

to whom has been entrusted the welfare of the University. If the University would extend the sphere of its influence as far as possible, it must have some mode of communication with other portions of the college world; and in what way can its sphere be extended more quickly than by the facilities furnished by the publication of the *Studies*?

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The professor who edits the *Studies* of the University of Nebraska has been the recipient of many expressions of thanks from those, both in America and in Europe, to whom numbers of this publication have been sent. But none of the communications are more appreciated by him than the following letter from Spain, in which the writer murders English without the slightest compunction of conscience in his haste to acknowledge the valuable gift he has received.

"EDITOR *University Studies*

LINCOLN, NEBRASKA, U. S. OF A.

DEAR SIR:—I thank you with all my heart by your kind sending of No. 3 of your excellent Review and by your compliments to this Biblioque.

I am, Sir, your most humble servant,

VENANCIO MA FERNANDES,

Valladolid, Spain, July 12, 1890."

It is safe to venture that the worthy Fernandes will never be regarded as a "Well of English undefyled!"

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The "Evolution of the University," the title of the first annual address delivered before the alumni association of the University of Nebraska, June 11, 1889, is a subject that should prove of especial interest to all connected in any way with a university. In this address Professor Howard has traced, with evidence of his usual extreme care and laborious research, the origin and development of those European educational institutions after which the first American school of higher learning was modelled.

Previous to the beginning of the twelfth century the only institutions of learning which existed in Europe were the cathedral and monastic schools. But at length after the new nations were born; after they had fought and suffered in the First Crusade against the Mahometans, had broadened their minds by contact with the despised infidel, the educational system which had before sufficed would do so no more. It was in this exigency, facilitated by "the practical need of systematic training in the learned professions," that the foundation of the university of the present was laid.

Strange as it may seem to the present generation, the original union, by the combination of which the "university" later was formed, were composed entirely of foreigners uniting to resist the violence of the citizens of towns where they gathered to hear some noted teacher. Thus in the first part of the twelfth century these unions or scholastic guilds were formed both in Bologna and Paris, being the embryo of the two great universities of later date, the former of the democratic, the latter of the centralized, type. In Bologna civil and ecclesiastical law were the main studies; in Paris, theology.

The English universities were modelled after the University of Paris, theology consequently being the chief branch taught. But the one chief point of interest in connection with the English universities is the extraordinary development of the college as opposed to the university proper. The college was originally not an institution of learning, but was a kind of endowed dormitory. The first English colleges were designed for the support of needy students. The usurpation by these colleges of functions properly belonging to the university, and the low grade of scholarship which they fostered,

led finally to the degradation which has necessitated the recent parliamentary investigation into university affairs. The professors thus sum up the career of the college: "Thus it appears that colleges were first established for the benefit of the poor and pious, they became eventually sumptuous abodes of the rich and dissolute."

The English college is the direct prototype of the first American schools. Harvard, Yale, and William and Mary, were practically, like the English universities, state institutions placed in subordination to a church establishment. How far the classical course predominated in these schools is shown by the provision found in the "Laws and Liberties" of Harvard, before 1656, that "scholars shall never use their mother tongue, except that in public exercises of oratory, or such like, they be called to make them in English."

While the constitutional organism of the American college has come from Paris through the English universities the "vitalizing influence" in them is traceable ultimately to the Italian Renaissance. This movement spread into Germany and England, but met a serious check in the religious excitement of the times. Finally, however, the University of Halle; the "first modern university" was founded in 1693. Subsequently the present university system of Germany was produced. And it is the influence of German culture and methods that is transforming higher education in America.

After thus tracing the development of the constitutional organism, and briefly outlining the influence in subsequent times of the humanists on educational method, the professor devotes a brief space to a discussion of the relation of the state university to the social organism. While admitting that history justifies the distrust with which men of affairs regard the opinions of college professor on practical questions, he predicts in future a wider field of usefulness for the college graduate; and for three reasons: first, professors are striving more and more to become and keep in touch with humanity, instead of secluding themselves as in former times; secondly, college courses are now not devoted to the acquirement of impractical dogmas and "habits of mental helplessness," but give one instruction preparatory to life's work; and, lastly, the studies now so prominent in so many college curriculums, such as administration, finance, social problems, etc., are precisely those the knowledge of which will soon come to be regarded as indispensable to the legislator. The professor has made his brief discussion of this portion of his subject so instructive and suggestive, that it is to be hoped that at some time in the future he may amplify his treatment of it, and thus work a field that promises to bring rich return to the earnest investigator.

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#### CURRENT COMMENT.

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The late session of congress will long be remembered in the history of our government as being a congress in which the utmost partisanship was shown by the predominating party. With no regard for the rights of the opposing party, although, according to our idea of government that party is entitled to equal rights with the party in power except on questions relating to numbers, the party having a majority of members ruled the House with an iron hand. With one-sided rules it became possible to seat and unseat members without investigating the fairness or unfairness of the procedure. Radical measures were rushed through and the weaker party was powerless to check them. The people, especially ex-congressmen, looked upon these measures with astonishment, for it was a departure from the established