. Dyess, consisting of two courses, "Philosophy of History and Comparative Politics." (96)

In spite of this curriculum and the merits of Dr. Dyess as an instructor (97) a number of facts indicate a meagre

91 Catalogue, . . . pp. 45-49.
92 Catalogue, . . . p. 69.
93 Report of the Chancellor to the Board of Trustees of the Western University of Pennsylvania, June 4th, 1906, p. 3.
94 Ibid., and Annual Catalogue, year Ending June _1907, p. 26. Dr. Dyess was active rector of a Pittsburgh church. With distinction he filled both positions until his untimely death in 1914.
95 Ibid., p. 91. The addition was probably the result of increasing pressure for pre-legal instruction.
96 Western University of Pennsylvania Bulletin, Graduate School Edition, April 1907, p. 4. Graduate courses had been offered for more than a quarter of a century according to old recorder's books but the work was re-organized about this time.
97 For information on Dr. Dyess, consult Western University of Pennsylvania Bulletin, Vol. III, No. II (November, 1907), p. 12; and Report of the Chancellor to the Board of Trustees. .
status for the social sciences in the University of Pittsburgh twenty-five years ago. It was not possible then as it is not possible now for students interested in the social sciences to specialize the way it is possible in European universities and the way it is possible for engineering, medical, and scientific students to specialize in the University of Pittsburgh. (98) As an example Group V, History and Economics, in the eight group system in the "Courses of Instruction," adopted in 1906 and continued with slight alteration for a decade, provided for only 8 credits in the social sciences out of 34 taken in the Freshman year. Also the social sciences were at this time made elective as they still remain, save as affected by distribution fields and graduation requirements, (99) and the enrollment in the social sciences which in the eighties averaged about thirty students, (100) fell, in spite of the increased size of the student body, to fourteen in the last semester of the year 1906-1907. (101) Dr. Dyess also reported in this year that the department needed "maps, books, charts and many other things" (102), a situation which owing to the general finances of

*June 1st, 1908, p. 24.* The scholarship and ability of Dr. Dyess as a teacher is a tradition among recent graduates. From conversations with his pupils one gathers that lectures, notebooks, mastery of the main facts of a course and voluminous collateral reading was his method. Though this cultural attitude has been superseded to an extent by the idea of work in the materials of history by means of investigation, critical analysis and interpretations, there is much to be said for the earlier system.

*98 This may be fortunate for it throws forward the completion of preparation for work in the social sciences, and work in the social sciences probably calls for greater breadth of information than work in engineering, science or even medicine.*

*99 Consult the catalogues. The two-two plan (a modified junior college and senior college system) and its accompanying group systems hardly invalidate the above remark for in the first group it has been and remains possible to omit the social sciences and specialize in the languages and it has been and remains possible to select other groups where work in the social sciences is fortuitous.*

*100 Old recorder's books in the custody of the Registrar. The average from 1890 to 1906 was about fifty freshmen, less than thirty full time, and seniors less than fifteen full time.*


*102 Report of the Chancellor to the Board of Trustees of the Western University of Pennsylvania, June 1st, 1908, p. 24.*
the institution and the particular budget for this work remained true for two decades and is only being met as rapidly as possible at the present.

The story of the last two decades is more bright. Under Dr. Dyess, the work of the Department of History ran along "smoothly and with increasing interest and effectiveness," (103) The number of students increased to fifty-seven the first semester of the year 1907-1908, and old students who had formerly taken history as a required subject now took more courses as an elective. (104) Two new courses, the History of France and American Diplomacy, added to the curriculum in 1907-1908 may have had some influence on the increase of enrollment. In History alone (omitting the other social sciences), where only nine students took work in the Department in 1906-1907, sixty-two took courses in 1907-1908, a most splendid testimony to the work of Dr. Dyess. (105) In the following year began a work which his successors have followed with the same spirit of service to the community as a whole and teachers in particular. Four courses of one hour each were set up for evening hours; Tuesday evening seven to eight, American Federal Government, eight to nine, A Study in Comparative Government; Thursday evening seven to eight, Modern History, eight to nine, American History. (106) Considering the fact that Dr. Dyess held a responsible ecclesiastical position and was Head of the Department of History and Political Science, doing valuable work in both capacities, this offer to serve four hours in night work is splendid testimony to the volume as well as the spirit of his work. But in addition he looked after graduate students, two of whom enrolled with him in 1908-1909, (107) and offered a number of courses of graduate work. (108)

Such service usually produces results. This case was

104 Ibid.
106 University Bulletin, Saturday and Evening Classes, Vol. 5, p. 5.
108 Annual Catalogue, University of Pittsburgh, year Ending June 1909, p. 251; ibid., year ending June, 1910, 292, 352.
not to be an exception. Though the lately organized School of Economics took over an increasingly large proportion of the subjects in the social sciences, until for nearly a decade preceding 1921 History alone remained under College supervision, the work in this department increased steadily. The registration in History courses rose above 90, in 1908-1909. (109) In 1909-1910 at a time when Dr. Dyess taught during the year eight courses, involving with two sections of one course eighteen instruction hours per semester, the enrollment rose to 144 divided, as follows: “Mediaeval History 45, English History 23, American History 22, French History 17, (110) Nineteen Century History 11, Graduate work 4, Comparative Government 8, Federal Government 8.” (111) With an enrollment of “nearly 200 students” in the department in 1911-1912 an “emergency arose. (112) Three new courses in the subjects the Growth of the British Empire, the French Revolution and the Napoleonic Period, and Germany in the Eighteenth and Nineteenth Centuries, catalogued in 1909-1910 and probably taught in 1910-1911, may have added to the emergency. Reliance for help was (113) sought in Dr. Francis N. Thorpe who had succeeded Joseph Albert Beck as Professor of Political Science in the School of Economics and enjoyed an established reputation as an author of historical works. (114) But additional steps were necessary. Another instructor was required. Mr. Edmund Grant Howe was added for the year 1912-1913, (115) in spite of the transfer of some courses to Dr. Thorpe in the School of Economics. And in the following year, Mr. Carl F. Lemke was elected

110 French History was introduced in 1907. Consult the Annual Catalogue. Year Ending June 1908, p. 85.
111 Report of the Chancellor... June 6, 1910, p. 28.
112 Report of the Chancellor... October 8th, 1911, p. 4.
113 Ibid. According to the Annual Catalogue, year Ending June, 1912, pp. 91-92, Dr. Thorpe in addition to his work in the school of Economics taught the two courses in Political Science in the College, formerly taught by Dr. Dyess.
115 Annual Catalogue... year Ending June 1913, pp. 75-76, 93. Dr. Dyess at this point became “Professor of History,” reference to Political Science being dropped from his title.
instructor in history. (116) With three men on the staff of the History Department in 1913-1914, there was a notable development of the History curriculum involving the addition of such courses as: "Contemporary History," an advanced course in the early period of American History; advanced courses in mediaeval and modern History with emphasis on Germany; a course in the Teaching of History; and a course in "Historik" or methodology. Dr. Dyess was called by death in 1914, and with the coming of Dr. Homer Jeptha Webster (117) in 1914-1915, two further developments occurred, in the increase of advanced courses in American History and the beginning of seminars in the department. (118) The curriculum was in fact in two years reorganized much as it has remained for a decade. (119) In 1916-1917, the three men, Webster, Howe, and Lemke taught five hundred students registered in history courses and carried such heavy elementary work as to have "little time for developing higher courses." (120)

In April 1917 the United States became involved in the World War. This led to the withdrawal of some students for army service, but led to greater interest in all history, but particularly in that of recent European politics. Com-

116 Pitt Weekly, Vol. IV, No. 1, October 2, 1915, p. 4; copy is on file in the Central Carnegie Library of Pittsburgh. This paper begun in 1910, is the fourth University of Pittsburgh student publication. Of its immediate predecessor the Western University Courant, started in 1886, incomplete files are accessible in the University Library, in the Central Carnegie Library and in the files of Dr. W. J. Holland and of the Graduate Manager of Athletics. The Central Carnegie Library also possesses Volume I, of the Pennsylvania Western started in 1881. Dr. W. J. Holland possesses issues of six volumes of which the first three are almost complete. I have been able to find only two issues of the College Journal, started in 1868. These are in the files of the Graduate Manager of Athletics. According to a letter of A. F. Siebert Dayton, Ohio published in the Pennsylvania Western, Vol.1, No. 3, p. 55, he and C. E. Stevens, projected and were the first editors of this paper.

117 Annual Catalogue . . . year Ending June 1915, p. 72.

118 Dr. Webster was made Associate Professor in 1915. Cf. University of Pittsburgh Bulletin, Vol. 12, No. 9 (May 20, 1916), p. 3.

119 Ibid., p. 38.

120 Chancellors Report for 1916-17, p. 30. Mr. Lemke was made Assistant Professor in 1916, ibid., p. 19.
menting on this the Chancellor reported, "The department has been stimulated rather than retarded by the war." (121) Three men, however, Dr. Webster, Assistant Professor Lemke and Mr. Philip Walter MacDonald, who had succeeded Mr. Howe, were able to carry on the work in 1917-1918.

Dr. Webster in 1918 was made full professor and Acting Head of the History Department. The writer succeeded Mr. Lemke as Assistant Professor of History and Mr. James Francis Dilworth took the place of Mr. MacDonald as Instructor in History. This school year, 1918-1919, was a tempestuous one. The men students in the University were largely enrolled in the Student Army Training Corps, popularly known as "S. A. T. C." By governmental provision they were organized in companies and taught a course denominated "War Aims", which was really a course in "War Causes," if one critically analyzes the syllabi, collateral reading and lectures actually used in the course. Owing to the barrack life of the S. A. T. C. men, this work was far from satisfactory academically, and the volume of it made necessary the elimination of many advanced courses in History and other subjects. An epidemic of influenza and the end of the war put a stop to the school instruction in November and December.

In the second semester of 1917-1918, all the undergraduate college students were organized in big lecture sections in a three part course in History, Political Science, and Economics, entitled "Reconstruction." This course was really a course in war and peace aims and was doubtless what the government wished the first semester, but which no one at that time was prepared to give. With about 500 students in old courses and three successive groups of students of 250 each taking "Reconstruction", the average enrollment in the Department rose to 750 and the total taught history to 1000. (122)

In the following year it was possible to revert to the regular curriculum and the enrollment increased to 650, of

122 Ibid.
which 300 took Freshman courses. (123) Mr. Benjamin F. Pershing was added to the staff as part time instructor. In 1920 Assistant Professor J. E. Miller was added to the department, but the sudden death of Dr. Webster at the beginning of the school year necessitated the employment of Dr. F. J. Tschan of the Carnegie Institute of Technology as part time instructor. Professor Miller returned to the University of Montana in 1921 and Dr. N. A. N. Cleven from the University of Arkansas and Mr. George B. Hatfield from Grove City College were added to the department. The student registration in History rose to practically a semester level of 750. The following year Mr. William J. Martin and Mr. Paul F. Shupp were added to the department and eight hours of instruction in History on the campus carried by Dr. Meyerholz of the Extra-Mural Department and by Dr. Walter Libby and Rev. J. Kent Rizer during the first semester. At mid-year it was necessary to add, as the seventh full time member of the staff, Mr. James Thompson.

In 1923-24, Dr. John W. Oliver, for five years previously Director of the Indiana Historical Commission, was called as Head of the History Department and took up the work which had been carried on three years by the writer as Acting Head. The student registration in History had now risen to 1150, a number which imposed upon the staff of eight, burdens as heavy as those of the smaller staff in previous years. In fact the conclusion to be drawn from a composite study of all the available data is that the volume of work in the social sciences can most easily be computed by the number of men employed in giving instruction in them. In other words in History alone considering the criteria of number of courses, number of class instruction hours, and number of student credit hours the work is nine times as heavy as it was two decades ago. In 1923-1924 the burden was increased by the distinction bestowed on Dr. Oliver, recently installed Head of the Department, of being drafted into service as Acting Dean of the College, owing to the unfortunate illness of Dean George H. Reavis.

The present school year saw the increase of the staff to nine men by the addition of Dr. R. L. Jones. But the registration rose to 1443 and owing to a repetition of Dr. Oliver's service as Acting Dean no relief has been found in the volume of heavy work. It is now calculated that a normal increase in registrations and load of ten percent must be taken care of each year and in order to meet the situation next year and lighten somewhat the burden on the staff, an increase of the staff to eleven is planned.

In the last five years some important changes have been made in the curriculum. The freshman course in Mediaeval and Modern History now taught in sections and with more than 500 enrolled has been made a prerequisite for other courses. Introductory American History, a sophomore course, likewise taught in sections with about 200 enrolled, has been made a prerequisite for advanced courses in American History. The History of England, a sophomore course and likewise taught in sections, with a normal enrollment of about 100, has been made a prerequisite for advanced work in English History. The Economic History of the United States and the Economic History of Great Britain set up for students expecting to enter the School of Business Administration and carried from 1920 to 1924 in the History schedule on the campus is now taught in one section only in the Evening Division of the School of Business Administration, its content in the day program being largely absorbed in a recently installed freshman introductory course in the Department of Economics. The course in Contemporary History, put in in 1913-1914 and discontinued in 1919, was restored in 1922 as a freshman course, but has since been taught as a sophomore course. Quite naturally since the World War, the course in Recent European History, 1878- , has been emphasized. Divided into sections this advanced course in the last three years has had a registration varying from 70 to 100 in accordance with provision of an extra section for evening and Saturday students. Other work in modern European history has consisted of two old courses in the French Revolution and Napoleon, and European History, 1815-1878, alternating with two other old courses, the Renaissance, and the Reformation; two new courses, the Rise of Russia, and
the Near Eastern Question, put in in 1923; and a new course on European History 1648-1879, introduced in 1924-1925, a field of history which had been neglected since the discontinuation in 1918-1919 of the courses in European history with emphasis on Germany which had been introduced in 1913-1914. Next year a sophomore course on European History 1815-1925 will be offered and, reducing the emphasis on recent years, other work in modern European history taught in advanced courses in alternate years. The most interesting development in many ways in the History curriculum has been that in Hispanic-American history planned by Dr. Webster in the year of his death but for four years a specialty in the hands of Dr. Cleven. Not stabilized, the introductory course has varied as an advanced and a sophomore course, but it will eventually probably become a regular sophomore course with advanced courses based on this as a prerequisite. Two such courses on Mexico, and on Argentine, Brazil, and Chile, introduced in 1923-1924, will be repeated in 1925-26, and seminar work, introduced this year, given in alternate years. In mediaeval history, a course in Mediaeval Civilization, taught in alternate years since 1921-1922, goes back to the very earliest curriculum ideas of the school, and in ancient history, in which several courses going back again to the earliest curricula of the school have been taught for more than a decade by the Greek and Latin Departments, the History Department introduced, in 1922-1923, a course in Eastern Mediterranean World to 1453, to be taught in alternate years.

In English history, developments have consisted of courses in England under the Tudors and England under the Stuarts taught one year only in 1920-1921, and an old course on the British Empire, introduced in 1909-1910, discontinued 1914-1915 to 1920-1921, restored in the latter year as an alternate year course but, having proved unusually attractive, taught since 1922-1923 as an annual course. For the coming year, 1925-1926, courses in this field are planned on the English Background of American Institutions and on Anglo-American Relations, 1783-1925. In American history the curriculum has changed little in the last decade, the changes consisting of the addition of a course on the Social and Economic History of the American
Colonies, introduced in 1922-1923 and taught in alternate years, and the expansion of the course in Recent History of the United States in 1924-1925 and the change from an alternate year to an annual course. Additional changes planned for 1925-1926 in American history are the re-introduction of a course on the West, given formerly one year, 1913-1914, and since discontinued, and the expansion of the course in American Diplomacy introduced in 1907-1908, discontinued from 1909 to 1919, restored in the latter year and taught since in alternate years as a one semester course. A course in the Teaching of History (and the other social studies), first introduced in 1913-1914, taught from time to time in the History Department, as in 1921-1922 and 1923-1924, belongs as well in the School of Education and will probably be so assigned in the future. The work in "Historik," or Methodology, begun under Mr. Lemke, in 1913-1914, and continued as a Proseminar by Dr. Webster has been given in alternate years since 1919-1920. In addition seminar work in American history has been continued and additional seminars introduced in European history and Hispanic-American history. For the year 1925-1926 seminars will be given in Recent European History, both semesters; in the Civil War and Reconstruction, both semesters, and in Western Pennsylvania history, the second semester. It is hoped in the not distant future to give seminars annually in European history, in Hispanic American history, in American history in general, and in Western Pennsylvania history in particular, continuing in this last the work begun by Dr. Webster in 1915-1916. In addition it is hoped to add a course in Western Pennsylvania History. Thus after more than a century of collegiate work, matters of vital interest to the Historical Society of Western Pennsylvania and to the inhabitants of the region from which the bulk of the students of the Institution have always come, are to find a place in the curriculum. It is hoped that in a few decades the complaint about neglect of local history in our local schools may be eradicated.

But in a study such as this, other matters beside curriculum development, staff increases and student registrations must be taken into consideration. One of these is the matter of the literary output of faculty members holding
titular positions in History. From the time of Professor Leonhart who left in 1869, with the possible exception of items contributed to local German newspapers, I have been unable to get an inkling of any historical output in print by any one holding a history position in the University before Dr. Homer J. Webster. (124) His Ph.D. thesis, *History of the Democratic Party Organization in the Northwest, 1824-1840*, was published in 1915. (125) In addition Professor Webster read a paper before the American Historical Association on the "Early Religious Movements in Pittsburgh," later published in the *Proceedings* of the American Historical Association. (126) Professor Webster also wrote book reviews and made public addresses some of which were published. (127) The publications of Professor J. E. Miller who remained only one year can hardly be claimed for the department, nor can those of Dr. Walter Libby who was connected with other work, nor those of Dr. F. J. Tschan who has been connected with the Carnegie Institute of Technology for six years or more. Mr. B. F. Pershing's literary contribution will be mentioned in other connection.

The pamphlets, sundry articles and book reviews published by the members of the present staff can be easily ascertained from the University Librarian. Special mention, however, should be made of staff contributions for one year to the news items of the *Scholastic*, a local high school magazine. (128)

The graduate theses and students papers printed or read before historical societies are worthy of notation. The University Library contains the following theses: "England in Egypt," by Forest Scott Thompson, 1913; "Democratic Party in Pittsburgh and Vicinity, 1800-1816" by S.

124 This remark does not apply to others in other departments such as Greek, Latin, History of Religion, Political Science, Economics, Sociology, etc.
128 *The Scholastic* (Scholastic Publishing Co. Bessemer Building, Pittsburgh, Pa.) Volume II.

The connection of the University with the programmes of the Historical Society of Western Pennsylvania likewise merits attention. The earliest connection was through papers and addresses by Dr. S. B. McCormick, Dr. S. B. Linhart, Dr. Webster, Professor G. M. P. Baird, Howard C. Kidd and possibly others. (129) But in 1917 the fruits of seminar work of Dr. Webster began to appear in papers by students in the History Department of the University read before the Historical Society of Western Pennsylvania. In point of time the first of these was by Miss Elizabeth MacWilliams on "Political Activity in Western Pennsylvania in 1816." (130) The following year, February 26th, Miss Anne H. Bowes read a paper on "The Presidential Campaign of 1840 in Pittsburgh" and on May 28th was begun the cus-

129 Statement based on the files of the *Western Pennsylvania Historical Magazine*, the old programmes of the Historical Society and sundry manuscripts in my possession as editor of the magazine.

130 An abstract of her M. A. Thesis. Published in *Western Pennsylvania Historical Magazine*, Vol. 8, No. 1, January 1925.
tom of turning over to the History Department the program of the last meeting of the year: (131) Two papers, "Dr. Alter, a Local Scientist," (132) by Miss Della McMeans and, "Development of Transportation on the Monongahela," by W. Espy Albige (133) were read on this first occasion. In May 1919 papers were read on "The Panic of 1837 in Pittsburgh," by Miss Bernice L. Storey, on "Early Industries and Transportation in Western Pennsylvania," by Miss Juliet Gray" (134) and on "A Survey of Religious Conditions in Western Pennsylvania, 1829-1837," by B. H. Pershing. (135) In 1920 the three papers were, "The Presidential Campaign of 1856 in Pittsburgh," by Miss Dorothy Marick; "The Fugitive Slave Law in Western Pennsylvania," by Miss Irene Williams; (136) and "Public Schools in Western Pennsylvania in the Fifties," by Miss Florence E. Ward. (137) These papers so far were all prepared and read under the direction of Dr. Webster. In 1921 the papers were "George Croghan and the Struggle for the Ohio Valley, 1748-1758," by Clarence R. Thayer; (138) "Edgar A. Cowan, U. S. Senator, 1861-1867," by Benjamin F. Pershing; (139) and "Some Aspects of Pittsburgh's Industrial Contribution to the World War," by Frank R. Murdock. (140) In 1922 papers were read on "Western Pennsylvania and the Morrill Tariff," by Isaac F. Boughter; (141) "Western Pennsylvania and the Election of 1860," by Joseph Wolstoncraft; (142) and on "Pittsburgh's Industrial Contribution to the Civil War," by Louis Vaira. (143)

132 Published in Western Pennsylvania Historical Magazine, Volume I, No. 4, October 1918, pp. 224-238.
133 Published, ibid., Vol. 2, No. 2 April 1919, pp. 115-124.
134 An abstract of her M. A. Thesis.
135 Paper in my possession as editor of the magazine.
136 Published, ibid., Vol. 4, No. 3, July, 1921, pp. 150-160.
137 Published, ibid., Vol. 5, No. 4, October 1922, pp. 268-276.
138 Published, ibid., Vol. 4, No. 4, October 1923, pp. 246-254.
139 Published, ibid., 224-233. This paper is based on his M. A. thesis.
140 Published, ibid., 214-223.
141 Abstract of his M. A. Thesis. The latter is published in full ibid., vol. 6, No. 2, April 1922, pp. 106-130.
142 Published, ibid., vol. 6, No. 1, January 1922, pp. 25-38.
143 This paper written in collaboration with Miss Prudence Trimble and read by Mr. Vaira is published, ibid., Vol. 6, No. 1, January 1922, pp. 9-20.
In 1923 the three papers were on "The Land Policy and System of the Penn Family in Early Pennsylvania," by Allen C. Gregg; (144) on "Squatters and 'Squattering' in Early Western Pennsylvania," by James Fullerton; (145) and on "Early Western Pennsylvania Agriculture," by W. Y. Hayward. (146) The nine papers of these last three years were prepared and read under my supervision. In 1924 under the supervision of Dr. Oliver papers were read on "Pittsburgh in the Mexican War," by Merton L. Stearns; (147) on "The Campaign of 1864 in Western Pennsylvania," by Norman C. Brilhart; (148) and on "The Jeffersonianism of Abraham Lincoln," by Robert L. Park. (149) In May 1925 in addition to this paper by myself two papers were read by students, the first on "Taverns and Tavern Keeping in Early Western Pennsylvania," by Cary T. Ritchie and the second on "Slavery in Western Pennsylvania," by Edward M. Burns. This long story is an enviable one for so short a period as eight years. Sixteen of the twenty two papers, read from 1917 to 1924 inclusive, were published in the magazine. Others might have been published if on a local topic or submitted by the reader for publication. In addition the magazine has published in full the Ph.D. Thesis of George Arthur Cribbs (150) and articles on "The Attitude of the Pittsburgh Newspapers Toward the Kansas-Nebraska Bill," by Dan R. Kovar; (151) on the "Application of the Veto Power by Abraham Lincoln," by Miss Anna Prenter; (152) and on "Ethnic Elements of Colonial Pennsylvania and the Population of Today," by A. F. South-
wick (153) And lest the remark be made that this creditable showing for work in history by students of the University be due to the fact that one of the staff of the History Department happens to be editor of the magazine let it be said that the former editor, Mr. Charles W. Dahlinger, published student papers in much the same degree.

Such good work on the part of students was soon to receive additional recognition. On March 14, 1921 an honorary historical fraternity, Phi Alpha Theta was organized at the University of Arkansas, Fayetteville, Arkansas, by Dr. N. Andrew N. Cleven and two of his colleagues on the faculty of that institution, Dr. David Y. Thomas and Dr. Frederick H. Adler, with the primary purpose of recognition for excellence in the study of history. Dr. Cleven on his accession to the History Department of the University of Pittsburgh brought the idea hither and the Beta Chapter of Phi Alpha Theta was installed at the University of Pittsburgh March 14, 1922. Gamma Chapter having been installed at the University of Pennsylvania in December, 1923, the first national convention was held in May 1924, a constitution adopted and national officers selected for two years. Incorporation under the laws of Pennsylvania is now in progress. Beta Chapter of the University of Pittsburgh has flourished beyond expectation. Eligibility to membership is exacting and definite. An undergraduate to be eligible to membership must have junior standing, or better; must be a history major; and must have at least eighteen semester hours of history, an average grade of B in history courses, no grade in any subject below a C and a reasonable interest in student activities. A graduate student to be eligible must have been in residence one year, must have received at least twelve semester credits of graduate standing, sixty percent of which must have been of the grade A, and must have manifested a reasonable interest in student activities.

Of the one hundred and fifty members in the national organization, two thirds are in the Beta Chapter of the University of Pittsburgh. These members represent the very best historical interest to be found in the younger

153 Ibid., No. 4, pp. 234-249.
population of the community. There is undoubtedly a place for such an organization and for all of the fraternal and historical activities in which it may engage. The Beta Chapter, with its Annual Banquet at which formal historical addresses are delivered, might well become an important factor in local history.

In conclusion of this too greatly drawn out paper, it may not be improper to mention the fact that four graduate students in the History Department of the University now hold collegiate teaching positions as follows: Mr. Robert Park in Geneva College, Beaver Falls, Pennsylvania; Mr. Benjamin F. Pershing in Thiel College, Greenville, Pennsylvania; Mr. Isaac F. Boughter in Salem College, Salem, West Virginia; and Mr. William J. Martin in the University of Pittsburgh. And it does not seem improper to express the appreciation of the Department of History as a whole and of myself in particular that one of our staff has been considered worthy and given the honor of editing the official publication of the Historical Society of Western Pennsylvania.