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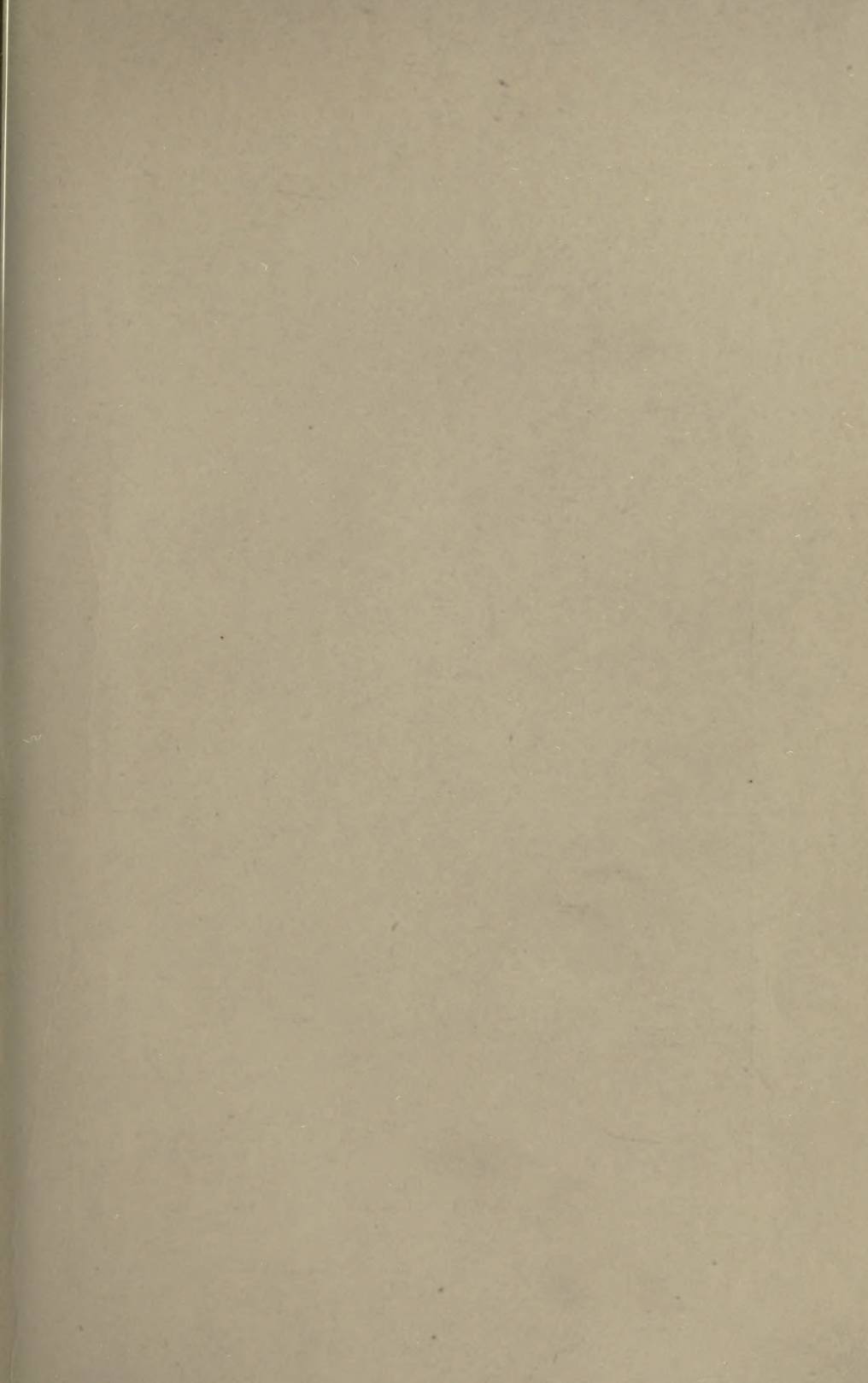


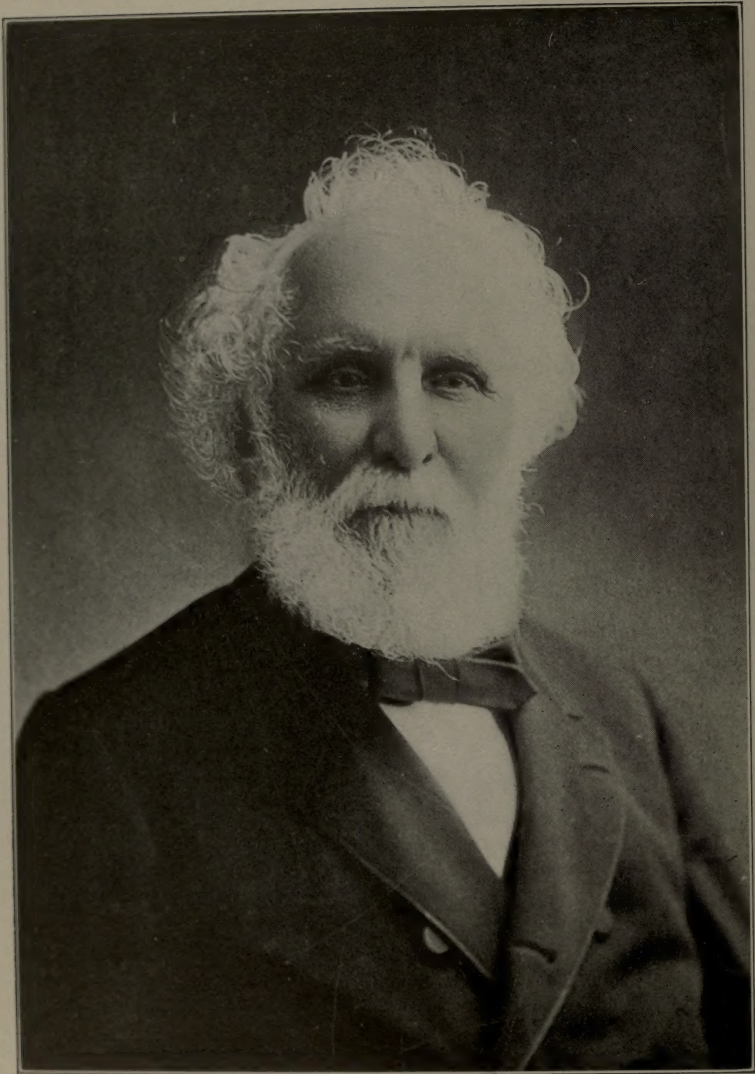
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NORTHWESTERN UNIVERSITY





ORRINGTON LUNT

Northwestern University
1855 A History 1905

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Assistant Professor of History in
The College of Liberal Arts

Volume Two
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SYNOPSIS OF CHAPTERS



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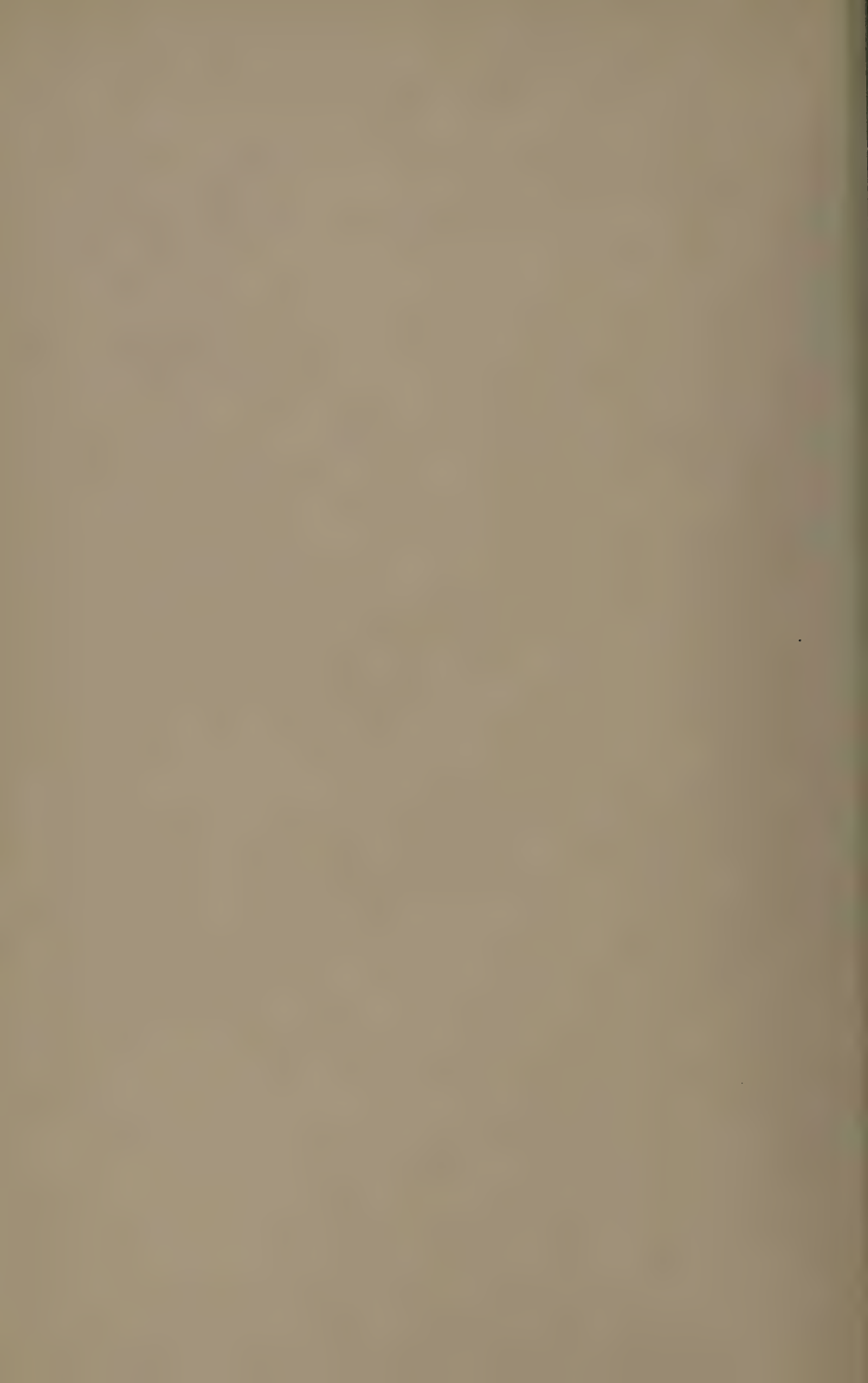
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CHAPTER I

THE NORTHWESTERN FEMALE COLLEGE

FROM PAPERS IN THE POSSESSION OF LYDIA JONES
TROWBRIDGE



THIS document was found among President Jones's papers. Though there is no mention made of the occasion for which it was written, various circumstances lead to the belief that it is the main part of his farewell address to the Alumnae of the Northwestern Female College, in June, 1871, at its last commencement. The introductory remarks were probably impromptu.

Work on the Northwestern Female College began in May, 1855. The corner-stone was laid by Bishop Simpson, in the presence of a large company of visitors from Chicago, on the 15th of the June following.

At this time the building now known as the old Institute, a log cabin near the present Presbyterian Church (built in Indian times, and to which attached at least one bloody tradition), an old tumble-down farm-house in the midst of a field of sand drifts, and nearly in front of the beautiful Congregational church which graces Hinman Avenue to-day, and besides these, some half dozen new, but not yet finished residences, and the foundation bricks of the preparatory buildings of the Northwestern University—this was all of Evanston. No; there were a few primitive farm-houses along the old country road (though these were not then included in the town-plat); and there were those beautiful groves, even then ambitiously called "classic," while the deer from the west prairie and "big woods" of the North Branch still claimed them and the

cool Lake Shore, and actually bounded over the foundations of our college the morning after the excavations were commenced. A part only of the streets had been "cut through" and graded, and on some of these the fallen trees were still lying. Sabbath-school and occasional preaching were attended in a log school-house on the Ridge, about three-fourths of a mile west of the present South Evanston depot. Soon, however, the first mercantile establishment of Evanston, known as Judson's store, lifted its humble front on Davis street. All kinds of groceries, hardware, and plain dry-goods were sold on the ground floor, while under the peaked roof, in a room reached by outside stairs, the first Evanston church was organized; and in this same room, Oct. 29, 1855, (the College building not being yet ready) the first classes of the Northwestern Female College were formed, Prof. W. P. Jones and Miss Mary E. Hayes being the only teachers.

The corner stone of the new College building was laid June 15, 1855.

"The incident of the laying of the corner-stone is worth relating. Father and his four sons—two in their teens—without a hired man, had dug out our foundations and got in two courses of cemented grout wall above the surface. Spurred to activity by our energy, the University agents brought up bricks from Chicago and started their foundation, also.

"On the next Sunday in all the Methodist churches in Chicago it was announced that on a certain day of the

week, the corner-stone of the Northwestern University would be laid by Bishop Simpson, and there would be speeches made by distinguished orators and a generous picnic and collation. The day arrived, as beautiful as a day could be, and at an early hour, the elite, and literary cream of Chicago society came out by train and carriage, making it a gala day. It leaked out in the early morning that the corner-stone was not ready; that the metal box for deposit in the corner-stone was not completed, and that that part of the ceremony was to be omitted.

“We had purchased the Grosse Point site for our home and were living in the old farm-house on the property. While in bathing the boys had discovered a very square stone some feet out in the lake, and with some effort, had worked it up near the shore of the lake for a seat on the beach. On the day of the ceremony, a friendly neighbor fell in with our plans, and going up with the boys, brought down the angular stone, about three feet long and fifteen inches wide. Another friend sent from his building a load of bricks and a bricklayer to build a hollow corner on our wall for the deposit box. The tinman was set to work on a box to fit the chamber in the wall. Brother Will wrote up a story of our plan and purpose, and got together specimens of coin and the newspapers of the day. While the exercises of the University, its speeches and feast were going on, we boys and a few sympathizing friends *were working like beavers*.

“I had formed a very intimate acquaintance with Bishop

Simpson in Washington, on my return from California two years before, while being entertained at the same house, so that when near the close of the feast, I stepped up to him, he greeted me most cordially. I took him to one side, and told him of our great effort *to prevent a disappointment* of the people, and added that we wanted him to lay *our* corner-stone, for the Northwestern Female College, and to invite all the people down to the ceremony at the close of the feast. He was delighted and enthusiastic. Without speaking to anyone, at the proper time he mounted the rostrum and called the attention of the people "to a most pleasing surprise." While they had been enjoying themselves, others, the most estimable young men who were founding the Northwestern Female College, to grow up a worthy sister and handmaid of the University, had prepared *their* foundation and were now ready in the adjacent grove, and he would be highly pleased if the company would now adjourn to that delightful spot and join in such a ceremony as had been intended for the morning. There was great interest and a shout of applause, and immediately the crowd began to gather up their belongings and join the procession of enthusiasts, headed by the good Bishop, who took charge of the whole proceeding.

"The Bishop led with a magnificent address on the mighty advance being made in female education, and extolled our exalted ideas and the remarkable energy of the

founders of this great enterprise. Other orations followed. Several editors of Chicago papers joined the orators. The crowd cheered, and many said that it was the happiest incident and crowning event of the day.

"The sessions of the legislature were then biennial. Our college was founded in the spring, after its adjournment, and we could not get a charter until two years after, when the next session of the Legislature met. So that the Northwestern Female College was really two years older than its charter, which was not obtained until after the first building had been destroyed by fire."

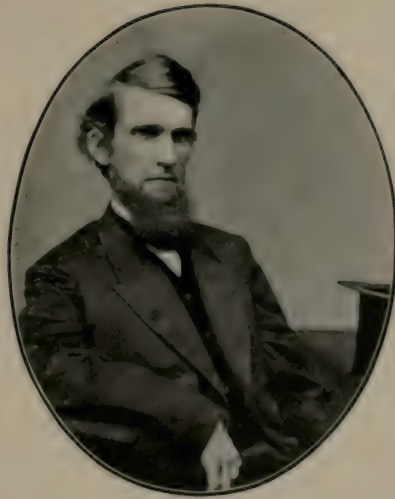
The college edifice was completed and formally dedicated January 1, 1856. Dr. Dempster, of the Garrett Biblical Institute, Rev. Dr. Watson, of the Northwestern Christian Advocate, and several other prominent leaders of the Church conducting the exercises. Particularly happy were Dr. Dempster's remarks on the relations between the several institutions at Evanston in the great work of education. He said that while traveling in Europe he visited a church in which were three windows called Three Sisters, on which were depicted the scenes and the life of Moses. Destroy one of the windows and you take away one third of the history of Moses. The three literary institutions of Evanston were three sisters; each had its legitimate sphere, and all were necessary to constitute a whole. Professor W. D. Godman, of the Northwestern University honored the occasion with a poem. Excursionists from the city, and many visitors from a greater distance,

were in attendance. All partook of a hearty collation, enlivened with congratulatory sentiments and wise and witty speeches from the guests; and, after a day of great enjoyment, the new college enterprise was declared to be happily and prosperously inaugurated.

The faculty was now increased to eight members. The Rock River Conference of the Methodist Episcopal Church fully recognized the institution, and recommended it to the public patronage. The first scholastic year ended prosperously, the college register bearing the names of eighty-three students; and the second year opened still more auspiciously. As Evanston then contained scarcely more than a dozen children of suitable age for even the preparatory department of the new institution, its principal support and attendance came from abroad.

A few persons, not satisfied with the location and organization of this institution, had talked of building a school on the West Ridge, but the success of the college already opened was apparently accepted by all, and the other project was abandoned. But suddenly a great calamity overwhelmed the newly elected college, for the time apparently blotting it from existence. On the 20th of December, 1856 (one of the fiercest days of that severe winter) the college building was totally destroyed by fire. Fortunately the fire occurred in the afternoon, so that the students were easily warned, and no lives were lost.*

*"We had only one pair of horses and a wagon left. Letters of condolence had come in from all the parents, and all wanted their children to continue at school, and board in the village, if we could



NORTHWESTERN FEMALE COLLEGE

LUCIUS BUGBEE

WILLIAM P. JONES

MRS. MARY HAYES JONES

The next night the president was utterly prostrated by an attack of inflammatory rheumatism, brought on by exposure at the fire: This attack at first threatened to prove fatal, and finally confined him to his room more than six months.

Notwithstanding this, the plans for rebuilding were matured in the sick-room, and on the first day of the succeeding October (nine months after the fire) the new building, one story higher than its predecessor, was formally dedicated. The destruction of the first building had been a total loss, the insurance having expired a few days before as the insurance company had refused to renew it until the heating plant had been more thoroughly tested. The good credit of the first college, and several staunch friends of means in Chicago, Evanston, and elsewhere, who stood ready to lend help, enabled the founder to go

secure school-rooms. An old physician had occupied a very large farmhouse, a mile or so towards Chicago, but the house was then vacant. Before noon we had rented that house. Before night we had bought another pair of horses and a wagon. The Chicago papers announced that in three days all classes would be resumed, and that all scholars would be called for at their boarding places in the village, and taken to and from the school every day, free of charge. Scarcely a scholar was missing in a week; such was the love for, and devotion to, my brother. They wanted to cheer him up by standing by him in adversity. And when at last he was able to be taken to the school building in a carriage, they all gathered around him with happy cheering faces, as though an angel of light had descended among them, showering benedictions of joy. Within twenty-four hours, the debris was all cleared from the foundation structure; and the work never ceased until, on the first Monday in the October following, the new building, a facsimile of the old, though with some improvements, was dedicated, with every room full, and a large overflow of students boarding in the village. Not more than a week of tuition had been lost in the year, and that had been made up by shortening the summer vacation."

COL. J. W. JONES.

forward; perseverance, despite all embarrassments and discouragements, with God's blessing, achieved success. Especially worthy of remembrance among the faithful friends and helpers above alluded to were the founder's brothers and parents, Mr. John Link, of Chicago, Mr. Joseph Suppizer, of Highland Park, Ill., Dr. P. M. McFarland, later of Centralia, Ill., and A. C. Stewart and L. Clifford, of Evanston. The strong sympathy of hundreds, both in and out of the conference and the church, was a constant moral support and stimulus.

An impression has been created in some minds that at this time very generous contributions were given toward the rebuilding of the new college. The only foundation for this error is the fact that immediately subsequent to the fire the sum of \$207 was raised by subscriptions at Evanston, and presented to the president as a mark of personal sympathy. All funds intended for the rebuilding of the college were received upon loan certificates, payable in tuition, or from the sale of scholarships entitling the holder to tuition for ten years, one student at a time. These certificates had all been paid with interest, and all the conditions of the scholarships were strictly complied with until they expired in 1867 by limitation. In some instances these scholarships were used for almost the entire period of ten years. In these cases, it is hardly necessary to say that the college paid in tuition from six to eight times the cost of the scholarship. So that, in the long run, the scholarship plan of raising money was found to have

been unwise. The scholarships and loan certificates were secured by a trust deed of the college, given to the college trustees. While these trustees never became liable beyond this, yet by giving chartered rights to the institution, and by their counsel and influence, this board was always an inestimable help and stay to the support of the college.

By far the greatest embarrassment in the way of the restoration of the Northwestern Female College was caused by a revival of the attempt to build a college on the West Ridge. This being undertaken immediately after the fire, while President Jones was too sick to be consulted, and while the impression was abroad that the Northwestern Female College was utterly ruined and abandoned, many of Mr. Jones's friends were easily induced to take stock in the new enterprise in order to secure something to take the place of the missing institution, and this they did in the belief that Mr. Jones would be associated in its management. For such an institution a charter was immediately obtained, the Legislature being then in session, and \$32,000 in shares of the stock were announced to have been taken. Although no subscriptions were ever paid upon this stock, the project was kept before the public, discouraging many who had once promised to make loans to the Northwestern Female College, and the enterprise was not abandoned until after your Alma Mater had passed her time of sorest struggle and was securely re-established.

It is worthy of remark, that, during the interval be-

tween the destruction of the first building and the completion of the second, the school was not suspended. Many of the students sought board in private families and remained, the teachers continued at their posts, under the management of the lady principal, Miss Hayes, (who Feb. 22, 1857, became Mrs. W. P. Jones); the classes were regularly conducted, first in rooms kindly furnished by the Northwestern University, and afterwards in the only rooms then procurable, at a house on Ridge avenue, nearly opposite the old institute. In this homely refuge of Alma Mater, some of her most honored and beloved students were educated; and, because in those days there was no preparatory department of the Northwestern University, and students preparing for its halls were received into the preparatory school of the Northwestern Female College, here some of the most worthy alumni of that University acquired no mean part of their education.

The dedication of the second college was a matter of public rejoicing. That sweetest poet of the great West, Benjamin F. Taylor, then editor of the Chicago Evening Journal, delivered an address, which the Northwestern Christian Advocate pronounced "a model address for the opening of a Female College." Rev. J. W. Agard, president of the trustees, Rev. Drs. Kidder and Bannister of the Garrett Biblical Institute, and several professors from other institutions made speeches, or responded to appropriate sentiments. And again Alma Mater set forward in her good work, encouraged by almost unanimous godspeed of

the community, of the conference, and of the press, religious and secular, throughout the Northwest.

In the midst of all these rejoicings and encouragements, there was one great discouragement—the financial condition of the country, long to be remembered, and known as the Financial Crisis of 1857, when, between August 1, 1857, and January 1, 1858, thousands of individuals and firms were totally ruined, and the nation was threatened with general bankruptcy. Suddenly reduced to poverty, or alarmed by the failures on every hand, nearly half the parents who had engaged rooms for their daughters in the new college before September 1, wrote to cancel their engagements before the term opened in October. This and other financial difficulties, although not permitted to embarrass the college, retarded its expansion and added innumerable burdens and harassments to the cares of the management. But, through all these things, the credit of Alma Mater was sustained—although sometimes at the cost of exorbitant interest and great sacrifices. A few years later, when the great monetary crisis in the country had passed, and it appeared that several other institutions, unable to meet it, had been sold for debt, the successful manner in which our college had passed through the struggle was publicly recognized, and commended in language that added to its reputation.

The first printed paper to which Evanston can lay claim was called "The Casket and Budget," and was published by the students of this college, December 17, 1858, Miss

Ada Ward editor. Several of the literary articles show considerable merit. The first number contained a poem from the pen of a lady then unknown to fame, Miss Frances E. Willard. It was entitled "The Unloved." It is hardly necessary for me to add that it was purely an effort of the imagination, and did credit to that talent.

After seven years of severe labor incident to the management of both the literary and financial affairs of the college, the health of its president was so impaired that his physician advised rest and change of climate. A foreign appointment under the government was tendered him by President Lincoln, and on the first of September, 1862, accompanied by his faithful wife, who through all the history of the college had borne her full share of the anxieties and toils incident thereto, he set sail for China, where, as United States Consul, first at Macao, then at Amoy, and finally at Canton, he remained until the spring of 1868.

From September, 1862, until February, 1865, the institution was conducted under the immediate management of the Rev. W. P. Jones, as financial and general agent, and that able scholar, Mrs. Lizzie Mace McFarland, as acting president. During this period, notwithstanding the increased cost of building occasioned by the Civil War, the demand for an extension of the college became so pressing that, on the voluntary proposal of several citizens of Evanston to assist in the work by lending funds to supplement means already at the command of the institution, a structure was erected, the basement of which had

been built and roofed over for temporary use before Mr. Jones's departure. Loans running from two to five years were received from J. F. Willard, Obadiah Huse, and Mr. Johnson, amounting in all to \$1,150. This was increased by a loan of \$3,038 from Colonel J. Wesley Jones, who also aided by valuable services as architect. At a total expense of over \$7,000 (considerably more than the estimates) this addition to the college and several improvements in the main building were completed.

In February, 1865, the college was placed under the management of the Rev. Dr. Lucius H. Bugbee, who conducted it with ability and success until the return of Prof. Jones, in the summer of 1868. The increased cost of living had rendered an advance in college charges necessary. President Bugbee boldly advanced the price of tuition nearly one hundred per cent., and the price of board almost forty per cent.; yet he succeeded in maintaining a good attendance of students and in sustaining that steady growth of the college in the public esteem which has marked all its history down to the present time.

Soon after the founder of the college resumed the presidency, in 1868, certain ladies of Evanston, who had long been desirous of some such consummation, as is realized in the present union between the University and the Evanston College for Ladies, waited upon him to inquire upon what conditions he would agree to transfer the Northwestern Female College to an organization of ladies designed to bring about such a union. These ladies had

then no legal organization and no well defined plans. So long as this was the case, it was thought inexpedient to abandon the plans, long cherished, for the extension of the college upon the self-supporting principle, which had always sustained it, and of which principle it then stood as almost the only successful illustration in the West. Nearly a year afterward, these ladies procured the charter of the present Evanston College for Ladies, and became a responsible organization. In the meantime, the vague outline of their desires began to assume definite shape to themselves and to others. Finally, something like assurance was given them that the University would coöperate with their plans by opening its doors to women. When, therefore, a committee of whom President Haven of the University was one, expressed the desire of this new organization to act, not in opposition to us, but if possible, so as to give public and perpetual evidence of their high appreciation of the work which had been accomplished by our college, and asked for a conference to consider the plans of the friends of the College for Ladies, and whether a union of the two institutions were not possible and wise, your president, with the consent of the Board of Trustees, did not hesitate longer to enter into a thorough discussion of the subject, and finally into those negotiations which have terminated in the union of the Northwestern University, the Evanston College for Ladies and the Northwestern Female College, a union over which we all rejoice together.

It should always be borne in mind, as the answer to the question, why did the Northwestern Female College consent to this union? that when its president became convinced that the richly endowed sources of instruction possessed by the Northwestern University would be conferred upon women, through the success of the College for Ladies, while there would be granted to women a sort of independent control of their sisters during their years of educational training, he appreciated the magnitude of the question before him, and quickly decided that the best interests of education in this great educational center pointed unmistakably to a union of all the institutions. No money consideration was allowed to enter into the problem. In reply to an inquiry by one of the ladies as to what price he would ask, in the transfer, for the goodwill of the college, he replied, "It is not for sale." But two conditions were absolutely essential to the transfer, and these were first, that the history of the Northwestern Female College be incorporated and perpetuated with the history of the College for Ladies; and second, that its alumnae be always recognized and cherished as the Senior Alumnae of the College for Ladies, with like honors and privileges to later graduates. It was further required that the College for Ladies allow no interval to occur after the transfer, but at once take up the work of the college, operating it in the buildings of the old college, until prepared to remove into their own buildings. We believe that this agreement is being carried out in good faith.

I. PRESIDENT JONES'S VALEDICTORY

(From "The Sixteenth Annual Catalogue of the Northwestern Female College and Circular of the Evanston College for Ladies, connected with the Northwestern University").

In the order of seemingly well-directed events, on this sixteenth anniversary of the establishment of the Northwestern Female College, its Trustees and Founder transfer the institution to the control of the trustees of the Evanston College for Ladies. As a natural result of the rapid growth of educational zeal and enterprise in the Northwest, and the influence of the good name of Evanston as an educational focus, together with the public appreciation of the honorable part the Northwestern Female College has taken in these matters, we have reached that epoch in our history where the attendance of students, the demand for more extended accommodations for our several departments, and other considerations, render it evident that larger buildings and increased means of instruction must be provided, in order to keep pace with our own prosperity. This conviction operating upon the minds of others, long eager to aid in the cause of women's education, drew them, some months ago, into an organization for the purpose of establishing an institution as a female department of the Northwestern University. With ample chartered power joined with the invaluable privileges accorded them by the University, it only remained for



FRANCES E. WILLARD



NORTHWESTERN FEMALE COLLEGE

them to effect an honorable union with the Northwestern Female College, already in their midst, to harmonize all the elements of success. To attain this end they would cordially agree to *perpetuate the history of the Northwestern Female College and always recognize and cherish its Alumnae as senior Alumnae*, and obligate themselves to keep the college in unbroken, regular operation in the present building until their new and larger buildings were completed. Forced, even by our prosperity, either to build on broader foundations or to accept these friendly overtures, the trustees and founder of the Northwestern Female College have chosen the path of union; and, according to written terms of agreement, now transfer all that constitutes this institution, its charter, seal, archives and good will—without charge—to the Evanston College for Ladies.*

*CONTRACT WITH W. P. JONES, JR.

These articles of agreement entered into this twenty-first day of January, Eighteen Hundred and Seventy-one, between the Evanston College for Ladies, party of the first part, and William P. Jones, Jr., party of the second part. Witnesseth:

That, for the purpose of meeting firmly all the interests of the two organizations severally known as "The Evanston College for Ladies" and "The Northwestern Female College," and thereby promoting in the highest degree the cause of female education in this community, the aforesaid parties of the first and second part do hereby contract and agree together as follows, to wit:

The trustees of the Evanston College for Ladies agree to publicly recognize and incorporate the past history of the Northwestern Female College with the history of the Evanston College for Ladies, and acknowledge the Alumnae of the Northwestern Female College as the Senior Alumnae of the said Evanston College for Ladies, and accord to them the same honors and privileges as to their Alumnae of subsequent classes.

The said Wm. P. Jones, Jr., in consideration of the above, and in further consideration of One Dollar to him paid, the receipt of

At this moment it affords us peculiar satisfaction to reflect that, during these sixteen years, the college has not only been *twice* built and *wholly sustained* without public aid, excepting \$1,300 in loan subscriptions (since repaid), but has allowed over \$4,000 in discounts to 31 daughters of ministers and 79 needy students, besides permitting 26

which is hereby acknowledged, does approve of and agree to a resolution passed by the Board of Trustees of the Northwestern Female College on January 13th, 1871, and recorded in this record approving of the surrender and transfer of the Charter of the said Northwestern Female College to the possession of the Evanston College for Ladies.

The Evanston College for Ladies hereby contract with the said Wm. P. Jones, Jr., to maintain the College in regular operation from year to year, from the close of the present college year until they can remove the school to their own buildings and for this purpose agree to hire the premises of the Northwestern Female College at a semi-annual rent of Twelve Hundred and Fifty Dollars (\$1,250) from the first day of September next until they are ready to make such removal, all as more particularly stipulated in the attached lease. The building shall be in a tenatable condition, and the trustees of the Evanston College for Ladies shall keep the buildings and furniture in sufficient repair for their own use, and the said Wm. P. Jones, Jr., is not required to renew or add to the furniture during said lease. An inventory of furniture is to be taken when the said Trustees take possession, and for such furniture they are to be responsible as per the terms of this lease.

In case of failure of the trustees of the Evanston College for Ladies to perform all the conditions, or any of these articles of agreement, or in case of non-payment of the rent of the premises of the Northwestern Female College according to the terms of the attached lease, then these articles of agreement shall become null and void, and the charter of the Northwestern Female College shall forthwith be returned to the possession of the said Wm. P. Jones, Jr., on his demand as representative and agent of the trustees of the Northwestern Female College who are to retain their organization until the stipulations of these articles of agreement have been carried into satisfactory execution.

In testimony whereof, we have hereunto set our hands and seals the twenty-third day of January, in the year of our Lord, One Thousand Eight Hundred and Seventy-One.

MARY F. HASKIN,
Pres. Trustees of Ev. Coll. for Ladies.
 MARY B. WILLARD,
Sec. Board of Trustees Ev. Coll. for Ladies.
 WM. P. JONES, JR.

Signed in the presence of
 ERASTUS O. HAVEN, *Witness.*

Records of Trustees of Northwestern University, Vol. III, pp. 183-4

students to pay either all or most of their expenses by teaching or helping in the domestic department, and has assisted 27 students with loans amounting to nearly \$1,000.

Now, wishing our successors abundant prosperity, and commending their noble plans to the friends of the Northwestern Female College, and to the favor of all who have a heart to contribute of their treasure for the upbuilding of temples of learning, we turn from these halls with hearts overflowing with tender recollections of teachers and students with whom we have toiled these many years; and, full of gratitude to the friendly public and patrons who have so long and well sustained us, and to Almighty God, who has brought us through so many sore trials as well as triumphs to this honorable issue of our undertaking, we bid the public, farewell!

In behalf of the trustees,

W. P. JONES,

Founder and President of the Northwestern Female College.

Colonel J. W. Jones tells the following story of how the western college inspired two eastern men to found now famous colleges: In 1855, while he and his brother William were visiting eastern institutions to study their methods, they were invited to dine at the home of Mr. Lossing, the future historian, where they met Mr. Vassar, a wealthy neighbor of their host. "As we discussed our intention of founding the Northwestern Female College,

he became intensely interested, and insisted on our visiting him a day before we started West. We spent the next Sunday with him. He urged us to give up the West and establish our college there, and drove us over his lands, where now Vassar College stands. But we were enamored with the great and growing West, and our family and friends were there. I had already bought the site of our college, and we carried out our plans, and Vassar followed them in the East, some time after. The founder of Wellesley was a young lawyer of Boston, in practice only for managing his own and wealthy connections' estates. We talked together on education again and again, when we met socially; he became inspired with our ideas, and his great wealth enabled him to found Wellesley, now one of the leading woman's colleges of New England."

CHAPTER II

EVANSTON COLLEGE FOR LADIES

MARY BANNISTER WILLARD

DURING the late sixties of the last century a new wave of thought and feeling swept over the minds of American women regarding higher education. It may have been started by that movement in England which originated the colleges of Girton and Newnham as the women's equivalent for Cambridge and its opportunities. It was at any rate the natural impulse of those minds that had been led by the early labors of Mary Lyon and Emma Willard to call and agitate for the highest and best.

The advent of the Rev. E. O. Haven in Evanston, as president of the Northwestern University, was coincident with the opening of its doors to women, and coeducation received a mighty impulse from this decision, as up to this time only Oberlin College and the University of Michigan were known as schools where young women might receive an education equal in all respects to that of young men. The various state universities were as yet not open to women, and coeducation was for many years at this time on trial.

For this reason many new questions arose in the minds of thinking men and women touching this new phase of things, and first among them this grave and responsible query: *Is the opening of the university courses of study all that is necessary to secure to these young women their utmost and most sensible development?* And naturally following was this; *What shall be done to provide that physical, mental, and moral training peculiarly belonging*

to women, and which must forever supplement the education of books?

These and cognate questionings stirred the thought of men and women of Chicago and the Northwest. Woman's sphere was enlarging in almost numberless directions, and the opportunities for greater development must meet the new demands. Gradually the conclusion of much thinking along these lines shaped itself something like this:

Facilities more special than a university founded for men only is able to furnish should supplement a university course of study open to young women.

A group of women in Evanston, moved by this matured thought, met one day to inquire into the practicability of a college supplementary to the university, furnishing studies and training not then considered so necessary or so appropriate for young men; a college for women, whose trustees should be women, and whose faculty should be women. In this meeting all the questions which had arisen were duly discussed, with the result that a meeting was called on September 25th, 1868, at the home of Mrs. Edwin Haskin to form a plan for the establishment of such an institution. Those present at this meeting were: Mrs. Bishop Hamline, Mrs. Haskin, Mrs. Dr. Kidder, Mrs. A. J. Brown, Mrs. L. L. Greenleaf, Mrs. Dr. Banister, Mrs. O. Huse, Mrs. Professor Noyes, Mrs. J. F. Willard, Mrs. Dr. Raymond, Mrs. A. E. Bishop, Mrs. H. B. Hurd, Mrs. W. T. Shepherd, Mrs. C. P. Bragdon, Mrs. R. Somers, Mrs. A. L. Sewell, Miss Stafford.

The outcome of this memorable gathering was the foundation of the Ladies Educational Association for the promotion of the education of girls in literature, science and art. Its first board of managers, was composed as follows: Mrs. Bishop Hamline, president; Mrs. Edwin Haskin, Mrs. Orrington Lunt, Mrs. Dr. Kidder, Mrs. H. B. Hurd, Mrs. O. Huse, Mrs. Professor Noyes, Mrs. G. C. Cook, Mrs. A. J. Brown, Mrs. A. E. Bishop, Mrs. John Evans, Mrs. L. L. Greenleaf, Mrs. Bishop Thomson, Mrs. J. F. Willard, Mrs. V. J. Kent, all of Evanston and Chicago.

A charter from the Illinois Legislature was secured by the good offices of Hon. E. S. Taylor, then the representative of this congressional district, and the above mentioned women were named therein as the trustees of the Evanston College for Ladies, they and their successors in terms of three years each. This charter gave them power to found a college, and to become annexed to, or to annex any other institution of learning, to found professorships, scholarships, prizes, to confer honors and degrees to the same extent as is done by any college or university in the United States. The officers of the Board of Trustees elected under this charter were:

President, Mrs. Edwin Haskin,
Vice President, Mrs. O. Huse,
Recording Secretary, Mrs. Professor Noyes,
Corresponding Secretary, Mrs. Bishop Thomson,
Treasurer, Mrs. L. L. Greenleaf.

There was now a visible body and "a name to live," and with this act, the association previously formed disappeared till later events called it into active participation with the trustees in the building up of the institution.

In January 1869, the trustees of the village of Evans-ton presented the newly chartered college with a valuable block of land, hitherto designed for a village park, on condition that twenty-five thousand dollars be expended in building on this site within the next twenty-five years, and that the property be used only for the purposes of a Woman's College.

About this time a proposition was made to the trustees by Professor William P. Jones, President of the Northwestern Female College, an institution recognized by the Rock River Conference, through the sixteen years of its existence, and which had given during these years to the young women of the Northwest a course of study which kept an even pace with the best reported colleges of the country. In view of the fact that the Northwestern University was now open to women, and the large demands of the time had been in this way met, and by means of the supplementary college just organized, fully and fitly increased Professor Jones offered to transfer to the Evans-ton College for Ladies the institution known as the Northwestern Female College, its history to be perpetuated by, and its alumnae adopted as the Senior Alumnae of the new college.

The high aims and earnest spirit of the former had been

impressed upon hundreds of pupils, and a noble body of alumnae were by the acceptance of Professor Jones's unselfish offer, thus made the nucleus of those larger gains which it was hoped, would redound to the honor of the Evanston College for Ladies.

Gifts of money and grants of land given at this time showed that the minds and hearts of hopeful men and women had been moved by the same impulses which had led all these activities so far. The first to respond to the call of the trustees for subscriptions was the Rev. Obadiah Huse with a subsequent gift, and there followed within a short space the contribution of other amounts as follows:

| | |
|-------------------------------------------------|---------|
| E. Haskin, a house and lot valued at..... | \$2,000 |
| Sarah G. Hurd, donation of cash..... | 2,000 |
| A. J. Brown, donation of cash..... | 1,000 |
| D. P. Kidder, land valued at..... | 1,000 |
| J. L. Beveridge..... | 500 |
| Levi C. Pitner, mining stock valued at..... | 2,000 |
| Luther L. Greenleaf, real estate valued at..... | 10,000 |

With Mr. Greenleaf's handsome gift came the request that as soon as the finances of the college would permit after the college building was completed and furnished, this amount should be set aside as an aid fund to students. Mrs. Dr. Kidder, one of the ladies connected with the college from its earliest existence, writes of its inception in this way: "I have no written data on which to base any account of the early doings of our board of trustees, or their plans to found a model college for women. I know

there was intense interest in trying to develop the best possible plan for the education of women, and that *we all had ideas on the subject*. It was not till after the charter was obtained, and permission given to use the park as a site for the building, that the question of who should be its president was ever discussed." This extract from a private letter hints strongly at the purely unselfish and unpartisan spirit with which the trustees labored, but as events now pointed with emphasis to the choice of a president of the college so rapidly taking on "form and comeliness," there was a rapid turn of thought to one of the most widely known at this time of the Alumnae of the Northwestern Female College. Miss Frances E. Willard, but recently returned from a two years' sojourn in Europe for travel and study, was now in the early spring of 1871 elected president. She had been known for several years before going abroad, as a successful and inspiring teacher in Evanston, Kankakee, Pittsburg and Lima, and the memories of her college career gave proof of an early adaptation to educational work, as well as of strong originality in writing. Her entrance upon this new field gave a fresh and vigorous impetus to the enterprise, as was seen in the speedy preparations for a still well remembered feature of that spring's campaign, the plan for what has ever since been known as "The Woman's Fourth of July."

Meanwhile, the encouragement of its advisers, and the energetic movements of the new president, seconded in every regard by the inspiring words of President Haven

of the University both in public and private, gave hope and faith to the building enterprise, and a contract was made with Mr. G. P. Randall, an eminent architect of Chicago, to put up the main college building at a cost of sixty thousand dollars, and work was begun on what is now known as Willard Hall.

At this time was revived the Woman's Educational Association, mentioned elsewhere in this history, and its new president, Mrs. Jane C. Hoge, proved a most inspiring ally to the forces already enlisted. One of the several committees of this newly organized body, the Aid Fund Committee, has passed on through years of beautiful ministries, to become itself a chartered institution, known as the Woman's Educational Aid Association (under the presidency of Mrs. J. A. Pearsons, the less having swallowed the greater organization). Its history is given elsewhere in this volume, but to the Evanston College for Ladies belongs the proud honor of its inception, from which time it has been the means of aiding hundreds of university students, and reflecting the glory of devoted unselfish labor on the men and women who associated with it.

Miss Willard says in her Memoirs, speaking of Mrs. Jane C. Hoge the new president of the association under whose inspiring enthusiasm the idea of the Woman's Fourth of July fired the hearts of the women of Evanston: "I shall never forget the morning when this woman, one of the few truly great whom I have ever known, stood

up in a meeting of ladies in the Presbyterian Church of which she was a leader, and told us to preempt at once the coming Fourth of July, the University Campus, and the Chicago press in the interest of our girls. Forthwith we said we would and verily, we kept our vow. But Mrs. Hoge had never recovered from the rigors of her army work, and she had many cares besides, hence could only give us the splendid impetus of her magnetic words and presence. It remained for the new president, minus a college, to show what she could do, and to carry out the plan. Two years of foreign study and travel were hardly the best preparation for a work so practical, but it was a case of 'sink or swim' and I took my lesson in the middle of the stream, as many another has been forced to do. For three months I slept and woke *Fourth of July*. It haunted me like a ghost, it inspired me like a fairy. Men and women rallied to my help as if I were their very own. Although ours was a Methodist College, Episcopal ladies were on the Committee, Presbyterians bore the battle's brunt, Congregationalists cheered on the battalions, and did not a little of the fighting, while Baptists were outdone by nobody, and Methodists headed by Mrs. Mary F. Haskin president of our board, were 'at it and all at it' intent on making the 'Women's Fourth of July' celebration what it was, the most complete ever known in the Northwest, and the most unique ever held upon the continent."

At nine o'clock of the national day a great procession

was seen in the streets of Evanston wending its way to the University campus. At its head was the stately figure of General John L. Beveridge, Marshal of the day, followed by Nevans and Dean's Brass Band, the Ellsworth Zouaves, and the Inmates of the Soldiers' Home in carriages. Then came ladies of the Board of Trustees and the Woman's Educational Association and citizens. At the exercises in the university grove Mr. L. L. Greenleaf presided. The program consisted of music, prayer by Professor S. C. Bartlett of the Chicago Congregational Seminary, Declaration of Independence read by Professor R. L. Cumnock, and an oration by Hon. J. R. Doolittle of Wisconsin. Then came short addresses by President Haven, and Rev. Dr. John M. Reid of the Northwestern Christian Advocate, Chicago. These were followed by animated appeals for subscriptions and were answered handsomely to the tune of nearly twenty-five thousand dollars, ten thousand of which came from Mrs. John Evans of Colorado.

At noon precisely, the procession formed again and marched to the college park, where the corner stone of the new Evanston College was laid with Masonic ceremonies by Grand Master D. C. Cregier. The following hymn sung on the occasion was written by Mrs. Emily Huntington Miller, one of the trustees:

Dedicatory Hymn.

Great Builder from whose perfect thought
Burst like a flower creation's plan,
Whose mighty hand through ages wrought
To shape a dwelling place for man.

Not with Thy wisdom or Thy might
Can we Thy children build today,
Since Thou could poise the stars of night
And hold them on their shining way.

Weak are our hands, but striving still
To bring Thy glorious kingdom near;
We work obedient to Thy will
And claim Thy strength, and feel no fear.

Builder Divine! beside each rope
Let Thy bright angels stand today;
Angels of Patience, Faith and Hope
Unseen our corner stone to lay.

Speed Thou the work, until we raise
With shouts of joy the topmost stone,
And grateful say amid our praise
"We do but give Thee back Thine own."

A dinner furnished by the ladies of Evanston and remembered to this day by those young and old as having been brought to pass by herculean labors, and yielding nearly three thousand dollars of clear gain, was served in

the late noon hours to hundreds of people, and the afternoon was given up to regattas, prize contests in base ball, zouave drills, and dramatic representations.

Not long after this truly great event, the new college president, Miss Willard, made her first public appearance in Evanston as spokeswoman for the cause, and together with President Haven of the Northwestern University interested the citizens of Evanston in the opening of the new college. It had been decided in the board of trustees to make a practical beginning in the autumn of 1871, and for this purpose had leased the building and grounds of the Northwestern Female College, and in September of that year the initial year was established with a faculty composed of the following women:

Frances E. Willard, President and History of Fine Arts.

Minerva B. Norton, History.

Kate A. Jackson, French Language and Literature.

Oscar A. Mayo, Music, Instrumental.

Anna S. Lewis, Vocal Music.

Maria Pettingill, Painting.

Mary L. McClure, Drawing.

Ida M. Kessler, Kindergarten Training School.

William Arnold, Penmanship.

Drs. Mary A. Thomson, Sarah Hackett Stevenson, and Mary A. Safford, Lecturers.

Rev. and Mrs. Norton, Superintendents of the Home Department.

A course of study supplemental to those of the University had been prepared with great care by Miss Willard and President Haven, and was known as the Esthetic and Historical course of study, giving preference to Modern Languages, History and Art, with prominent place to instructions in Hygiene and Health. Pupils completing this course were to receive from the Northwestern University the degree of Bachelor of Science.

The new institution began its work with an attendance of 236 in all its departments, ninety-nine of whom received instruction in the University and the preparatory school.

Many interesting features of college life appear in this first year of the new undertaking having a particular reference to the training of young women. Prizes were contributed by Miss Willard and Miss Jackson for neatness and well kept rooms; a gold medal for excellence in deportment was offered by Dr. J. B. Chess of Chicago. Dr. (later Bishop) J. H. Vincent offered a diploma to students who should finish a Sunday School Course of study for normal classes. Most notable of all was the system of government introduced by Miss Willard who, as she called herself "the elder sister of girls," greatly desired to lead them on to higher notions of conduct than those of the usual boarding school pupil and to implant and train to lasting use the sentiments of honor and reliability so often made of little prominence in the training of young people.

This desire found expression in her plan for the self

government of her pupils, putting the responsibility of good order and lady-like behavior into their own hands, and leaving them almost entirely without set rules. In these words, at the very outset, she committed this system to their care: "Here is an enterprise the like of which was never seen, a college with women trustees and faculty, a woman president, and women students. Up yonder in the grove is a first class men's college, and to every one of its advantages we are invited on one condition—all of us must at all times be Christian ladies. Now, girls, I place your destiny in your own hands; I confide to you mine also, for this is my own home town, and my good name is more to me than life. Besides all this, and greater, the destiny of this woman's college, and to some degree, that of the coeducation experiment rests with you young creatures, fair and sweet. God help you to be good!"

The pupils accepted the trust and nobly fulfilled it. They were henceforth free to do as they pleased, so long as they pleased to do right. Every reasonable and safe concession was made to school-girl qualms and prejudices; they were not to take their daily exercise in squads accompanied by a teacher; they were not to walk to church or recitations in a long, orderly procession, but might form in groups at their own sweet will, and it became their pride to carry out with grace, dignity and reserve their self-made canons of conduct. And so for the first month, there were no rules whatever, with only a time table posted in a prominent place to show the order of the day and the school

work. The second month found every girl on the keen stretch to reach the roll of honor which could only be done by one month of faultless deportment. By the end of the term or third month, a fair proportion of the pupils had reached the goal and were anxious to stay there. The roll of honor had its constitution, officers and regular meetings; in it were vested certain faculty powers, and written reports were sent from its secretary each month to the responsible faculty. A single reproof conditioned, and two removed a pupil from this roll of honor, but those who for an entire term had kept their places, were then passed on to the rank of *Self-Governed*.

The principle of this system was simply this: *Merit shall be distinguished by privilege*. The response of the pupil to the trust reposed in her was this: "I will try to so act that if all others follow my example, our school would have no rules whatever." The keynote of all instructions in behavior was only this; "Just be a Christian lady!" Through all the temptations and vicissitudes of coeducation this system proved itself by use, and at the close of the first year twelve young ladies were on the list of the *Self-Governed*, and all the rest were on the roll of honor. Later, with continued good results, this unique method of self government was held to be incompatible with the dignity of university education—as a too childish system for young women fit for coeducation, but its very simplicity was akin to that which makes for the kingdom of heaven within, and which is known as character. The village

people recognized its value in the changed bearing of the girls as they walked to and fro through the village street and even those who opposed the plan and condemned the government as "hairbrained" were constrained to say "The girls are quite too loyal; they make a hobby of being 'on honor.'"

The first year of the college was hardly begun when the awful ravages of the Chicago fire made all the everyday things of earth seem out of place and puerile. Fortunes that had been ample and were beginning to reach the name of "colossal" crumbled in a night and a day. The college subscription list of nearly \$50,000 shriveled to less than half its value and the new building already at the beginning of its first story, at a cost of \$15,000 had to be covered over and abandoned.

There was no lack of woman's heroism to meet the disaster, but the long winter which followed with its solemn realizations of the calamity's details threw the deepest of shadows on the college building enterprise. But men who had faced beggary in the first days of financial paralysis, gained a sort of miraculous courage as the ashes were raked away, and set up slab-sided edifices to house the new beginnings of business. The workmen liberated by the cessation of the college building were pressed on liberal terms into the general rush and revival of work in the city, and the new college seemed forgotten in the intense movement for reconstruction.

Nothing more noble and self-forgetting has ever been

seen in the long annals of public benevolence than the return to faith and works to the men and women who had been the friends and the supporters of the Evanston College for Ladies. Prominent among these were the former donors; and in renewed labors, assisted by such men as L. L. Greenleaf, A. J. Brown, Isaac R. Hitt, Rev. Philo Judson, Stephen P. Lunt and Eli A. Gage, the trustees took up in the spring of 1872, the work of completing the College building. They secured favorable loans, faced their losses and forged ahead with sinkings of heart often, but with undaunted faith in the outcome. In 1893, the following statement was made public:

Assets.

| | |
|---------------------------------------------------|--------------|
| Cash in building previous to Great Fire | \$15,000.00 |
| Cash in building since Great Fire | 26,033.00 |
| Money subscriptions uncollected | 11,650.00 |
| Guarantee by S. P. Lunt | 10,000.00 |
| Land subscriptions deeded | 16,025.00 |
| Land subscriptions not deeded | 3,000.00 |
| Cash on hand and on call | 8,750.00 |
| Cash in hands of H. A. Dingee | 10,000.00 |
| | \$100,458.00 |

Liabilities.

Note to H. A. Dingee, due April 1, 1883,
 secured by mortgage on College Building. \$25,000.00

| | |
|-------------------------------------------|-------------|
| Note to C. M. Lindgren, due March 31, | |
| 1875 | 6,000.00 |
| Note to L. H. Bolderwick, due January 13 | |
| 1871 | 1,800.00 |
| Above notes guaranteed by A. J. Brown, L. | |
| L. Greenleaf, and I. R. Hitt..... | \$32,800.00 |
| <hr/> | |
| Total Assets over Liabilities | \$67,658.00 |

Block of land valued at \$40,000 and unencumbered save by mortgage above noted.

Meanwhile the school had been in active operation for two years. At its first commencement, June 1872, Professor W. P. Jones made a public transfer of the Northwestern Female College, charter, seal and Alumnae, then numbering over seventy-five, (many of them present) to the Evanston College for Ladies, giving in full his reason therefor. The acceptance by the trustees of the Evanston College for Ladies of this institution was voiced by the president of the board of trustees, Mrs. E. Haskin in sympathetic and appreciative words, after which the class of six young ladies which had been inherited from the former institution was graduated and received its diplomas at the hand of Miss Willard, the president. The baccalaureate sermon had been given the previous Sunday by Mrs. Jennie Fowler Willing, upon whom the College now conferred the honorary degree of A. M. The degree A. M. *in cursu* was conferred on Mrs. Fannie Stout Best. Changes had occurred in the board of trustees owing to ill

health, removal or other causes. Its constituency in 1872 was: Mary F. Haskin, president, Emily Huntington Miller, corresponding secretary, Mary B. Willard, recording secretary, Mary F. Haven, treasurer, Margaret P. Evans, Abby L. Brown, Maria Cook, Caroline E. Bishop, Sarah G. Hurd, Mary E. Kedzie, Elizabeth M. Greenleaf, Mary J. K. Huse, Sophia Wheeler, Sarah B. Bradley; Lyman J. Gage, auditor; Rev. E. O. Haven, D. D., LL.D., and Miss Frances E. Willard *ex officio*.

The board of trustees in 1873 was as follows: Elizabeth M. Greenleaf, president, Mary H. B. Hitt, vice president, Mary B. Willard, corresponding secretary, Abby L. Brown, Maria Cook, Caroline Bishop, Sarah J. Hurd, Mary E. Kedzie, Margaret P. Evans, Jennie F. Willing, Emily Huntington Miller, Anna L. Grey, Hannah S. Pearsons, Kate G. Queal, Mary E. Brown, Anna S. Marcy recording secretary. (Later Mrs. Myra J. Fowler was elected to the board and made its treasurer).

In 1872, with a rental of \$2,500 and a salary of \$1,000 to the president, the financial report of the College after its first year had closed, showed that all expenses had been paid from proceeds of the school, save a small deficit of \$262, and this with the price of board only two hundred and fifty dollars per year. Tuition in almost all cases was paid to the University, only the incidental fees belonging to the college.

In 1873, it was decided to give up the rented building, and the College not being ready for occupancy, the trustees

and other friends of the institution received the pupils into their own homes and were responsible for them to the faculty of the College. In the spring of this year, the college building was opened to pupils and the numbers enrolled mounted up to three hundred and forty-five, about half of whom were students of the University. The receipts of this year were a goodly sum in excess of all expenses, and the school, considered as a school in active operation, enjoyed a prosperous existence. But the new conditions of college life, especially since the removal of the president who had given to coeducation so large an amount of thought both at Ann Arbor, Michigan, and at Evanston, were growing constantly more perplexing with the increase of attendance, and the multiplication of educational demands. How to unify the common interests under two boards of trustees was the always imminent problem. Attempts to solve it often ended in increasing the perplexity. Miss Willard speaks in her Memoirs of the constant readjustments necessary which introduced "so much friction with our educational machinery that perceiving the impossibility of going on another year under the same disadvantages, I strongly advocated what the new president favored, viz: such a union of the two institutions as would make their interests identical."

She presented this view of the matter in the meetings of the college trustees giving it the weight of her own strong personal preference, and after much discussion *pro* and *con*, it was decided to present a plan for such union to

the annual meeting of the trustees of Northwestern University. This was done in June, 1873, President Fowler and Miss Willard standing sponsors to the plan. Its serious and wise consideration occupied a very large share of this annual meeting. Men of large experience in the financial affairs of the University differed widely in their views; some of its oldest and wisest counsellors hesitated at assuming such burdens of management and administration, but the strong leaning of all was not only toward the broadest justice to women, and the most loyal allegiance to coeducation, but a tender, fatherly and protective attitude toward the daughters of Methodism in the Northwest. Many differing views of the action taken at this meeting have prevailed, and still prevail, but the present writer believes that to the chivalry and devotion of fathers and brothers it was due that the following contract was entered into at this time between the Evanston College for Ladies and the Northwestern University, the advance step made necessary and important by the exigencies of coeducation. It is recorded in the records of both institutions in these words:

This instrument made and executed by and between the Northwestern University located at Evanston, Cook County, Illinois, party of the first part, and the Evanston College for Ladies, located at the same place, party of the second part, witnesseth: In consideration of the matters and things done by the party of the second part, and of its divers deeds and conveyances of this date made to the said party of the first part, and of the further agreements of the said party of the second part hereinafter contained, and of one dollar to the said party of the first part now paid. The said party of the first part doth hereby cov-

enant, bargain and agree to and with the said party of the second part in manner and form following, that is to say:

1st. To assume all the liabilities and obligations of the said party of the second part and pay and discharge the same, that is to say, a certain contract with Professor W. P. Jones and a certain Musical Conservatory contract with Professor Mayo, copies of which are hereunto annexed;—also all promissory notes due and to become due, made by the party of the second part, a list of which is hereto annexed;—also all liabilities of and concerning the completion of the college building, of the party of the second part, which is to be completed by the party of the first part, as it may think fit: provided that the said party of the first part may discharge all the liabilities and obligations in such manner as it may deem best upon condition that it save the party of the second part harmless therefrom.

2nd. The party of the first part further covenants to maintain in all future time a representation of women in the Board of Trustees of the Northwestern University of not less at any time than five, and in the Executive Committee of the Board of Trustees of the party of the first part, there shall always be at least one woman, if the women of the Board shall so require; and provision shall be made by the party of the first part for an Advisory Committee of women to be appointed by the Board of Trustees of the second part to confer with the Executive Committee on all matters of interest to the party of the second part hereafter, and the chairman of this committee shall always be received at the sessions of the Executive Committee of the Northwestern University; and the party of the first part shall also elect a woman to the presiding office of the Woman's College as annexed or affiliated with the party of the first part, with the title of "Dean," who shall be a member of the faculty of the University. And the party of the first part shall elect at least one woman to a professorship in the University, and this perpetually; and shall also confer degrees and diplomas as on the students of the said Woman's College entitled thereto, and this in the name of the Trustees and the Faculty of the University; and, shall also maintain the same friendly relations now existing between the Woman's Educational Association and the party of the second part, and keep up the same as between the said Woman's College and the said party of the first part, so far as is consistent with the charter of the University.

And in consideration of each and all of the matters aforesaid the said party of the second part has this day assigned, granted and conveyed to the party of the first part all its property, real and personal, together with all its choses in action, moneys and subscriptions set forth and enumerated in a schedule hereto attached and hath agreed and cov-

enanted and doth hereby agree and covenant to change its present corporate name to that of "Woman's College of the Northwestern University;" and also to prevent a forfeiture of its charter, the party of the second part hereby covenants and agrees to elect members of its Board of Trustees from time to time, as required by its charter, but the practical management of its affairs shall hereafter be left entirely to the Board of Trustees of the party of the first part upon the terms of union as herein expressed, except so far as concerns the preservation of the charter of the party of the second part.

And it is mutually agreed by and between the respective parties hereto that in case of the failure of the party of the first part to comply with the covenants and agreements hereinbefore contained, it will, when thereunto requested, account to and with the said party of the second part of and concerning all the property conveyed to it by said party of the second part, and of and concerning all moneys received from subscriptions and other claims conveyed to it by said party of the second part, and the costs of recovering the same, and of and concerning all moneys expended by said party of the first part in the finishing, erection or re-erection of any buildings upon said property, the permanent repair and improvements of said property, and in the payment of any taxes or assessments upon said property, and of and concerning all payments of debts, and the performance of all obligations of said party of the second part assumed to be paid and performed by said party of the first part, and interest at the rate of ten per centum shall be cast upon all moneys received by said party of the first part, arising out of or received by the party of the first part at any time or times from or as the consideration for the sale of any of the property conveyed to it by said party of the second part, and upon all moneys and moneys' value received upon subscriptions or other claims assigned or conveyed to the said party of the first part by the said party of the second part, from the time the same shall have been severally received by the said party of the first part up to the time of such accounting, and interest at the like rate of ten per cent. shall also be cast upon all moneys and moneys' value expended by said party of the first part in the finishing, erection and re-erection of any buildings upon said property, the permanent repair thereof and all moneys laid out and expended in the permanent improvements of said property, and also upon the money paid by the party of the first part in the payment of the debts and performance of the obligations of the said party of the second part assumed to be paid and performed by said party of the first part; and also upon all moneys expended by said party of the first part in the recovery of subscriptions or claims so assigned to it by said party

of the second part, from the time such payments and expenditures shall have severally been made up to the time such accounting shall take place; and a balance shall then be struck upon said accounts, and in case it shall be in favor of the said party of the first part, then, on the payment to it by said party of the second part of such balance so found with interest thereon, from the date of such accounting, at ten per cent. per annum, said party of the first part shall convey, by as good title as it received, to said party of the second part or its successor, all the real estate conveyed to it by said party of the second part with the buildings then situate thereon, not theretofore sold or accounted for by said party of the first part.

And if upon such accounting the balance shall be found to be in favor of the said party of the second part, then said party of the first part shall convey as aforesaid to said party of the second part all of the property then owned by it and which it received by conveyance from said party of the second part or by its procurement, together with the buildings and improvements then situate thereon, and shall also pay to said party of the second part the balance so found due to it, with ten per cent. per annum interest thereon from the date of such accounting, or at its election the said party of the first part may pay such balance by the conveyance of real estate at a just cash valuation thereof, and in like manner the part of the second part may pay any balance due from it to the party of the first part.

In witness whereof the said parties of the first part and second part have caused their respective corporate seals to be hereunto affixed, and the party of the first part has caused these presents to be signed by its Vice-President and the party of the second part hath caused the same to be signed by its President; and the execution of these presents to be attested by the respective Secretaries of said corporations this ninth day of March, A. D. 1874.

JAMES G. HAMILTON,
Vice-President N. W. University.

Attest:

WILLIAM H. LUNT,
[SEAL.] *Secretary N. W. University.*

ELIZABETH M. GREENLEAF,
[SEAL.] *President Board of Trustees of Evanston College for Ladies.*

ANNIE L. MARCY,
Secretary Evanston College for Ladies.

With the articles of this union with the Northwestern University, the history of the Evanston College for Ladies

properly ends. If a word concerning the personelle of its board of trustees may be added it seems due to the first president of the board, Mrs. Mary F. Haskin, to say that her labors in the centennial year of American Methodism in connection with the building of the Theological School of Garrett Biblical Institute, now known as Heck Hall, gave her such prominence as to render her a very natural candidate for the honors of this new position. She herself says in a small memorandum "In October, 1868, the association elected a board of managers consisting of eighteen ladies, and I was, unexpectedly to myself, made president of the board, for no other reason, I suppose, than because I had just named the matter." From this time till 1872, when she resigned, she was the efficient inspiration and guide of the organization; all its meetings were held in her home, her carriage and horses were always at its service, and her unfailing energy was felt in all its affairs. She died in 1896.

Mrs. Mary J. K. Huse, the first vice president of the board, gave to its meetings the brilliant sparkle of her own enthusiasm in women's higher education, and with her husband cheerfully made ready to devote advice and money to the building up of the college fortunes and its useful reputation.

The first secretary of the board, Mrs. Harriet Noyes, the wife of Professor H. S. Noyes, who for many years prior to the election of the Rev. Dr. E. O. Haven was acting president of the Northwestern University, was one

of the most intellectual women of the community, of fine literary attainments and educational experience. Her early removal from Evanston deprived the new College of one of its wisest helpers.

Mrs. Annie Howe Thomson, wife of the revered Bishop Edward Thomson, was the first corresponding secretary, a woman of gentle, attractive grace, noble intellect, and poetic soul. Her husband's early death caused her untimely removal from Evanston and left a vacancy in the board that was deeply regretted. For two years her place was filled most acceptably and with the fine ability so characteristic of her life in Evanston and the West, by Mrs. Emily Huntington Miller.

The treasurer of the board from its earliest moment till the day she was elected as its president, was Mrs. Elizabeth Greenleaf, the wife of one of the largest, most generous donors to the college. She was the only officer of the board who was not a member of the Methodist Church, but not one incident of her many years of service is known that can show the slightest difference or prejudice to mark any disagreement with other members of the board, or any hint of her own denominational preferences.

Nearly all the trustees were women of mature years and experience; none of them were merely worldly wise, though some of them were strong social leaders, and all of them in more or less degree had faith in the unseen. It was this that gave them a lofty purpose and the steadfast

determination to see it accomplished. Their motto, in the light of all that their history records, might read *Gaudet patientia duris*.

CHAPTER III.

WOMEN IN THE UNIVERSITY SINCE 1874

MARTHA FOOTE CROW.

CHRONICLE OF EVENTS IN THE HISTORY OF THE
WOMAN'S COLLEGE.

A

As an introduction to this paper, the following chronicle of events in the history of the Woman's College may be of service for reference:

1854-5. A school for girls is developed through the efforts of Professor W. P. Jones into the Northwestern Female College.

1855, May. Work on the building for the Northwestern Female College is begun.

1855, June 15. Corner stone of the building laid by Bishop Simpson with impressive ceremonies.

1855, October 29. Classes first held, in rooms over Judson's store, on Davis street, by Professor Jones and Mary E. Hayes.

1856, January 1. Northwestern Female College dedicated. The building occupied the block bounded by Chicago and Sherman avenues and Lake street and Greenwood Boulevard. It faced east. There were eighty-three students. The College was recognized and recommended by the Rock River Conference.

1856, December 20. The building was burned.

1857, February 15. School opened in the "Buckeye" on "The Ridge."

1857, October 1. A new building opened on the same site as the former building.

1858. "The Casket and Budget," a paper by students, is printed (the first printed paper in Evanston). Miss Ada Ward, editor.

1862-8. Professor Jones absent in China. Mrs. Lizzie Mace MacFarland is acting president. Miss F. E. Willard takes the chair of science.

1868-71. The school under charge of Professor Jones and Mr. A. F. Nightingale.

1868, September 28. A meeting of ladies, presided over by Mrs. Hamline, formed the Ladies' Educational Association.

1869. Dr. E. O. Haven is made President of Northwestern University. One of the conditions of his acceptance of this position is that women shall be admitted to the University on equal terms with men.

1869. This association petitioned the village of Evanston for one of its park sites for a woman's college. The petition was granted. The park bounded by Orrington and Sherman avenues, Clark street and University Place, worth \$40,000 was given it with certain conditions. A charter was gained for the Evanston College for Ladies. Fifteen trustees were appointed. From this year, the older students in the college paid tuition and recited in the University.

1870, June-1871, September. The Northwestern Female College is merged into the Evanston College for Ladies, the alumnae of the Northwestern Female College to be adopted as alumnae of the new institution. The old buildings to be used for the present. There are 236 students.

1871, Spring. Frances E. Willard was made the President of the Evanston College for Ladies.

1871, June 3. The ground is broken for the Evanston College for Ladies (now Willard Hall), the building to cost \$60,000, architect E. P. Randall of Chicago. The Ladies' Educational Association is revived under Mrs. Hoge.

1871, July 4. "The Woman's Fourth of July." The corner stone of the new building laid. Ten thousand people came from Chicago to the celebration. \$30,000 subscribed. Address by U. S. Senator Doolittle.

1871, September. The college opened (in the building of the Northwestern Female College). There are nine teachers and three lecturers.

1871, October 9. The Chicago fire. Subscriptions to the new building in large part failed. The college goes on however, in the old buildings, and is self-supporting.

1872, Spring. The building re-begun.

1872, June. The first commencement of the Evanston College for Ladies, held in the lately finished basement of the First M. E. church. There are six graduates. An honorary A. M. is conferred on Mrs. Jennie Fowler Willing. The baccalaureate address is delivered by Mrs. Willing. The degrees are conferred by the President, Miss Frances E. Willard.

1873, June 25. The Evanston College for ladies became the Woman's College of Northwestern University. Miss Willard, President of the College is Dean of the

Woman's College and is also Professor of Esthetics in the University. There are 345 students in the Woman's College; about half of them are students in the University.

ADMINISTRATION OF MISS WILLARD.

The history of the administration of Frances E. Willard as Dean of Women has been dramatically described by herself in her *Glimpses of Fifty Years*; this subject has been treated elsewhere in the present work. Miss Willard fulfilled in herself two of the conditions prescribed when the Evanston College for Ladies was absorbed by the University: she was the woman at the head of the Woman's College and she was the woman professor in the University faculty. It shall be left to herself and to others to state the circumstances that led to her resignation.

ROSTER OF DEANS OF WOMEN.

Since 1874 the history of women in the University has been marked off, to some extent at least, into periods by the successive administrations of the deans of women. The following roster of deans from 1873 to 1905 may be of use:

1873-4. Frances E. Willard, A. M., Dean of the Woman's College and Professor of Esthetics.

1874-7. Ellen M. Soule, Dean of the Woman's College and Professor of French.



DEANS OF WOMEN

ELLEN SOULE

EMILY HUNTINGTON MILLER

MARTHA FOOTE CROW

RENA MICHAELS

1877. Mrs. Amelia E. Sanford, Instructor in German and Acting Dean of Woman's College for the second and third terms.

1877-85. Jane M. Bancroft, Ph. M., Dean of the Woman's College and Professor of the French Language and Literature.

1885-91. Rena A. Michaels, Ph. D., Dean of the Woman's College and Professor of the French Language and Literature.

1891-8. Mrs. Emily Huntington Miller, A. M., Dean of Women and Assistant Professor of English Literature.

1898-9. Mary Harriett Norris, Dean of Women and Assistant Professor of English Literature.

1899-1900. Anna Maude Bowen, Acting Dean of Women and Assistant Professor of English Literature.

1900-05. Mrs. Martha Foote Crow, Ph. D., Assistant Professor of English Literature and Dean of Women.

Among other names that might be mentioned are those of:

Ella F. Prindle (Patten) Instructor in English,
Sarah F. Brayton, Resident Physician,
Catherine E. Beal, Instructor in Painting,
Emily F. Wheeler, A. M., Professor of French,
Mary L. Freeman, Instructor in French.

These ladies were during different periods of time members of the Willard Hall household and aided much by their refined presence in giving tone and grace to its life.

As all the Deans—save one only—are still living, an

historical sketch for each one has been requested. These sketches here follow in their order.

LETTER FROM MRS. CARHART.

“Ann Arbor, Jan. 20, '05.

My Dear Mrs. Crow:

As you may have learned from ancient catalogues, I came to Northwestern in September, 1874. The preceding year had been spent in European travel and study.

The “Woman’s College” had been occupied only during the spring term of 1874, by a small number of students and teachers.

We opened with forty-five or fifty young women in the building most of them new students. Mrs. Ella O. Brown was the new art teacher. For her use a pleasant studio on the upper floor was gradually fitted up with casts and models. Miss Marie Mott, my assistant in French, was also one of the College family.

Rev. Samuel G. Lathrop was our steward. We used to call him “What,” he was so sweet and wholesome and indispensable. His good wife was the efficient housekeeper. I distinctly recall that at family prayers the first evening in our new home we read the precious words, “Let the beauty of the Lord our God be upon us, and establish Thou the work of our hands upon us; Yea, the work of our hands, establish Thou it.”

Early in the year teachers and students united in an ef-

fort to raise some money toward furnishing the big empty parlors. For two evenings the whole lower floor was transfigured with banners, pictures and plants. Musical and dramatic entertainments were given, in which Kathryn Kidder, a dainty, gifted child, made her first bow, I think, to an Evanston audience.

The proceeds of our work and play were turned into furniture, draperies and two pictures for the parlors. How little effect for so much effort! One of the teachers who had taken scant interest in the enterprise stood silent and musing in the hall doorway when summoned to see our accomplishment, and finally murmured sweetly, "The mountain labored and brought forth a mouse!" We had at least made a beginning.

One evening we held a French reception. Every guest, even the two young men who appeared with grey flannel shirts, tried to "speak a few." There was a little play and French songs were sung.

Especial attention was given to the preservation of health and to questions of personal habit and social life. Weekly lectures in the chapel were given by the Dean, or other members of the Faculty, or by distinguished speakers from abroad, at which all women students were present. Dr. David H. Wheeler, Professor of English Literature, gave the young women some memorable talks on the use of pure English. Dr. Sarah Hackett Stevenson practically helped our work by illustrated hygienic lectures.

In the fall of 1875 Miss Emily F. Wheeler came into

the College building, and became one of the most helpful and beloved workers. At that time she became Instructor in French.

Work and fun went hand in hand in our busy life. Even the merry maidens who took hysterical delight in stroking the silk hat of the young Professor the wrong way, while he was calling on the teachers, had plenty of studying to steady their pranks, for Professor Fisk was even then at the helm in the old "Prep" building, while Dr. Bonbright and Professor Baird expected just as much of the students of thirty years ago as they do now.

Bitter cold was the winter of '74-5! How uncomfortable I am still as I recall the surprise and courteous condemnation of Professor Fisk, when, one zero-blizzard morning, the new dean from the East excused from classes all the young women who did not wish to go out! She had not overestimated the fury of the storm, but she had underestimated the pluck and persistence of the Western school girl. The "College," heated by coal stoves, was far from cosy on wild and windy days, but on the whole we were radiantly happy.

On Hallowe'en there were gypsies and fortune-telling and mysterious doings till a belated bell broke the spell. On Valentine's Day there was fun and frolic and the Virginia Reel. On May Day (the last day rather than the first) there were flowers and flags and guests from the "College Cottage."

But sweetest and most sacred lingers in my memory the

Sabbath vesper hour in my quiet blue and white parlor when the dear girls brought together their favorite texts or poems, their tenderest aspirations and prayers, and we considered how we might best live and teach the Christ-life. Sometimes the sun would set and we would linger in the star-lit room, and One we loved was in the midst.

Stately Cora Harris, merry Katie Hoyt, and many other dear girls long ago entered the school

“Where they no longer need our poor protection,
And Christ himself doth rule.”

Many, scattered far and wide, bear, perhaps more bravely for the lessons of happy school days, the burden and heat of the day of life. Let us trust that Willard Hall, rechristened in memory of its noble founder, may care for many successive generations of young women students, with constantly increasing efficiency and success.

With cordial good wishes, I am

Very sincerely yours,

ELLEN SOULÉ CARHART.”

SOME MEMORIES CONCERNING THE WOMAN'S COLLEGE
OF NORTHWESTERN UNIVERSITY FROM SEPTEMBER,
1877, UNTIL JANUARY 1, 1886.
MRS. JANE BANCROFT ROBINSON.

“It was on a beautiful September day in 1877 that I first entered the building then ambitiously known as “The Wom-

an's College of Literature and Art," now more appropriately named Willard Hall.

"My previous experience had fitted me for a high appreciation of all that concerns the higher education of women. I cannot remember when study was not a delight to me, and when other young women were thinking of social pleasures and the claims of the wardrobe, I was thinking only of how I might obtain some additional opportunities of study beyond what were afforded to me by the restricted purse of the Methodist preacher. It was the self-denial and high ideals of a far-seeing mother that led me even in early girlhood days 'to scorn delights and live laborious days.'

"In that way I came to be a member of the class of '71 at the famous old 'Troy Seminary for Girls' of Madam Emma Willard at Troy, New York, and when I graduated from our aspiring course of study at that institution as the valedictorian of my class, no other honor seemed to me then quite as dazzling and brilliant. In order to fit myself by special training for a teacher, there followed in due time graduation at New York's oldest and best equipped Normal School at Albany. For four years thereafter I was the preceptress at Fort Edward Seminary in New York State, and while there was constantly pursuing additional studies to fit myself for entering in an advanced year upon a college course of study. Some of the more liberal colleges were then opening their doors to women. In 1876, having taken a respite from teaching, I entered Syra-



MRS. GEORGE O. ROBINSON



cuse University. I was examined and passed to the senior year, a year of rare profit and enjoyment. At its close came the opportunity to go to Evanston. I well remember as I stood on the platform at the close of class day exercises in which I had some part, our president, Dr. E. O. Haven, approached me with a telegram saying: 'Would you like to go to Evanston as the Dean of the Woman's College of the Northwestern University? I have just had an inquiry about you and believe you are the woman for the place.' And so it was that this September day following my graduation at Syracuse in 1877, I found myself entering the door of the Woman's College as the prospective new Dean.

"I want here to record my pleasant experiences for eight years and a term as a member of the Faculty of the Liberal Arts College of Northwestern University. My experiences were of a pleasant nature only. My relations with all the professors were harmonious and friendly. I was always made to feel that my opinion from a woman's point of view was as important as the opinion of any professor from another point of view. I cherish a high appreciation of the relations sustained with my associates during the more than eight years that I was a member of the Faculty.

"At this period in 1877, the largest number of girls who had been inmates of the college up to that time in any one session was 34. The Woman's College was really a home for young women connected in any capacity with the con-

geries of buildings at Evanston; music students and elocution students not especially interested in the severe studies of a strictly collegiate course of study, pupils in the preparatory department of fourteen to seventeen years, and a few women students from eighteen to twenty-five or more years in regular college standing. These constituted a various company over whom the dean of the Woman's College had personal supervision. Girls of fourteen and fifteen in the preparatory department needed close personal and motherly care. It was not unusual for the mother of such a girl to write me to know if the teachers accompanied the young ladies in their walks; if the bureau drawers of the students were inspected at regular intervals, and if the Saturday's mending was under someone's supervision. It required a degree of adaptability to turn from the care of such young women, and from the questions concerning them, to meet some other independent young woman who might introduce herself by announcing with frank decision that she had come to Evanston for college work only and desired no limitations to affect her, as a woman, that were not equally imposed upon the young men. As you will see, these were early days, and naturally the government of such a home had to depend largely upon the personal relations of the Dean and the young women.

"Mrs. Brown, the art teacher, was followed by Miss Catherine Beal, both ladies devoted to the interests of their department, and having exacting demands upon their

time that limited their general duties in the building. One or more teachers in the Preparatory Department also made their home in the building for a time, yet all in all, the Woman's College was really at this time a home having a large diversity of young women connected with the institution, cared for in a general way by the woman who occupied the position as Dean, who at the same time had charge of the department of French in the College of Liberal Arts, and had two-thirds the number of classes of the regular professor. These early days have been followed by marked improvements in conditions in some respects. One improvement after another followed. Special departments were strengthened, the teaching force increased, and the University began to assume an appearance of progressive activity quite distinct from the condition of merely holding its own.

"Four years passed on. The number of girls in the Woman's College had increased to nearly sixty, and the College Cottage, that valuable, indispensable adjunct to the college life, had enlarged its accommodations so that nearly forty girls were there now accommodated. A band of noble women were those with whom I used to meet at the monthly gatherings at the College Cottage; modest, quiet, home-making women but filled with sympathy for the ambitious girls in limited circumstances who were not able to pay the modest board asked at the Woman's College. These were the girls that were aided by the members

of the College Cottage Board to a pleasant and suitable home.

"In my connection with the Faculty of the College of Liberal Arts as professor of French language and literature, I was allowed a certain degree of freedom in planning text-books and authors to be pursued, as the teaching of modern language and literature has been greatly enlarged in conception these later years. The growth of the classes led to the aid of instructors in the teaching of elementary French, opening the way for the larger growth of the modern language department which has since taken place.

"In 1885 Miss Annie Paterson followed Mrs. Catherine A. Merriman as matron of the Woman's College and still retains her useful position which has won for her years of pleasant service the love of many friends.

"I do not know that there is anything more to say concerning this period in the history of Northwestern University. The various lingering traditions that had perpetuated the thought of building up the Woman's College into a separate institution were gradually replaced by a more modern conception of woman's part in the University life.

"The change in the name of the building from Woman's College to the appropriate name of Willard Hall indicates a clear recognition of the fact that the function of the building is to provide a pleasant home with suitable oversight and helpful, stimulating influences for the young women connected with the different departments of the

University. That it was a wholesome and right provision for young women is proved by its practical retention to the present day and by the prosperity that has attended the University in the number of young women attending it. The provision now is practically the same as is furnished by the majority of the large co-educational institutions of the Middle West and West, where a woman professor, or Dean holding the relation of special adviser and care-taker over the young women is provided. With human nature as it is and society as it is, the majority of mothers prefer to have their girls surrounded by the loving refinement and sensitive appreciation to conditions, that come from living in the atmosphere of a well-regulated home. While the world is growing daily more liberal to women, providing them openings for obtaining livelihoods and opportunities in special study for advanced work, the reaction is clearly shown from complete freedom in a girl's life at college by the provision made in the majority of co-educational colleges for providing safe-guards for the young, crude and unformed students who are subjected to the association of a vast mass of young people while yet unable to determine wisely for one's self or to make the best decisions. There will, therefore, always remain the colleges for women alone, and I would predict that in all colleges and universities that favor co-education, there will be increasing measures taken to give proper oversight and loving care to all young women while at the same time giving them broadening and widening opportunities for the fullest culture."

LETTER FROM MRS. ATCHISON

* * * "Thinking over the six years I was in Evanston I cannot recall anything that would be of special service in any historical outline, unless that it was, that I kept the flag of coeducation flying and the line unbroken, in spite of the tremendous odds among the trustees, and faculty as well. Dr. Cummings, the grand old man who was as progressive at three score years and ten as any of the faculty at a score and ten, died while I was there. He always stood right royally by all progressive ideas in education, including the higher education of women.

"I always recall with pleasure my relations with the young women of the University, many of whom I meet now, and they have all been living witnesses, so far as I know, of my gospel in the education of girls, namely, of putting them upon their honor.

"I went to Evanston Jan. 1, 1886. The elevator that Miss Bancroft had put in at the expense of so much time and discomfort to herself was not running, and in spite of the strenuous life that I lived in behalf of the elevator, it was not running when I left there in '91. Is it running yet?"

FROM A LETTER BY MRS. MILLER

"As for the young women of Northwestern they certainly did nothing worthy of note during my deanship. They did their work well, won their share of honors, and

went about their business pretty much as other students do. We had neither strikes nor rebellions, but everything moved with reasonable harmony, so that really I have nothing to report. Does there seem to be any special reason for considering women as a separate factor in the history of a university that invites men and women alike to its privileges, beyond telling how they came to do it? Of course there is a certain interest in ascertaining whether the wisdom of those who opened this door of opportunity has been justified by the results but I always deprecate setting the achievements of women by themselves for valuation, as if they were not to be judged as work, but as women's work."

FROM A LETTER BY MISS NORRIS

There are three facts which stand forth prominently in my memory as progressive in connection with my deanship.

"I organized a student's self-governing association. At a mass meeting of the women students met at my request and under the auspices of the Students' Self-Governing Association I called their attention to the monstrosity of the title 'Woman's Hall' and urged upon them the necessity of a change of name. It was a great gratification to me therefore to learn the following year that the name had been changed to Willard Hall. The third fact is that I was the first regularly elected Dean of Women of the Uni-

versity, and, as the logical sequence of this election, my annual report was the first one *not* to be submitted to the Committee of Women on Woman's Hall, but to be published as I wrote it, with the reports of the other deans of the University in the annual official statement of the President.

"I instituted a few improvements also pertaining to the dignity and convenience of the Dean of Women at the Hall. Through my instrumentality a servant was made subject to the call or need of the Dean. The students' reading room was removed from the portion of the corridor on which the Dean's rooms opened, and I arranged, with President Rogers' assistance, to have one of the parlors on the ground floor converted into a library for the young women resident at the Hall.

"One of my self-imposed duties was to dine once a week with the young women of the Cottage. Another was to receive on Sunday evening any student wishing to call on me. Another was to give a fifteen minutes' talk on some religious theme to all the women of the Hall on Tuesday at morning Chapel. Another was to give a Thursday evening talk on matters pertaining to etiquette, care of the person, etc. A great change took place during the year in the habit, on the part of the young women, of appearing at breakfast in wrapper and dressing sacks, a custom I found almost universal in the Hall on my arrival there.

"I lectured twice before the University Club, delivering

the opening address in the autumn and the closing one in June.

“Preliminary to accepting the Deanship, I made it a condition that the trustees should tender the position to me with the public understanding that I would assume the office for one year only, as my literary and other interests made my absence from the East for a longer period impossible.

“In conclusion I would add that I was greatly pleased with the honor conferred upon me by the Class of 1899 when it elected me an honorary member, and also with the invitation given me and which I accepted to address the students in the University Chapel at the close of the year.

“I was delighted while at Northwestern with the spirit of loyalty and cordiality manifested towards me by the young men and young women during my brief stay and I left carrying with me many pleasant impressions of vigorous and promising young manhood and young womanhood.”

WOMEN AS TRUSTEES IN THE UNIVERSITY

One of the conditions of affiliation between the Evanston College for Ladies and Northwestern University was that there should be perpetually found in that body women trustees to the number of five, one of whom should, if the other women so required, be welcomed to the meetings of the Executive Committee. Five trustees were so

elected at the first; the following table gives the roster of women trustees to the present day, with their terms of office.

| | |
|------------|---------------------------------|
| 1873-1890. | Mrs. Catherine Elizabeth Queal. |
| 1873-1892. | Mrs. E. J. Fowler Willing. |
| 1873-1880. | Mrs. Elizabeth M. Greenleaf. |
| 1873-1885. | Mrs. Emily Huntington Miller. |
| 1873-1889. | Mrs. Mary Bannister Willard. |
| 1880-1892. | Mrs. Mary Fish. |
| 1891-1900. | Mrs. Joseph Cummings. |
| 1892-1896. | Mrs. Bertha Honore Palmer. |
| 1892-1896. | Miss Frances E. Willard. |
| 1896- | Miss Cornelia Grey Lunt. |
| 1900-1903. | Mrs. Mary Raymond Shumway. |
| 1904- | Mrs. Lucy D. Rowe. |

Thus the catalogues from 1875 to 1885 show the names of five women as trustees; those from that year until 1888 show but four; then the number three prevails until 1896 when a monotony of two takes up the diminishing story.

The catalogues for 1873-4 and 1875-6 show the name of Mrs. Miller as a member of the Executive Committee; from 1876-7 to 1879-80 Mrs. Willard has this office; and in 1880-81 Mrs. Queal is the chosen one. For three years no name appears in the published list for that committee, then Mrs. Willard for one year, and then no more to the present day.

According to the conditions there was also to be an Advisory Committee for Ladies; such committee seems to

have been appointed; for in June 1873 they ask conference with the trustees as to their precise duties. This is the last we hear of them.

The women trustees have taken up the burden of committee work to some extent; there is indeed no doubt that these women have been exceedingly helpful to the interests and welfare of women in the University by their services upon these committees and by the dignity and loyalty they have brought to the office. There is also no doubt that the interests of women in the University would have been still more happily furthered if the surviving trustees had faithfully called attention to their diminishing numbers and had indeed "required" that one of their number should present herself for the prescribed welcome at the door of the Executive Committee.

WOMEN AS STUDENTS IN THE UNIVERSITY

With the coming of President Haven in 1869, the University proper was open to women students. In the University catalogue of 1869-70 the name of one woman, Rebecca B. Hoag of Evanston, is found in the list of those "pursuing selected studies," though none appear in any of the four classes. In the next catalogue these names appear: Nora M. Blake, Ottumwa, Iowa, Rebecca B. Hoag, Evanston, Irene N. Lake, Evanston, Sarah R. Roland, Freeport, Fanny Searles, Waukegan. In the following catalogue are found the names of twenty

women students. Time and space are not sufficient to give the roll of those young women who came early into the unusual environment of the University, though their effort is well worthy of a longer consideration. It was not wholly easy for them; they must orient themselves in a critical situation and meet strenuous demands. There were men in the professional chairs who could not comprehend why young women should desire to come into the University; one of these invariably met a certain woman student whom he knew with the question, "Have you found him yet?" It is, however, the universal testimony of the alumnae of the early days, that the men students were invariably chivalrous in their attitude toward the new comers.

The first woman graduate was Sarah R. Roland, now Mrs. Childs of Evanston, who took a Ph. B. in 1874. There were three women in the class of 1875, and five in 1876. The number of women graduates slowly increased from one in 1874 to 12 in 1890. By that time also some ten had taken the Master of Arts, not honoris causa, and fourteen the Master of Philosophy.

The number of women students in the University and especially in the College of Liberal Arts has slowly increased until they are now 45-50 per cent. of the total enrollment.

At present, ethical and financial considerations commit Northwestern University absolutely to co-education; and the spirit of the majority of the faculty as well as that of

the universal student body render it here possible for a woman to expect fairer treatment, less annoyance, and a more refined and inciting atmosphere than is perhaps to be found in any other coeducational university in the world.

SCHOLARSHIP OF WOMEN IN THE UNIVERSITY

The scholarship of women in the University has always been on the whole above the average. In the early days when "honors" were given, the women students received more than by their mere numbers they ought to have. The records show that the coveted honor for place on the Commencement program was gained by them in numbers quite out of proportion to their representation in the class.

Their high scholarship as compared with men is accounted for on several grounds. Perhaps the high sense of duty in women makes her more faithful in her work; perhaps general matters of external interest and activity lay claim to less of her care and attention; perhaps the old classic courses, still dominant here, and unpreceded by elaborate scientific work, is better adapted for some supposed phases of the feminine mind and tastes. Perhaps these particular young women at Northwestern really are of a quality to win an unusually high rank in scholarship. One might recall the physical fact in woman's constitution, her marvellous recuperative power, a fact that is by no means sufficiently considered in educational plans for young women. And as the physical development is more swift

in young women than in young men, perhaps a corresponding hastening of mental growth is to be expected. It can be claimed that a fair proportion of Northwestern alumnae keep up the tradition of high scholarship by work in advanced fields. In breadth and thoroughness of scholarship; in strength of character and influence they rank with the best that the University has sent from its halls. It is to be hoped that Northwestern women will keep ever before their minds the high ideal of scholarship that their predecessors have set up.

WILLARD HALL

Willard Hall is now the chief of three large residences for the women students at the University, and is the only one wholly under university management. The desire now is that here shall be the center of the social, and, as far as the women are concerned, of the religious life of the University. The center of the intellectual life for the men and women both of the College of Liberal Arts, is meantime on the campus of the University, where the official buildings and the halls for the recitations are situated. While then Willard Hall is but one of the several residences and a minor though necessary appendage to the University system, it has about its locality and about its life and about its general system and government, certain peculiar features, some attractive and some inexplicable customs and ways that only can be accounted for by reference to its history and tradition.

It is the aim of the University to provide here a safe and comfortable home for one hundred and eleven young women. The life here is democratic and it has a touch of grace which the setting of the fine old house and the beautiful campus very well become.

The government of Willard Hall is a very simple matter. The rules are few and such as the young ladies would choose for themselves. The simple form of self-government that had been adopted at an earlier period having fallen into desuetude before 1900, an attempt was made in 1901-2 to organize a new one, using the Wellesley plan as a basis. The attempt to establish this system failed. Immediately thereafter the residents were organized into committees under the following heads: Committee of Advisors, Social Committee, Chapel Committee, Art Committee, Music Committee, Physical Culture Committee, Amusement Committee, Reading Room Committee, Settlement Committee. These titles will perhaps explain themselves; but they represent a working machinery and a distribution of responsibility in the house that stands in pretty good stead of an association for self-government. The present dean emphatically believes in self-government; she believed that the university women at Willard Hall know that they want in the main exactly what she does, that their ideals are one.

RESIDENCE OF WOMEN STUDENTS

In the College of Liberal Arts there are now about

four hundred women. Of these some one hundred and fifty reside in their own homes, and over sixty are in selected boarding houses. The rest live in the three large halls, Willard, Pearsons, and Chapin, and in Sheridan Cottage. Of these the last named is a private residence, more like a club than a hall, and stands in much the same relation to the University as the other boarding houses where women students live, all of whom have a special understanding with the University as to the care of the young ladies which is very much like the famous understanding at Oberlin, though not by any means so minute or restrictive. Of the life in the halls in general, the statistics show that the young women living in them have a slightly higher grade of scholarship than those in boarding houses or in their own homes. Perhaps this may be accounted for, so far as the homes are concerned, by the fact that the ever present need for daughterly service in household or social life, makes so strong an appeal to the generous student that she cannot give the unimpaired attention to study that she must if she would gain distinction in scholarship. To the effort of the young woman who lives and works in some small boarding house or in a rented room where she sparsely boards herself, it is impossible to give too much admiration. She is of heroic mould. In spite of obstacles, she generally brings up the standard of her class instead of lowering it.

Pearsons and Chapin are under the care and responsibility of the Woman's Educational Aid Association; the

life at Pearsons is elsewhere described in this volume, and the description there given may be held to apply in the main to the life at Chapin Hall also. No attempt will therefore be made in this place to show the conditions in those two halls which are different in composition and government from the larger and older Willard. In the general spirit and texture of the life, there is however, but little difference; while no attempt is made to reduce the three halls to likeness, in scholarship, traditional customs, general standing of individuals, social functions, and in official restrictions so far as there are any, a similarity amounting to consonance stands among the three halls. Much of what has been said for Pearsons may therefore be applied to all.

THE DEAN OF WOMEN

The title "Dean of Women," in whatever institution it is found, is defined by the environment and powers of the person who holds it. At Northwestern University, this officer is little more than a head of one of the halls. She does not register women students, or assign boarding places or residence to new comers; she does not confer with delinquents or treat them independently with women students needing advice or reproof. She has no administrative office on the University campus or elsewhere; no provision is made for her to call the women students or any part of them to general conference and require their attendance.

She is expected to have and probably does have a large influence upon the large body of women students; she is also expected to gain ends that can only be attained through official channels and yet the indispensable official means, such as are given to deans of women in most other institutions, have never been organized for her aid. Among the conditions of affiliation between the University and the Woman's College were these: that the Woman's College (now Willard Hall) should ever have a woman for its head and that there should ever be in the University faculty at least one woman with the rank of a professor. When these two offices are fulfilled in one person, the person who is at once dean and professor will have a place and vote in the faculty and a position somewhere in the University procession. As dean, she will probably serve, as she does now, on various disciplinary, administrative, social, and advisory committees where her vote will count as one on cases that concern the welfare and life-history of the young women as well as of the young men.

But the office of dean of women is susceptible of being made vastly more useful to the University than it now is, and it is to be hoped that either the name will be changed for something less deceptively glittering, or that such means will be taken as will aid the one who holds this difficult place to fill out its possibilities of influence and power. As it now stands the position looks attractive to women of high attainment in culture and scholarship; there seems to be a literary tradition in the series of ladies



AMY H. OLGEN

who have occupied it; from a distance it seems like a door of great opportunity, and thus it makes a great appeal to the heart that is ambitious for a chance to serve. A view of the actual situation, however, calls for some readjustments before such expectations can be met.

RELIGIOUS LIFE OF THE COLLEGE WOMEN

One of the greatest aids to the Dean of Women is found in the Young Women's Christian Association. This Association, founded April 4, 1890, had in 1892 five student members; in 1900 it had less than one hundred, and an average attendance at the weekly prayer meeting of perhaps thirty or forty. In the last five years the membership has increased to two hundred and fifty, with an average attendance at the prayer meeting of one hundred. In the Bible Study department there were in 1902-3 sixty members; there are now one hundred and thirty, and in that time the budget has increased from \$1,100 to \$1,500. Well salaried secretaries have served the Association in that time, Miss Helen Kitchel, from Smith College, Miss Elvira J. Slack, from Wellesley College, and Miss Amy Olgen, of Northwestern. The present dean wishes to record here her obligation to these young women, who have been to her the greatest possible help in all her endeavors, and have shown on all occasions a high spirit of service and of devotion.

The activities in general of the Christian Associations

will perhaps be recorded elsewhere. Suffice it to say in this place that by their socials for women, and their Y. W. and Y. M. C. A. receptions, and by such occasions as the Post-Exam. Jubilee and the Cabinet Supper; by their Train Committees to meet incoming students, their Handbook and Information Bureau, and their employment Bureau, devised to assist students who desire to help themselves financially; by their attendance in considerable numbers at such general meetings as the Lakeside Summer Conference, the State Conference of the Y. W. C. A.'s, and such meetings as the Student Volunteer Convention at Toronto, from all of which they derive inspiration and instruction; by their special religious meetings, Bible Study classes, Missionary meetings, Mission study classes, and Volunteer Band, they supply to the University a life and an atmosphere that could come from no other source. Surely, such agencies as these in the life of the University ought to make for great good, and the association that puts them in motion deserves our help, sympathy and furtherance.

CHAPTER IV

THE WOMAN'S EDUCATIONAL AID ASSOCIATION

HISTORICAL

BELLE PEARSONS MAPPIN

THE Woman's Educational Aid Association occupies a unique position in the history of the Northwestern University. While it has added greatly to the strength and prosperity of that institution, it is an organization apart from and not amenable to university authority.

It has always been greatly to the credit of the Evanston colleges that they have offered superior advantages at the lowest possible expense. When worthy students have been unable to meet even such modest financial requirements, some expedient has been provided whereby they could work their way towards securing an education.

In 1871 when the Northwestern Female College was merged in the Evanston College for Ladies the main building of what is now called Willard Hall was erected. It was found impossible to manage such a pretentious establishment without adding to the price of board. Consequently many girls in the parsonages and farm houses of the Northwest who had been hoping to come to college in Evanston seemed destined to disappointment.

The Educational Association, organized to promote the interests of the new college, was not unmindful of such cases. Generous friends were found who agreed to defray the expenses of a limited number of students residing in the Woman's hall. In order to manage these funds an Aid Fund Committee was appointed. Its duties were to look into the claims of applicants, to investigate various sys-

tems of aiding needy students, and to exercise a general oversight in cases that were deemed worthy to be placed on the list of beneficiaries.

There were eight members of the Aid Fund Committee, Mrs. J. A. Pearsons was chairman and Mrs. J. M. B. Gillespie secretary and treasurer. It was not long until it became apparent that the funds donated were quite inadequate to defray the expenses of an increasing number of applicants for aid. It was then decided to secure a house and conduct it on the plan that Mary Lyon had made so successful at Mt. Holyoke. Through the generosity of Mr. O. Huse, Mr. I. R. Hitt, and others, a modest cottage on the northeast corner of Orrington Avenue and Clark Street was purchased. The land upon which the house stood was leased from the University at a nominal rental for a long period of years.

When the college was opened in 1872 the "College Cottage" was ready for occupancy. The first family consisted of a matron, teacher, and six young women. The students paid a small sum for board and assisted in the ordinary domestic duties. Although always pressed for funds and depending largely upon donations to defray expenses, the Aid Fund Committee soon had the satisfaction of knowing that the enterprise was more successful than they had dared to expect.

In June 1873 the Educational Association voted to release the Aid Fund Committee in view of the desirableness of said committee's being incorporated so as to hold



MRS. JOHN A. PEARSONS

monies donated for the objects it would advance. The Aid Fund Committee thus became the Woman's Educational Aid Association. Mrs. I. R. Hitt was the first president, Mrs. J. A. Pearsons secretary and Mrs. O. Huse treasurer.

When Northwestern University became a co-educational institution, the property of the Evanston College for Ladies was turned over to its care. But the College Cottage was the property of the Woman's Educational Aid Association and so did not enter into the transaction. The changes which created so much stir in Evanston educational circles had little effect upon the quiet home life of the cottage except to add to the demands for larger accommodations as the number of women students increased. To meet these demands was the constant care of the Woman's Educational Aid Association. Hardly was one addition to the building finished before the necessity for another became apparent. Addition followed addition until the original cottage was lost to public view.

Few people knew in those days, few realize now, the amount of self-sacrificing labor which the band of devoted women put into their cherished enterprise. Not only did they give and solicit funds but they also labored with their own hands in untiring devotion. There were dark days when hearts less brave might have asked if it were worth the pains, but such a thought seems never to have occurred to them. The early years were times of great financial stringency throughout the country. Many of the students

were beneficiaries in a large sense, having their board defrayed by donations and their obligations as to tuition cancelled by the university authorities. Dr. D. K. Pearsons began his work for colleges by paying the board of seven young women in College Cottage.

The rapid growth of the University in later years has brought many problems before the Educational Aid Association. The purpose has never been to conduct a college boarding house. There was always hesitation about enlarging the building lest it lose its home-like character. But the pressure brought to bear by the ever-increasing applications for admittance could not be ignored. Students graduated, moved to distant fields, some to foreign lands, and all expressed their appreciation of what had been done for them, temporally and spiritually, in College Cottage. Some were asking for like benefits for their children. It was a trial to turn any worthy ones away.

In 1890 upwards of forty students were crowded into the cottage. It was evident that the time was ripe for extensive alterations. Accordingly the old front was moved away and a commodious brick structure erected in its place. In 1895 further improvements were made in the rear and on the Clark street side. These additions did not take away the home atmosphere of the house. It was like an old homestead, enlarged to make room for an increasing family, but retaining its character as a home. Nevertheless there was room for sixty indwellers, and it was no longer a cottage.

The first movement for a change of name was made by the resident students. They petitioned that the house be called Pearsons Hall in honor of Mrs. Hannah Pearsons who for thirty years had labored for its interests. This request met with favor and in June 1901 the College Cottage became Pearsons Hall.

From the year 1872 to 1904 there has been a total of one thousand four hundred and thirty-three students accommodated. Seven hundred and twenty-three different girls have been assisted in acquiring an education.

But the enlargement of the old hall was not sufficient to supply the demand made by scores of worthy girls seeking admittance. While the women of the board were casting about in their minds for some plan for further resources the matter was settled by their old friend and benefactor, Dr. D. K. Pearsons. As before stated, the first of Dr. Pearsons' many gifts to colleges had been made to the College Cottage. He afterwards built four houses which he presented to the Association, thus adding greatly to their income. He now proposed to erect another hall for girls as a donation to the University. He desired this hall to be conducted on the same plan as Pearsons Hall. The conditions attached to the gift were, that the University should furnish the land, that the hall should accommodate sixty students and that it should be entrusted to the care of the Woman's Educational Aid Association.

It was not without a realization of the magnitude of the trust that the board accepted it. They felt that they could

not do otherwise when the gift was conditional upon such acceptance. Accordingly they agreed to furnish and care for the new hall for a period of ten years.

Dr. Pearsons named this building Chapin Hall in honor of his sister-in-law, Julia E. Chapin. Miss Chapin was a pupil of Mary Lyon at Mt. Holyoke and was deeply interested in all educational work. At the dedication Dr. Pearsons said "that as a reward of merit for what the Association had done, he had doubled their facilities for doing good." Chapin Hall, which is a model of comfort and convenience, has been the home of a total of one hundred and ninety-seven students in the three years of its existence.

Thus it has come about through Providential leading, that the Woman's Educational Aid Association has under its care two halls which occupy a prominent place in the University. The increased accommodations have not relieved the board of the clamor for more rooms. But there seems to be a limit even to the activities of the Aid Association, and while many are refused admittance every year, there are no plans for future enlargement. Indeed, the fifteen women who compose the board have quite enough to do as matters now stand.

There are no salaried offices in the Association and there are no idle members. All work freely for the one object. In monthly meetings the Association meets the problems of finance and management. Meantime the administration is in the hands of busy committees, who

have in each hall the cooperation of a matron and a resident teacher. On these latter women, as heads of the household, rests the direct responsibility of maintaining and promoting the traditional home life of the old College Cottage. It may be repeated that the Woman's Educational Aid Association is not conducting college boarding houses in the usual sense. The two halls are homes where young women are received upon certain conditions. No room is promised until the requirements for admission are met. There is no thought of money making. The modest price which the students pay is only enough to cover the running expenses. Pearsons and Chapin Halls are conducted, as in the old days of the College Cottage, solely for the benefit of young women who could not otherwise secure the advantages of the higher education offered by Northwestern University.

One of the trustees of the University has lately said in a letter to the recording secretary of the association: "I know of no body of men or women working along educational and philanthropical lines that is more helpful than your Association. Indeed I do not know of anyone that gets as large results for the amount of money spent. The administration of the Association during the year I have known about it has been admirable. It has a large place in the work of Northwestern University." It may even be said that in making it possible for a thousand women to secure a higher education, the Association has made a substantial contribution to American education.

But it has done more. Through the character of the life maintained in the halls a real service has been rendered to American life; for the most gratifying result of the efforts of the Association is that the students who have for thirty years and more made up the family have gone out nobler women to enrich society.

A FEW HISTORICAL NOTES SUPPLIED BY MR. ISAAC
R. HITT

“The College Cottage at Evanston, Illinois, originated in 1872 when Mrs. Mary H. B. Hitt called on some school girls and found them in many instances occupying one room in which they studied, slept, cooked and ate their meals, and all this a necessity from the fact that the girls were poor and were compelled to this kind of living in order to give them the privileges of the Northwestern University. I promised I would pay the rent of a house for one year if the ladies of the Educational Aid Association could find a house and would furnish it, and if they would hire a matron and agree to board the girls at cost. The Association accepted the proposition. In August, 1872, I purchased the house on ground leased from the Northwestern University located at the northeast corner of Orrington Avenue and Clark Street, Evanston.

“About this time I called on Mr. Obadiah Huse and asked him to join me in making this purchase and agree to assume one-half of the obligation, which he did. I then

went before the Trustees of the University and had this lease extended at a nominal rent on explaining to them the object I had in view. The ladies took possession of the house when the first payment was made and engaged a matron, and Mr. Huse and myself took it upon ourselves to solicit subscriptions for money to pay the ordinary expenses of the boarding of the girls and payment of the matron. At that time the house accommodated twelve or fourteen girls, and at the end of the school year in 1872 there was an indebtedness of \$195.09 which Mr. Huse paid out of his own pocket. We then took it upon ourselves to enlarge the house and Mr. Huse took charge of the same and put up an addition of six good rooms, making accommodations for a total of twenty-five girls.

"In June 1874, we secured a corporate charter from the State and had thirteen corporators representing all the church denominations. This charter required the election of three trustees to hold title to the property. At the first election O. Huse, Isaac R. Hitt and Mrs. H. B. Hurd were elected, and the trustees in organizing elected Obadiah Huse president and treasurer, Isaac R. Hitt vice president, and Mrs. H. B. Hurd secretary, and these officers occupied these positions up to April, 1879, when Mrs. Hurd resigned on account of poor health and Mrs. John A. Pearsons was elected to fill the vacancy. The corporators took the work of running the boarding department and put Mrs. Obadiah Huse in charge.

"About this time the good work of the Educational Aid

Association was assisted by the gifts of Dr. Pearsons and Mr. Huse, who erected four houses, two on Benson Avenue and two on Emerson Street, the income from these constituting an endowment fund for the service of the Association.

This "College Cottage" has proven an adjunct of great value to the higher education of women and also to the Northwestern University, for which all connected with the enterprise have been thanked time and again. In June, 1876, Mr. Obadiah Huse reported that the actual cost of living at the cottage was \$1.80 per week, exclusive of matron's wages; including the matron's wages, \$2.15 per week. No one could become associated with the College Cottage without being a member of some evangelical church. A prize for the best deportment was given to some one annually of the Woman's College or College Cottage, and the receiver of the gift was selected by the joint vote of the girls in both houses. For two successive years the prize was given to one of the College Cottage girls.

Mrs. Obadiah Huse died November 20, 1878, and at the next monthly meeting Mr. Huse gave a detailed account of his work as trustee of the association. Mr. Huse then tendered his resignation as treasurer. Mrs. Clifford was elected in his place. Soon after the charter was changed and six trustees were elected and the management passed into other hands. Mrs. John A. Pearsons became the president of the Association and for many years has served most efficiently.

A VIEW OF LIFE IN PEARSONS HALL

CARLA FERN SARGENT

The intangible forces that have contributed to the development of the individuality and character of Pearsons Hall, and that have become the heritage of Chapin Hall, can perhaps be best perceived through glimpses of the life as it is today—active, studious, happy, democratic, altruistic. Few girls leaving their homes for the first time to attend college, find the new conditions at once happy. Strange faces, confusing routines in university administration, unaccustomed methods and new personalities in the class room, a social and religious life unfamiliar since it is the resultant of elements derived from hundreds of communities—all these features of college life often burst upon the newcomer as a new heaven and a new earth, the adjustment to which may not always be without its pains for sensitive natures. The case becomes acute if the pangs of homesickness be added. The girl who is fortunate enough to have secured a place in Pearsons Hall is saved many of the smarts of the first weeks, so little are the relations artificial there. She comes at once into close touch with the entire household, and is sure to find a welcoming hospitality, ready offers of guidance through the mazes of matriculation and registration, and sufficient immediate companionship to familiarize her quickly and unconsciously with the thousand and one ways

of doing things that are the inevitable mark of every college community. The administrative heads of the household, in sympathy and in participation in the interests of the girls, are only older members of the family, whose time and counsel are always at the command of the younger members.

All these advantages are greatly heightened by the domestic plan of the household. The work of the Woman's Educational Aid Association has given the girls of Pearsons Hall all the benefits of a complete cooperative system with none of its responsibilities and few of its labors. The amount paid by the girls leaves no margin of profit, although it usually sustains current expenses because of judicious and careful management. Therefore the girls have no greater outlay for living than they would have if they were formed into a cooperative society, owned the house, bought all supplies through their committees at wholesale prices, paid the bills from a common fund, superintended the hiring of necessary service, and individually performed the lesser tasks of the household,—a system that would involve so large an expenditure of time, energy, and thought, besides demanding the more taxing burden of responsibility, that it would make serious inroads on the college woman's prime business of study. The cooperation in force, however, in connection with Pearsons Hall is not that of the persons benefited merely, but unites with that the added effort of a group of women who derive no benefit for themselves, undertake all financial and

administrative responsibility, and give the lion's share of the time and energy necessary to the interests of the household. There are left to the girls the lighter household tasks, (the heavier ones being given to hired service) which, when distributed, require on the average perhaps three quarters of an hour to an hour a day from each girl, including the care of her room; and that is the price of saving fifty-three to fifty-four per cent. of the usual cost of living in Evanston. It is the matron who has the difficulty of distributing sixty allotments of duties that will, with the help of two servants, supply meals to a number that would make the patronage of a small hotel, wash the dishes required for serving them, and remove the dust raised by the busy tramping in and out of sixty college girls and their friends. The sixty allotments must not only be adequate to the needs of the household, and justly proportioned as to time, but must be adjusted to the demands of the varying hours of attendance upon recitations, laboratory periods, and what not, and so far as possible be suited to the tastes and desires of sixty girls. Distribution according to college ranking gives the seniors the priority of choice of domestic assignments, with the result that certain tasks have come to be known as "senior work," so frequently have they been selected by the privileged choosers. Applications for assignments are made most usually during the second semester for the following year, and consequently the freshmen are assigned the left-overs in the fall. Persons who live in homes where young girls

share the household duties, will not be surprised to learn that a majority of freshmen cleanse the platters, and a fortunate task it is for them, too, because when eight girls talk and laugh and sing to the click of dishes for half an hour seven days in the week, ceremonious formalities are crowded to the wall, and friends are made under conditions that smack of home.

Intimate association with such confidences and affections as grow up among life-long friends, is suggested in the very walls of Pearsons Hall, running off into wings, coming close into narrow hallways that point to the private house ancestry of the dormitory, and not reaching beyond the height of coziness. The style of life set by the low rambling house, is inevitably secured through the domestic duties, so that ample opportunity is afforded for an estimate of character and ability, and there is little chance of winning one's way under borrowed distinctions or false colors. Pearsons Hall temper is democratic, and the smaller groups of most congenial friends do not preclude a general good-fellowship and mutual helpfulness that prevails throughout. The democracy has its leaders, who most often are the girls to whom experience and familiarity with the traditional spirit of the household is added the prestige of senior ranking, although outside their places in the dining room and the choice of rooms and domestic assignments, the seniors have no formal priority, and it must be admitted that they share the usual familiarity bestowed upon a democratic office holder by his friends.

It is not the least of its attractions, nor the least of the elements that contribute to its happiness that Pearsons Hall enjoys the good health usually attendant upon reasonable hours, wholesome diet, and punctual regularity of life, and that too in spite of hard work; for it is notable that girls with limited means generally have definite aims in education and strive toward the end with consequent earnestness. When a large number of such girls are thrown together, the prevailing sentiment regarding the essential value and dignity of study does not allow many to fall below the rank of good scholarship, if strenuous effort can win distinction.

The good health leaves a surplus of vitality after study for social life. Of course there are the spreads so essential to a college girl's existence, from the impromptu affairs hastily concocted to cheer some homesick arrival in the fall, to the more elaborate birthday celebrations where the precious "box from home" is supplemented from a local provisioner. During many years the Sunday evening teas have attained the standing of an institution, and have supplied the setting for much sweet companionship. The immense kitchen, almost the largest room in the dormitory, becomes the very center of the throbbing Pearsons Hall life in the Sabbath dusk, and is filled to overflowing with girls getting the household fare for the evening and cooking some favorite dish to carry off gleefully to a room where half a dozen close friends gather for the only private repast of the week, linger confidentially over the last morsels, and

then read aloud or stray off into the still deeps of intimate exchange of thought, such as only girls know. It is a time for the ripening of some of the best fruits of friendship and a quiet wandering into green pastures before the beginning of the stir and hurry of another strenuous week.

Social life of a different sort bubbles out in the annual Hallowe'en frolic. If any freshman has felt a lingering strangeness, that date marks the time of her complete adoption into the new life, for the fun and fellowship of the occasion are irresistible, and in the days of preparation every girl finds that she is an essential part of the household. As often as such busy student life will permit, Pearsons Hall enjoys faculty dinners, and now and then a general reception to friends; while, of course, the girls participate in the social life of the University.

But after all, the best things about the life in this unique dormitory must be matters of experience, too subtle to be caught and fastened upon paper. They can be expressed only in the life itself. Yet certain pictures that hang upon the walls as a spontaneous expression of gratitude and a heritage for girls to come, the ready loyalty to the interests of the household, the happy reunions that, in commencement week, bring back the girls of other days and crowd the old Hall almost to bursting, are witnesses of what Pearsons Hall means to the girls who have known its shelter and have been the beneficiaries of the generous work of the Woman's Educational Aid Association.

CHAPTER V
THE UNIVERSITY GUILD
HELEN COALE CREW

SATURDAY afternoon, June 4, 1892, eleven ladies assembled at the home of Mrs. Dr. Rogers to form an association, the object of which shall be to further in every possible way the interests of Northwestern University."

Thus runs the opening sentence of the minutes of the first meeting of the University Guild, and its purpose is further stated in the second and third clauses of the Constitution, adopted June 16, 1892, which state that the object of the Guild shall be to "advance the interests of the University, by personal aid and efforts," and that the work "shall be carried out in harmony with the trustees of the University."

This small gathering of women was assembled at the instigation of Mrs. Henry Wade Rogers. A complete list of the charter members is not given in the records, but those mentioned in the minutes of this meeting are Mrs. Rogers, Miss Cornelia G. Lunt, Miss Mary Harris, Mrs. Joseph Cummings, Mrs. Emily Huntington Miller, Mrs. Frank P. Crandon, and Mrs. Eben P. Clapp. In describing the purpose and plan of the Guild in the preface of the catalogue of the Guild Art Collection, Mrs. Rogers says:

"The underlying thought was that a more intimate knowledge in Evanston homes of the University in the various schools and departments, in its libraries, laboratories, and museums, its teaching methods and courses of study, its aims for high scholarship and original investigation, would be mutually valuable to the community and to

the University. To enable the University to contribute more toward the community life, and share more fully in it, was thus the inspiring cause of the Guild. A desire to encourage the art spirit, to promote art interests, and to make an art center at the University, with collections of artistic and educational value, was a second purpose."

With these two purposes in view, the handful of members began their work by endeavoring to interest other women in their projects. During the summer of 1892 meetings were held at frequent intervals, membership increased, and plans were perfected for raising a fund for an Art and Museum Building on the campus, for holding an Art Loan Exhibit in the autumn, for making purchases of art objects at the World's Fair at Chicago, and for holding a series of lectures during the following winter. With Miss Lunt as president, Mrs. Rogers as vice president, and Miss Harris as treasurer, it is not surprising that the youthful organization should so rapidly shape its policy and perfect its plans.

On January 21, 1893, occurred the first of the afternoon social gatherings which have continued to the present day. At this meeting two of the members of the University Faculty gave a short program, discussing the work and ideals of their respective departments, and a social hour followed. From this time on such meetings were held once a month. The lecturers at these meetings have been eminent men and women from all parts of the country, who have addressed the Guild on a variety of subjects,

including art, science, literature, poetry, music, pottery, fabrics, history, philosophy, education. Among the lecturers we find such names as Mr. Hamlin Garland, Mr. Lorado Taft, Mr. Ralph Clarkson, Mr. Charles L. Hutchinson, Mr. Franklin Head, Mr. Elbert Hubbard, Miss Harriet Monroe, Miss Josephine Locke, Mrs. Emily Huntington Miller, President Edmund J. James of Northwestern, President Van Hise of Madison, Mr. D. H. Burnham, Mr. Walter Larned, Prof. W. A. Knight of Scotland, and Prof. Patrick Geddes, Mr. Richard Le Gallienne and Mr. Sidney Lee of England. The members of the Northwestern Faculty have also, in turn, addressed the Guild, either upon the work done in their several departments, or upon University ideals in general.

These programs have always been followed by a social hour, giving the members and friends of the Guild opportunity to meet the lecturer and each other, and to enjoy a cup of tea or other light refreshment.

During the first two years the meetings were held at the homes of various members, kindly proffered for the occasion. Early in 1894, however, Miss Lunt presented to the University trustees a petition signed by a number of the Guild members, asking for the use of two rooms in the then newly erected Orrington Lunt Library, as a home for the Guild and a place for the art treasures which were being collected through the endeavors of a committee under Mrs. Rogers's chairmanship. The trustees granted the petition, giving the Guild the use of the rooms until such

time as they should see fit to withdraw them for the uses of the University. During the following summer, through the personal efforts of Miss Lunt, the sum of \$1,000 was raised for the purpose of decorating these rooms.

On August 16, 1894, a special meeting was called, and Miss Ida Burgess, who was at that time decorating the library, outlined a plan for the decoration of the Guild room. Her plans were unanimously approved and she was appointed to do the work.

These plans were carried out during the autumn, and on December 10, 1894, occurred the first meeting of the Guild in its new quarters, which met with general approval. The color-scheme was harmonious and pleasing, the porcelains and pictures well-placed, and the Doulton canvases purchased at the World's Fair, representing the history of a vase from the crude clay to the finished object, had been appropriately used to form a frieze about the room. At this meeting Mrs. Rogers read a paper describing the art treasures and giving a history of the way which they had been purchased by or presented to the Guild, and were now gathered together and suitably displayed for the first time.

In May, 1895, Miss Lunt retired from the presidency and Mrs. Rogers was elected in her place, where she continued to serve the Guild with characteristic efficiency for five years. During this time the membership increased to some three hundred and fifty. The collection of art treasures grew. The generous custom was established of loan-

ing the Guild rooms, not only to the University Faculty for receptions and club meetings, but also to various student and alumnae organizations. On each Wednesday afternoon throughout the year the rooms have been kept open so that visitors might enjoy the art collection; and very often when men and women of distinction have visited Evanston, or a gathering in the interests of education has taken place at the University, the Guild has given receptions in their honor. As a few instances out of many may be mentioned the reception to Prof. Gildersleeve of the Johns Hopkins University, on May 11, 1897, or more recently, to the delegates assembled at the inauguration of President James of Northwestern University on October 20, 1902, and to the visiting Deans of Women of Western Colleges on November 4, 1903.

Special efforts on behalf of the students of the University have also been made. In 1898 a committee was formed for the purpose of investigating conditions in the dormitories, and where necessary of bettering these conditions, and of rendering more attractive for social purposes the hall and parlors.

During the year 1902-03 a course of six scientific lectures was arranged as a gift from the Guild to the University students. The six lecturers were Prof. Geo. E. Hale of the Yerkes Observatory, Prof. C. R. Van Hise of the University of Wisconsin, Prof. J. F. Kemp of Columbia University, Mr. Thos. T. Johnston of Chicago, and Profs. T. C. Chamberlain and J. P. Iddings of Chicago

University. To quote from the report of the committee who had this course in charge: "The mere mention of these names will make it evident that your committee has selected only those men who by their original contributions to knowledge have placed themselves in the front rank of American scholarship. They have spoken on subjects which are not of mere academic interest, but which are vitally associated with twentieth century progress."

Since May, 1900, the presidents of the Guild have been Mrs. S. E. Hurlburt, Mrs. Martha Foote Crow, and Mrs. Robert D. Sheppard, each of whom has efficiently furthered the interests of the association.

The Guild has received many gifts in the way of additions to the art collection, but none more valuable, perhaps, than the catalogue of the collection, in itself a work of art, presented by Mrs. Frank B. Dyche and prepared by the donor and Mrs. H. W. Rogers. This catalogue, using the decimal system of classification, contains the titles, and in many cases descriptive notes of the two hundred and eighteen objects in the collection. These are chiefly pottery and porcelain, including, among pieces of foreign ware, examples of Royal Worcester, Doulton, Wedgwood, Limoges, Royal Sévres, Old Dresden, Delft, Faience, Royal Copenhagen, Venetian Glass, and many others, while our American ware is represented by Tiffany Favrile, Middle Lane, Grueby, Lenox, Dedham, Rookwood, and others.

There is also a small number of paintings, etchings,

plaster casts, and other art objects. From time to time these have been purchased or acquired by gift, and in a few instances loaned.

On May 27, 1901, with appropriate ceremonies, the Guild formally handed over to the University the ownership of the Guild collection of art treasures, reserving to itself simply the custodianship of the collection. On this occasion Miss Lunt made an address on behalf of the Guild, and Judge Horton, one of the vice presidents of the Board of Trustees, replied on behalf of the University.

During the year 1900-01, the idea of collecting moneys for and building a home of its own—so long a cherished project—was definitely abandoned by the Guild. It was felt that the University would, at no distant date, erect upon the campus a building suitable for the housing of its own valuable museum, for a more extensive art collection, and for rooms adapted to social purposes. Such gifts in money as had been made to the Guild to be applied to the building fund were therefore returned, or, at the donor's wish, used for other purposes.

At the same time the desire was expressed to make the collection of American pottery as complete as possible. With this purpose in view, several pieces of American pottery were purchased at the St. Louis Exposition in 1904.

The work of the Guild is carried on by means of the usual executive officers, a Board of Directors, and seven standing committees. Its entire income, besides a small

amount of interest on several bonds, purchased from time to time, is represented by the annual membership fee of two dollars.

Recently the Guild has been taking steps towards an affiliation with the Municipal Art League of Chicago, believing that by this means it will broaden its sympathies and put itself in touch with art in its more practical aspects.

In forecasting the future of the Guild, one could scarcely desire for it anything better than the realization of the wish expressed by Mrs. Rogers in the catalogue preface mentioned above, in which she says "Time and patience, as well as energy and effort, are important factors in the development of large purposes and plans. The University Guild, with the earnest coöperation of its members and friends, may reasonably expect continued success, and to fulfill in large measure the purpose of its organization. It must not rest content with less than the broadest sympathy of the community in higher education, and its hearty coöperation in making the Guild more fully an art and social center for the University, the influence of which shall be felt not alone by its membership and the citizens of Evanston, but by the passing generations of students, and in the many communities to which they return."

CHAPTER VI
INTER-COLLEGIATE DEBATES
GEORGE HATHEWAY PARKINSON

THE first inter-collegiate debates in which Northwestern University took part were of the "friendly" sort. There were no judges and no decisions. When judges were called in the term "friendly" was dropped. In the *Tripod* for October, 1873, there is an article beginning with the following words, "No one thing is more efficient in bringing out and severely testing the best talent of any school than friendly contests in debate, oratory, and declamation. The first of this class of literary tilts occurred between the "Tri Kappa" Society of the University of Chicago and the Hinman Society of Northwestern at Evanston on Friday evening, October 10th."

Though this contest was the first of its class, there had been meetings of another sort that prepared the way for it. A card in the College paper of December, 1872, reads thus: "The members of the Adelpic Society take this opportunity to extend their sincere thanks to Misses Matison, Perry, and Lathrop, and Messrs. Iott and Dorsey for the excellent music furnished by them at the joint entertainment with the Athenaeum Society." This entertainment was of a social character, but even then there must have been thoughts of a contest, for again in the *Tripod* for April, 1873, there is the following note: "In the approaching contest between the Adelpic Society and the Athenaeum Society of Chicago University E. L. Parks and M. C. Wire were chosen as debaters, and H. S. Boutell

as orator to represent the Adelpics." This contest did not take place, and so it happened that the one mentioned above was the "first of its class."

In the contest between Hinman and "Tri Kappa," besides the debate there was an oration from each society. F. M. Beatty was the orator from Hinman. Henry Frank and M. S. Kaufman were the debaters. The question was, "Resolved, That a monarchical form of government would be better for France than a republican form." At the close of the debate Frank M. Bristol won great applause by his rendition of "Horatius at the Bridge." The account closes with these words, "The Northwestern University had occasion to be proud of her representatives."

On December 12 of this same year a return joint meeting was held between these two societies. E. C. Lambert and T. S. Fowler of Hinman had the affirmative of the question, "Should the United States now attempt the expulsion of the Jesuits?" W. M. Knox of Hinman delivered an oration on the subject "12 to 1." As before, no decision was rendered, and "Hinman returned to Evanston highly pleased with their visit to Chicago University." The next contest was between Adelpic of Northwestern and Athenaeum of Chicago on the evening of February 6, 1874. M. C. Wire and T. B. Hilton from Northwestern supported the negative of the question, "Was Mohammed an imposter?" Unfortunately there was a difference of opinion on the meaning of the word *imposter* so that each side, in reality, debated a separate question.

D. H. Cheeney, Adelphic, read a paper, and W. L. Martin delivered an oration on "History."

A short time before a proposition had been made to hold a contest in which all four of the societies should participate. This proposition was acted upon, and such a contest was held on May 1, 1874. The exercises were opened with prayer by Professor Fisk. The oration from Hinman was delivered by F. M. Beatty on the subject of "Intolerance," and that from Adelphic by J. Wesley Richards on "The Magyar." In the debate O. W. Willits, Adelphic, and M. S. Kaufman, Hinman, supported the affirmative of the question, "Should capital punishment be abolished?" The first speaker on the opposing side was Mr. M. Ireland, who "elicited several bursts of applause by the witty manner in which he refuted some of the arguments of his opponents."

The students of the University now began to be greatly interested in the Inter-Collegiate Literary Association, and in the National College Contest held annually in New York, the account of which is given in another chapter. In both of these associations Northwestern won honors, and the interest in local contests declined. However, there was a contest between the "Tri Kappa" Society of Chicago and Adelphic. This was another of the "friendly" sort. It was held in Chicago. The mercury stood 16 degrees below zero, and a cold wind was blowing but "quite a crowd" attended the entertainment. Adelphic's representatives were J. J. Waldron as the orator, and C. W. Thornton and R. Seaman as debaters. A return meeting

took place in Evanston on Feb. 23, 1877, with everything still "friendly." "The debate upon the question relative to the injustice of our majority representation" seems to have had but one speaker on a side. C. L. Logan, Adelpic, had the affirmative. E. J. Bickell and A. Cook read a paper that was well received.

From this time there was but little interest in debating. The literary societies, with one exception, were discontinued. In 1892 Professor J. Scott Clark came to the chair of English Language, and at the request of President Rogers offered a course in Forensics. Interest began to grow, and the course became popular, forty-five men entering the classes. It was not long until these men became discontented with the contest in the narrow limits of the class-room; so when Michigan University sent a challenge for two debates, one to be held in 1894, and the next in the following year, our students, with Professor Clark, were ready to accept, though the president and the majority of the Faculty advised against accepting sure defeat. The three representatives of Northwestern were chosen by the Faculty. They were Elmer I. Goshen, Herbert S. Hadley and Charles B. Campbell. The debate took place on the evening of April 6. The question was "Resolved, That it ought to be the policy of the Federal Government to bring about the annexation of the Hawaiian Islands."

Michigan had the affirmative, was sure of victory, and had hired a brass band to be in readiness at the rear of the hall. The statement is made that "the Michigan men had

selected their own judges and had everything their own way"—except the decision; for this was Northwestern's. Governor John T. Rich of Michigan was in the chair, and 1,500 Michigan supporters were there to "root." President Angell made a speech, but all to no avail. Folding up their useless instruments, the band stole away. It was a close contest, and the work of our men was in the nature of a surprise to Michigan. The debate may be best described by the words of Judge Hamilton in announcing the decision: "We are unanimous in pronouncing the debate the best we have ever heard. It was in every way an able effort and the sides were very evenly balanced. It was well worthy of either of the Houses of Congress, and should be published and circulated broadcast over the land for the instruction of the people on a vital question of the day." He then announced that Northwestern had won by a score of 1,614 to 1,610 out of a possible 1,800 points.

The manner of deciding was this: Each man was graded on argument and delivery separately, making it possible for each speaker, if perfect in both, to score 200 points under each judge, or 600 when the grades of all the judges were added. This made it possible for three perfect men to score 1,800 points. When the markings in this debate were added the score stood as stated above.

Enthusiasm was aroused at Northwestern, and preparations began for the next meeting with Michigan, which was to be on home ground. The method of selecting representatives caused some discussion, but by a vote of the student

body that matter was left to the faculty as in the previous year. This second debate took place in Evanston. It is still known as "The Great Debate." Ex-Vice President Adlai E. Stevenson presided. The judges were men of national reputation. Our representatives were Eli P. Bennett and Harry F. Ward. According to the custom, Northwestern had selected three men, but only two appeared. "The second speaker for Northwestern, ———, telegraphed from Chicago in the afternoon that he was too ill to appear, and so, at the last moment, Bennett and Ward divided Mr .———'s time between them, winning withal." So reads the account; but the nature of the illness was peculiar. Bennent and Ward had hunted for a very rare book on the subject, which was- "Should the United States Government Construct and Control the Nicaragua Canal?" But the book had been taken from the Law Institute of Chicago and could not be found. Forty-eight hours before the debate, the book came to light, and it was discovered that the speech which the third Northwestern disputant had prepared was not original. Dr. Clark was called, and at midnight the matter was laid before President Rogers. There was an interesting and sorrowful discussion. It was a bad situation. Nobody cared to expose the man. It was finally decided that the second speaker would better be taken suddenly ill and inform his colleagues of that fact by telegraph, and a division of his time be made between the other two speakers. When the telegram was received, the Michigan men consented to the division of the time,

and the debate proceeded. Michigan had the affirmative, and lost by the score of 1,539 1-2 to 1,628 1-2, leaving Northwestern 89 points in the lead.

We have now to chronicle a period of defeat and discouragement. Michigan, according to President Angell in a speech to our students, did not care to challenge Northwestern again, but Wisconsin took her place and sent a challenge, which was accepted. The question was, "Is it desirable that Cuba should be annexed to the United States?" The date was held on April 24, 1896. Our men had the affirmative. They were A. W. Craven, W. M. Pierce, and E. R. Sinkler. There was no question as to which side should have the victory. The decision went to Wisconsin unanimously. But the spirit of the students here was aroused, and at a meeting after chapel the next Monday it was voted to send a challenge to Wisconsin for the next year. This was accepted, and the debate was held in Evanston, on the evening of April 30, 1897. The question was, "Should a system of municipal government concentrating all executive and administrative power in the mayor be adopted in cities of the United States of over forty thousand inhabitants?" J. S. Wilson, Charles Witter, and H. F. Ward spoke for Northwestern. One of the judges was selected at the last moment to fill a place made vacant. This judge, as he was leaving the church in which the contest was held, remarked that he had his mind made up before he went in. He was one of the judges who voted against us. A feeling was already growing up that there

should be some organization, and that a better system of selecting judges should be adopted. At the invitation of Professor Trueblood of Michigan, the men who founded the Central Debating League met in Chicago. The men were Professor Trueblood of Michigan, Professor Frankenger of Wisconsin, Professor S. H. Clark of Chicago, and Professor J. Scott Clark of Northwestern. After two meetings, the present constitution of the League was prepared for submission to the faculties of the universities concerned. Wisconsin objected to the method of selecting the judges which the proposed constitution provided, and, owing to the delay caused by this objection, there was no debate in 1898. At last Wisconsin refused to accept that clause of the constitution, and an invitation was at once sent to Minnesota University to take the vacant place in the League. This invitation was accepted, and the League as now constituted was the result.

The first contests under the new League were held on January 13, 1899. Northwestern met Michigan. The question was, "Resolved, That the United States should permanently maintain a much larger navy than at present." In the debate there was some dispute as to the definition of the words "much larger," but it was a close debate. President Angell of Michigan, wrote a letter to Acting President Bonbright of Northwestern, speaking in the highest terms of the work of our men, E. R. Perry, Andrew Cooke, and E. G. Lederer.

The next year we were again unfortunate. Our team

was composed of three unusually strong debaters, but Minnesota secured the decision. Our representatives were R. H. Forester, H. O. Enwall, and Joseph Dutton. They had the negative of the question, "Resolved, That the Gothenburg system, modified, offers the best solution of the Liquor Problem in the United States." Many who heard the debate have never been able to understand why Northwestern lost the decision; among these were an attorney general, and at least one member of the Faculty of the victorious University. The treatment which our men received from their opponents and from the supporters of Minnesota while in Minneapolis was especially courteous, and this contest aroused great interest and enthusiasm.

But we must read throughout the account of two more defeats before we come to a series of victories. In 1901 we debated the question, "Should immigration be restricted by a law similar to the bill which was passed by both houses of Congress and was vetoed by President Cleveland in 1897?" This bill prescribed an educational test for immigrants. Our men, J. E. Smiley, G. H. Parkinson, and H. O. Hill, had the Affirmative. It was a hard fought struggle. Two votes went to Chicago and one to Northwestern. While we were well represented, all who heard the debate were satisfied that the decision went where it belonged. These continued defeats were discouraging. "Reform in debating methods" was advocated. Meetings were held and speeches made as to the best method of winning back our fame. Among the comparatively few

men who were really interested there was a spirit of determination, and the next year James O'May, G. W. Briggs, and E. J. Hanmer went to work with a will. We were especially anxious for them to win from Michigan and maintain our lead over the University. They debated the question, "Resolved, That our laws should provide for boards of arbitration, with powers to compel parties to labor disputes to submit their disputes to arbitration and to abide by the board's decisions." As in the year previous, our men lost on "delivery." Our opponents showed no greater mastery of the subject than did our own men, but won on their superior presentation. This has been the cause of most of our defeats.

But the next year, 1903, was brighter. We had a strong team composed of George Palmer, F. O. Smith, and George B. Woods. They were quick and keen, and worked with more than the usual persistence. They won against strong opposition in both of the debates that year, and brought the championship to Northwestern. In the first debate with Minnesota as our opponent the question was, "Should the importation of Chinese labor into our insular possessions be prohibited?" The contest took place in Evanston, and after a sharp and interesting debate the decision of two to one in our favor was announced. The next evening Chicago University administered a defeat to Michigan, making the contestants in the final debate Northwestern and Chicago. The second debate was held in Studebaker Hall, Chicago, on the question of the election



INTER-COLLEGE DEBATES

H. G. SMITH
PERCY E. THOMAS
GEORGE B. WOODS

JOHN MASSEN
F. O. SMITH

JOHN BARNES
ELI PHILLIPS BENNETT
GEORGE T. PALMER

of the United States senators by direct vote of the people. As in the debate with Minnesota, we received two votes. This victory aroused great enthusiasm. One account says that the crowd shouted "as though they were cheering the victors of a foot-ball game."

With this inspiration the team for 1904 began their work, and succeeded in again bringing the championship of the League to Northwestern. The first victory was a unanimous decision over the University of Chicago, and the second over Michigan with a decision of two to one. In the first debate the question was on the "closed shop" policy of the labor unions. Our men, John Barnes, John Massen, and Horace Smith, won very easily the first time, but the second debate was of a different sort. As is her custom, Michigan University sent three excellent debaters who caused great anxiety among Northwestern supporters. But this feeling of anxiety only added to the enthusiasm with which the decision in our favor was received.

It is worth while to notice that, during the year 1903, 1904, and 1905, the debating teams were under the direction of coaches, and to the efforts of these men, E. R. Perry, J. A. Johnston, and George Perrill great credit is due.

In 1905 our men again faced Michigan. J. H. Holland, J. H. Walker, and F. M. Perrill went to Ann Arbor to represent us. They had worked hard and they debated well, but the decision went to Michigan. Our men supported the affirmative of the question, "Resolved, That all

corporations doing an interstate business should be compelled to incorporate under a national law, granted that such a law would be constitutional." The defeat was one of the "fortunes of war," as our University has seldom, if ever, been represented by a stronger team. This gave Michigan three victories out of the six contests that we have had with that University.

Altogether we have been engaged in thirteen inter-collegiate debates, winning six. In the Central Debating League we have been twice in the finals, winning the championship both times. Out of nine debates under the auspices of the League, we have won four.

CHAPTER VII

HISTORY OF THE ORATORICAL CONTESTS OF NORTH-
WESTERN UNIVERSITY

GEORGE THOMAS PALMER

INTRODUCTION

PREVIOUS to the year 1873 literary contests were confined to our own student body, no effort being made to enter the contests with other institutions of learning.

But while the contests of that time were limited to our students, the interest in such work does not appear to have been lacking, for the declamation and oratorical contests were far more numerous than they are today.

It will be of interest to consider some of the local contests of that day because they furnished the ground work for the subsequent intercollegiate contests, and because those who encouraged the contests by offering prizes hold peculiar relations to the history of the University. Moreover some who in their student days took part in the early contests have later occupied places in the development of Northwestern.

The Hinman Prize of twenty-five dollars, given by L. P. Hamlin, M. D., for the best written and pronounced essay was won in 1869 by J. H. Raymond. The Lunt Prize of twenty dollars, given by Mr. Orrington Lunt to that member of the senior class who should write the best treatise on a philological subject, was won in 1870 by Amos W. Patten, his subject being the Greek Drama. A prize of twenty dollars was given by Rev. C. E. Mandeville to that member of the junior or sophomore class excelling in declamation.

Not only were the upper classmen provided with prize

contests, but also the freshman class was the recipient of a prize of twenty dollars offered by Mr. J. H. Kedzie to that member excelling in declamation.

Among other prizes offered that might be mentioned were the Day Prize, the Hurd Prize, won in 1871 by C. W. Pearson, and the Blanchard Prize, which later became the Easter Prize, and is now known as the Kirk Prize.

Gradually the spirit of contest widened. In 1873 mention was made in the college paper of contests between the literary societies of Northwestern and those of Chicago University. These so-called contests, however, were merely friendly combats in debate and oratory. No judges were chosen, and the friends of each side were allowed to conclude that their representatives had won.

The feeling of confidence, however, increased, and in 1874 efforts were made to connect Northwestern's student body with some oratorical league. The interest in oratory is expressed in the *Tripod* of February, 1874, in the following words: "The subject of intercollegiate contests is beginning to awaken the interest that it well deserves. The college press has been agitating it. Eastern colleges have gone so far as to hold a convention in Hartford to discuss the feasibility, while in the West arrangements have already been made for a contest in oratory at Galesburg, Illinois."

On February 7th, 1874, the same month in which the above article appeared, delegates from Northwestern University, Knox College, Chicago University, Monmouth,

Illinois Industrial College and Shurtliff met at Bloomington, Illinois, and organized an oratorical league, adopted a constitution, and arranged to hold the first contest at Bloomington on November 20th, 1874. This was Northwestern's first connection with any oratorical league.

On February 3rd, 1874, a call was issued by representatives of Eastern colleges requesting the colleges throughout the United States to send delegates to a convention to be held at Hartford, Conn., February 19th, 1874, for the purpose of organizing a national intercollegiate literary association. The call was responded to by representatives from fourteen colleges. A constitution was adopted, and arrangements were made to hold contests in mathematics, Latin, Greek, mental science, essay writing and oratory. The contest in oratory was to occur at the Academy of Music, New York City, on January 7th, 1875, while the contests in the other subjects were to be held in December of 1874, and the results announced at the oratorical contest.

Northwestern did not enter the Intercollegiate Literary Association of the United States until 1875, but sent representatives in December, 1875, and January, 1876. It is evident, however, that we contemplated entering from the beginning. It will be seen from the foregoing that the University was connected with two leagues at the same time, and we shall now trace our connection with each league separately.

INTERCOLLEGIATE ORATORICAL LEAGUE

On May 7th, 1874, the students held a mass meeting for the purpose of electing an orator to represent the school in the first State oratorical contest to be held at Bloomington, November 20th, 1874. The ballot was as follows: J. S. Stout 63, F. M. Bristol 36, T. B. Hilton 24. Mr. Stout being duly elected, was sent as our representative, and won the second prize of fifty dollars with an oration entitled "The American Statesman."

The second contest of the League was held at Jacksonville, Oct. 28th, 1875, Northwestern's representative being W. S. Mathews.

The third contest was held at the first M. E. Church at Evanston, October 5th, 1876. In this contest Northwestern's representative was F. M. Bristol, who tied with Arthur W. Little of Knox College for second prize on first ballot of the judges. On the second ballot, however, the second prize was awarded to Mr. Little. It is interesting to note that a few years later F. M. Bristol was pastor of the First M. E. Church of Evanston, while Arthur W. Little was rector of St. Mark's Episcopal Church of the same city.

The next annual contest of the League took place at Monmouth on October 18th, 1878. George E. Akerman represented Northwestern with an oration entitled "The Power of Unfettered Thought," with which he won second prize. This was the last time Northwestern was repre-

sented in the State League. One reason for withdrawing from the League was that our connection with the National League was of much more importance. Moreover the management of the State League was not entirely satisfactory to the Northwestern student body, and by unanimous vote the students decided to withdraw, after participating in four contests, and twice winning second prize.

INTERCOLLEGIATE LITERARY ASSOCIATION OF THE UNITED STATES

As has been stated, the Intercollegiate Literary Association of the United States was organized in February, 1874, by representatives of the Eastern colleges. The plan of the League was to hold contests and competitive examinations in Greek, Latin, mathematics, mental science, essay writing and oratory. The contest in oratory was to be held in January of each year. The examinations were to be held in the December preceding, and the results announced at the oratorical contest.

The first contest was held in 1875, but Northwestern was not represented. The second contest was held in the Academy of Music, New York City, January 4th, 1876. The following institutions took part: Cornell University, Hamilton University, Princeton University, Williams College, Lafayette, University of New York, the College of the City of New York. Rutgers College and Northwestern University, Northwestern being the only institu-

tion west of the Alleghenies represented. F. M. Bristol was Northwestern's representative in oratory, and although he did not win a prize, the work of the contestants as a whole was highly praised by the judges who were William Cullan Bryant, George William Curtis, and Whitelaw Reid. Frank A. Hillis, our representative in essay writing, tied with Nelson S. Spencer of the College of the City of New York for first place. His subject was "The Advantages and Disadvantages of Universal Suffrage in the United States."

In the contest of 1877, Northwestern was represented in oratory by Frank H. Scott, who spoke on "Time, the Judge." Mr. F. M. Taylor, who represented us in essay writing, won first prize on the subject "Position of Hawthorne in Literature." Mr. Taylor also won second prize in the contest in mental science.

In the fourth contest held in 1879, Northwestern's representative in oratory was Conrad Haney, and in essay Miss Elizabeth R. Hunt. Miss Hunt won second prize.

From time to time the League had abolished from the list of prizes rewards for excellence in various subjects, and this year it discontinued offering prizes for essay writing.

The fifth contest was held at Steinway Hall, New York City, January 10th, 1879. This year only nine institutions took part. Northwestern was represented in oratory by W. H. Harris. This was the last contest of the League. The reason for the dissolution was purely financial. The size of the League inevitably made the expense enormous;

FOURTH ANNUAL ORATORICAL CONTEST

OF THE

Inter-Collegiate Literary Association,

HELD AT THE

ACADEMY OF MUSIC,

THURSDAY, JAN. 10, 1878,

AT EIGHT P.M.

CHIEF D'ORCHESTRE C. S. GRAFULLA

GRAND MARSHAL J. S. McWILLIAMS

COLLEGES REPRESENTED:

UNIVERSITY OF THE CITY
OF NEW YORK.

WILLIAMS.

ST. JOHN'S (Fordham).

NORTH-WESTERN UNIVER-
SITY.

PRINCETON.

RUTGERS.

COLLEGE OF THE CITY OF
NEW YORK.

SYRACUSE.

LAFAYETTE.

CORNELL.

A. S. BEEK, Printer, 26 Union Square (14th Street), New York.

the prizes offered were from one hundred and fifty to three hundred dollars, and as the only income came from private contributions, it is easy to see that the maintenance of such a League was a difficult task.

The place Northwestern won in this League is an enviable one. When we consider that it was in the first decade of her history that the foundations of her development as a great University were just being laid, we can justly feel proud of her record. This feeling of pride is justified still further by the sentiment expressed by the trustees of the League in a pamphlet issued in 1879, which sets forth the work of the Association. They referred to Northwestern as "that courageous far-off university of the Northwest, whose success in winning prizes has been marked and is to be praised."

THE NORTHERN ORATORICAL LEAGUE

For eleven years, from 1879 to 1890, Northwestern was not connected with any oratorical association. It was in the early part of the year 1890 that the University received a letter from the University of Wisconsin asking them to enter a league with the universities of Michigan, Minnesota and Wisconsin. At the same time we received a letter from the University of Michigan signifying a desire to form a league composed of Cornell, Oberlin, Michigan and Northwestern Universities. On May 17th the students of Northwestern voted to join a league. In

June, 1890, J. P. Grier and W. A. Burch, as delegates from Northwestern, met delegates from Michigan, Wisconsin and Oberlin in Alpha Nu Hall, Ann Arbor, Michigan, where they drew up a constitution and by laws of an association to be known as "The Northern Oratorical League," to be composed of the four Universities represented in the convention, and three others which should be admitted by unanimous vote of those already in the League. It was the plan to fill up the three vacancies from Eastern colleges. Cornell, Princeton and Amherst were considered as possible candidates for the vacancies. It did not work out this way however, as Iowa State University was admitted in 1891, the University of Chicago in 1893, and the University of Minnesota in 1898.

Plans were made to hold the first contest in Ann Arbor on the first Friday in May, 1891. Contests have been held annually from the foundation of the League in 1891 to the present time, fourteen years in all, and the interest in the League is still active. The financial needs are successfully met, and there is no reason why the League shall not live for years to come.

From the following table it will be seen that Northwestern's part in the League has been one of creditable work. In the fourteen contests in which she has participated, she has won three firsts, and three second prizes. This places her second in rank in the League, Michigan holding first place.

Year, 1891; place, Ann Arbor; name of representative,

John P. Adams; subject of oration, "Webster's Defense of the Constitution;" rank, 2.

Year, 1892; place, Evanston; name of representative, A. S. Mason; subject of oration, "The Battle of Gettysburg;" rank, 1.

Year, 1893; place, Oberlin; name of representative, E. I. Goshen; subject of oration, "A Son of Liberty;" rank, 4.

Year, 1894; place, Madison; name of representative, J. Mark Erickson; subject of oration, "The Mission of the American Scholar;" rank 3.

Year, 1895; place, Iowa City; name of representative, Eli P. Bennett; subject of oration, "Wendell Phillips;" rank, 6.

Year, 1896; place, Chicago; name of representative, Harry F. Ward; subject of oration, "The Turk Must Go;" rank, 2.

Year, 1897; place, Ann Arbor; name of representative, S. M. Fegtly; subject of oration, "Kennan's Charge;" rank, 6.

Year, 1898; place, Evanston; name of representative, Geo. T. Nesmith; subject of oration, "Antonio Maceo;" rank, 2.

Year, 1899; place, Oberlin; name of representative, Barry Gilbert; subject of oration, "Saxon or Slav;" rank, 3.

Year, 1900; place, Madison; name of representative,

Percy W. Thomas; subject of oration, "The American Infamy;" rank, 1.

Year, 1901; place, Iowa City; name of representative, Hasse O. Enwall; subject of oration, "Garibaldi;" rank, 7.

Year, 1902; place, Chicago; name of representative, G. J. C. Stewart; subject of oration, "Robert Burns;" rank, 4.

Year, 1903; place, Minnesota; name of representative, Frank J. Milnes; subject of oration, "Ruskin;" rank, 1.

Year, 1904; place, Ann Arbor; name of representative, Chas. J. Jonson; subject of oration, "Nansen's Dash to the Pole," rank, 7.

CHAPTER VIII

BASE BALL

WIRT E. HUMPHREY

IN writing a history of base ball at Northwestern University, it can hardly be said that such history must begin in the dark ages, for the very good reason that base ball, as such, resembling in any respect the game which has for years been known as the great American sport, did not come into being until after the close of the War of the Rebellion.

Northwestern University, as ever in its history, was among the first universities of the West to form its base ball nine. Until some years after the close of the Civil War, however, there were hardly enough men so inclined in college at any time to have filled two competing nines.

In 1865 and 1866 when the college building was located in the vicinity of what is now Davis street and Hinman avenue, in the City of Evanston, every fine evening in the springtime in the meadow nearby were to be found the boys of that period, among them James Frake '66, Edward S. Taylor, Arthur J. Wheeler '66, Alonzo Foster, Charles C. Bragdon '65, and others, busily engaged at a ball game similar to what has sometimes been called "Three Old Cats," which they kept up lustily until the tea bell rang. Immediately after their evening meal, the same boys would be found there until the college bell rang at seven o'clock, when all playing stopped and all students were called from recreation to labor. A year or so later, in 1868, or '69, if the recollections of different alumni are correct, the first University base ball nine was organized, not as the Northwestern ball team, but under the high-sounding title of

“La Purissimas,” so-called, says an old alumnus, “because they were the finest bunch of ball tossers in any part of the farming country adjacent to Chicago.”

Tradition has it that this nine defeated all the other nines between Ravenswood and Glencoe, and was looked upon as almost, if not quite, semi-professional.

During the years 1869 and 1870 the interest in base ball continued to increase, and the number of competing students made it possible to form several full nines. In 1871 the University base ball nine played a number of games with base ball nines from Chicago and vicinity. Lorin C. Collins, Jr., '72, afterwards Speaker of the Illinois House of Representatives, and for many years Judge of the Circuit Court of Cook County, proved an invincible pitcher for that season. The University nine lost only one game.

The first base ball game of which we have any authentic record, was played on May 20th, 1871, at which time the Northwestern nine defeated the Prairies by a score of 24 to 13. One week later they again defeated the same nine by a score of 43 to 18, and on June 1st, 1871, the Carpenters of Chicago (whether high school, public school or professional team, history fails to state), were defeated by a score of 68 to 7. Kimball, '72, as catcher, Langworthy, '70, as short stop, Drake, '74, at third base, Lunt, '72, at second, and Gaines, '73, at first, and Cooper, '73, Elmore, '72, and Beatty, '74, as fielders, all distinguished themselves in that last glorious victory. James H. Ray-

mond of the class of 1871 umpired several of the games this season to the satisfaction of all concerned.

Inter-collegiate base ball in the Northwest received its first impetus from the fact that in the summer of 1871 the Woman's Educational Association of Chicago offered to the champion college nine of the Northwest, a silver ball as a prize to be competed for yearly by the various colleges desiring to do so, the college holding the same to be compelled to meet all comers and to be entitled to retain the ball until beaten. Northwestern entered into the competition for the silver ball in the season of 1872. The first match was played at Evanston with Racine College, then holder of the silver ball, on June 3, 1872, and the score was 20 to 17 in favor of Racine. The return game was played at Racine on June 10, 1872, and Racine was again successful by a score of 15 to 5, retaining the silver ball, and also the proud title of Champion of the Northwest.

In 1872 the first class base ball nines were organized in the College of Liberal Arts. On April 19, 1872, was played a game between the freshmen and sophomores, in which the freshmen defeated the sophomores by a score of 38 to 27, the late John H. Hamline obtaining high honors as short stop for the freshmen team. Subsequently, the sophomores were defeated by the Juniors, who also twice defeated the freshmen and thereby gained the college championship for the year 1872. During the year 1873 no inter-collegiate games were played.

On May 1st, 1874, Northwestern University for the

first time met Chicago University at base ball, and was defeated by a score of 15 to 17. On May 9th, a little over a week later, on its home grounds, the Northwestern team retrieved itself by defeating Chicago 19 to 14; and again, about two weeks later, Northwestern was again victorious by a score of 22 to 11. A series of games were also played this year with Racine College for the silver ball, each team winning one of the first two games. The final was played at Racine on June 13, 1874, and Racine won by the score of 10 to 9, and for another year retained the silver ball and college championship.

On May 26, 1874, the College Nine played its first game with the White Stockings of Chicago, then the champions of the country; and were defeated by a score of 2 to 34. In the spring of 1875 the Chicago University by playing a series of games with Racine, won the silver ball and the base ball championship, and in the autumn of 1875 Northwestern challenged Chicago to play for the same. The first game was played at Evanston on October 16, 1875, in which Northwestern was victorious by a score of 19 to 13. The second game was played one week later at Chicago, and Northwestern was again the victor, the score being 6 to 9. This gave Northwestern the title "College Champion of the Northwest" and the coveted silver ball.

The first championship team of Northwestern was made up as follows: Robinson '75, short-stop, Scott '74, pitcher, Knappen '77, first base, Wheeler '76, left field, Kinman



BASKETBALL TEAM, 1902



BASEBALL TEAM, 1876

'78, third base, Evans '77, second base, Connel '76 right field, Partie ex-'78, catcher, and Casseday '77, center field. The *Tripod* of November 27, 1875, prints the following statement: "The Executive Committee of the Chicago University Association showed an indisposition to give up the ball, on the ground that Partie did not belong to the school. They were soon convinced that their suspicions were groundless, and now the silver ball lies in the University book store, where it can be seen at all hours of the day."

On April 22, 1876 the first inter-collegiate base ball association of which Northwestern was a member, was formed. Arrangements had been made for delegates from Racine, Northwestern and Chicago to meet at Waukegan. The Chicago delegates coming from the country South of the city missed their train, but telegraphed to the convention to go ahead. M. T. January of Racine College, C. P. Wheeler, F. E. Knappen and E. F. Casseday from Northwestern composed the Convention, Mr. January acting as President and C. P. Wheeler as Secretary. At this meeting was organized "The College Base Ball Association of the Northwest," in which all regularly incorporated colleges were eligible to membership. All applications for membership were to be filled by May 1st in each year, and an annual convention held on the second Saturday in April in each year. It was agreed that the championship season should commence May 1st and end the 15th of November, and that no games were to be played in vacation. Two

games should constitute a series, and in case of a tie, a third game should be played. Each college might play but one series with any other college during a season. The winner of these games should be champion of the Northwest, and should get the silver ball. It was further agreed that members of the college nines might be chosen from all the students in the regular course prescribed by the College catalogue, and from students in the medical, theological and law departments of the college, from preparatory schools and departments directly under the college government.

This constitution was at once amended to permit Mr. Martin, then tutor at Racine College, to play during the season of 1875.

On May 15, 1876, the University Nine again played the White Stockings of Chicago, and held them to the score of 9 to 0. About this time Chicago University again challenged Northwestern to play for the silver ball. The first game played on May 19th was won by Northwestern, the second on June 2nd, by Chicago and the third on June 9th by Chicago. In the latter game, a Chicago student acted as umpire and acted so unfairly in that position, that an appeal was prayed to the Executive Committee of the Association, consisting of one member from each college, protesting the game, but the Executive Committee decided that notwithstanding the unfairness of the umpire, Chicago made more hits and fewer errors, and for that reason was

entitled to the game, and Northwestern was compelled to give up the silver ball.

In the spring of 1876 a "Rosewood silver mounted bat" was offered by George Muir, for many years the proprietor of the University Book store, and the genial friend of all students, especially of base ball players and enthusiasts, to that member of the Northwestern nine who should make the most base hits during the season ending November 15, 1876. The bat was won by C. P. Wheeler of the class of 1876, who obtained a batting average during that season of .320. Myers was second, with an average of .256, and Esher was third, with .235.

At a meeting of the Association held in Chicago on April 13, 1877, the method of playing for the silver ball was changed so that each college in the league was to play two games with each other college, the season to begin on September 1st and end on July 1st following. The annual meeting was to be held on the fourth Saturday in September. At this meeting, W. M. Booth '78 was elected President of the Association and Lake Forest University was admitted as a member thereof.

During the season of 1877, the University nine won two games from Lake Forest and one from Chicago, and lost two to Racine and one to Chicago, Racine winning the championship of the league and again becoming possessor of the silver ball.

In the spring of 1878 the ball nine blossomed out in uniform suits, consisting of white flannel with brown stripes

on the trousers, the letters "N. W. U." in brown on the shield and "Chicago Club" caps trimmed with brown. The annual convention was held at Racine on April 1st of this year, with E. C. Adams '79, representing Northwestern, at which meeting the Constitution was changed so that the members of the College nines might be chosen from all students in the regular course prescribed in the college or University catalogue, or from resident tutors, or from such students of the medical, theological and law departments as had been connected with the regular collegiate department, or from preparatory schools or departments directly under the college government, provided that all such students permitted to play should have been in daily attendance at their respective institutions for thirty days previous to the first annual game.

In spite of the new uniforms and the enthusiasm created thereby, Northwestern closed the season of 1878 without winning a game and Racine retained the championship.

On April 18th, 1879, the annual meeting of the Association was held at the Sherman House in Chicago, Frank B. Dyche '80 and William A. Hamilton '79 representing Northwestern. At this meeting, Mr. Dyche was elected President of the Association, and a schedule beginning May 10th and ending June 14th was arranged with Chicago and Racine.

In order to do away with the difficulties about umpires which up to this time had made so much trouble, at this meeting the following by-law was enacted: "Each Club

shall propose the names of three gentlemen to act as umpires of championship games. The captain of the home club shall select one of the three proposed by the visiting teams to act as umpire in each game." The by-laws upon eligibility were again strengthened by providing a penalty of \$50 to be assessed against any college playing men who should not be eligible.

On May 10, 1879 the first game of the season was played at Racine, and Northwestern was victorious, the score being 12 to 10. That evening when the seven o'clock train from the North pulled into Evanston, it was met by a drum corps and a large crowd of students and townspeople, and the first procession to celebrate a baseball victory proceeded to parade the quiet streets of the little village of Evanston. One week later, May 17th, Northwestern met Chicago on the field of the latter school and scored thirty runs to Chicago's thirteen. The game was played on low swampy ground adjacent to the Chicago University and the field evidently was not in first class condition, for the editor of the *Tripod* in speaking of the game in the issue of May 30, 1879, says: "The grounds were in miserable condition, and the spectators held their own about three feet from the base lines. The game was frequently interrupted by cows and innocent looking females strolling leisurely through the field. Although the Chicago nine may enjoy playing under such circumstances, we assure them that it was not relished by the visitors." On May 31st Northwestern was again victorious over Chicago by a

score of 14 to 11, and upon June 19th lost their second game to Racine by a score of 8 to 18. At the close of the season it was found that Northwestern and Racine had each won three games and lost one. A request was at once made by the Northwestern Athletic Association to Racine to play off the tie. Racine, however, having the championship emblem, the silver ball, in its possession, refused to play off the tie until fall, and as a matter of fact, the tie was never decided.

In the spring of 1880 Northwestern played two games with Racine, winning both of them. In the first game played on May 10, 1880, the score was 23 to 12, while Northwestern scored 31 errors to Racine's 41. At a meeting of the Executive Committee of the League held shortly after the second game was played, both games were forfeited to Racine "on technicalities," and the Executive Committee decided that Northwestern having been guilty of playing an ineligible person, should be assessed a fine of \$50. The charges made were never proven. The fine of \$50 was never paid, Northwestern withdrew from the league, which immediately went to pieces, and no further games were ever played for the possession of the silver ball.

During the spring of 1881 no inter-collegiate games were played, but there was a great revival of baseball throughout the entire University. Nines were organized in every class in school, and inter-class games kept up the enthusiasm.

On December 23, 1881, delegates from Michigan, Racine, Madison and Northwestern met at the Grand Pacific Hotel in Chicago and a new league was organized. F. W. Davenport of Michigan and C. G. Plummer '84 of Northwestern, were elected president and secretary, respectively, and a schedule for the season of 1882 was made up. At the end of the season of 1882 it was found that Northwestern, Wisconsin and Racine had each won two games and lost four, and that Michigan had won six games and was entitled to the championship. On March 16, 1883, delegates again met at the Grand Pacific Hotel in Chicago, and then organized the association known as "The Western College Base Ball Association." The Association adopted a new constitution, and upon Michigan's withdrawal from the Association because professionals were excluded, admitted Beloit College in its place, and made up the schedule for the year 1883.

The year 1883 is long remembered by all the students of Northwestern University, from the fact that Northwestern had a real championship team. Wisconsin, Racine and Beloit were each twice defeated. J. C. Bannister '93, L. K. Stewart '87, C. S. Tomlinson, '86, J. H. Rollins, ex-'86, E. R. Tillinghast '86, C. G. Plummer '84, M. F. Dillman '85, E. D. Huxford '85 and C. S. Polly, ex-'87, were members of this team, three of whom had batting averages above .400 and four others had batting averages better than .250.

During the season of 1884, C. S. Raddin '84 was Pres-

ident of the Association, the same colleges remaining members. During this season Wisconsin obtained first place, Racine second, Northwestern third, Beloit fourth; and E. D. Huxford '85, Frederick Arnd, law-'86, and W. C. Chase '85 ranked respectively first, second and third in batting averages in the Western College League.

During the years from 1885 to 1888 Northwestern at all times had a fair base ball team, and in each of those years obtained third place in the league, Wisconsin in each instance being first and Racine second. During the years 1886 and 1887, Mr. John A. Childs, Evanston's popular post master, who was then enjoying a four year vacation from the arduous duties of that office, acted as business manager of the base ball team. In the spring of 1888, William Sunday, now known as the "Base Ball Evangelist," spent several weeks training the Northwestern team prior to the opening of the season, and Mr. George Muir, heretofore mentioned in this history, was prevailed upon to act as business manager, a position which he held for several seasons thereafter.

In 1889 Northwestern again had a winning team. Racine College this year dropped out of the league and Lake Forest took its place. At the close of the season it was found that Northwestern and Wisconsin had each won five games and lost one, each having won upon its home grounds. The tie was played off at Milwaukee upon June 12, 1889, and a large number of students and alumni from the two Universities were present to cheer their

respective teams. Jarvis and Ridgeway officiated as pitchers for Northwestern, Lee H. Stewart as catcher, Lunt, who began playing ball at Racine in 1881 and had played continuously each year thereafter, was pitcher for Wisconsin. The game was close and exciting from the beginning. When Wisconsin had finished her half of the ninth inning and Northwestern went to bat, the score was 11 to 7 in favor of Wisconsin. The greatest excitement prevailed throughout the crowds of spectators. Northwestern rooters crowded as near as possible to the base lines and proceeded to do their utmost to rattle the Wisconsin pitcher. Northwestern's best batters were up in order, several hits were made, four runs were scored and the score was a tie, but two men were out, Cy Johnson was at bat; two men were on bases, the pitcher swung his arm, there was a swish of the bat and in a moment the left fielder was chasing the ball far beyond him near the left field fence. The game was won, and with it the championship of the Northwest. Residents of Milwaukee of that day still remember the howling mob which paraded its streets carrying high the purple and gold of Northwestern. Upon this championship team were T. C. Moulding '91, Captain, J. A. Rogers, ex-'92, M. P. Noyes, Law '92, Fred Chapin ex-'93, E. J. Ridgeway ex-'91, now one of the owners of Everybody's Magazine, H. H. Jarvis ex-'93, C. C. Johnson, ex-'92, A. E. Fleager '92, W. D. Barnes '90, A. P. Haagenson '90, Lee H. Stewart, Dental '90, and T. H. Lewis, ex-'93.

On Tuesday, May 20th, 1889, was played one of those games of ball which, although not remarkable for the fine individual playing, was still memorable on account of the peculiar make-up of the teams. The class of 1890 numbered nine members blessed with varying shades of auburn hair and as many more who were dark haired. A game of ball was arranged between the "red-heads" and the "black-heads," the programs on one side being printed in red and on the other in black, giving names and positions of respective members. Frank C. Whitehead '89 acted as umpire, and the game was one of the most exciting of the college year. Among the members of the red-head team were F. A. Alabaster, W. D. Barnes, James P. Grier, Maurice Wickman and Fred C. Demorest, and in spite of the determined efforts of Charles H. Zimmerman, Robert H. Holden, W. D. Parkes, Riley P. Martin, John A. Groves and others, representing the black-heads, the auburn haired ones scored a decided victory, the final score being 13 to 6.

During the season of 1890, the Northwestern team remained almost without change the same as that of the season of 1889. The batting and fielding averages of the team throughout the season, was very good. The batting average of the entire team at the close of the season standing .271. This season closed with Wisconsin in the first place, with Northwestern a close second and Beloit and Lake Forest bringing up the rear.

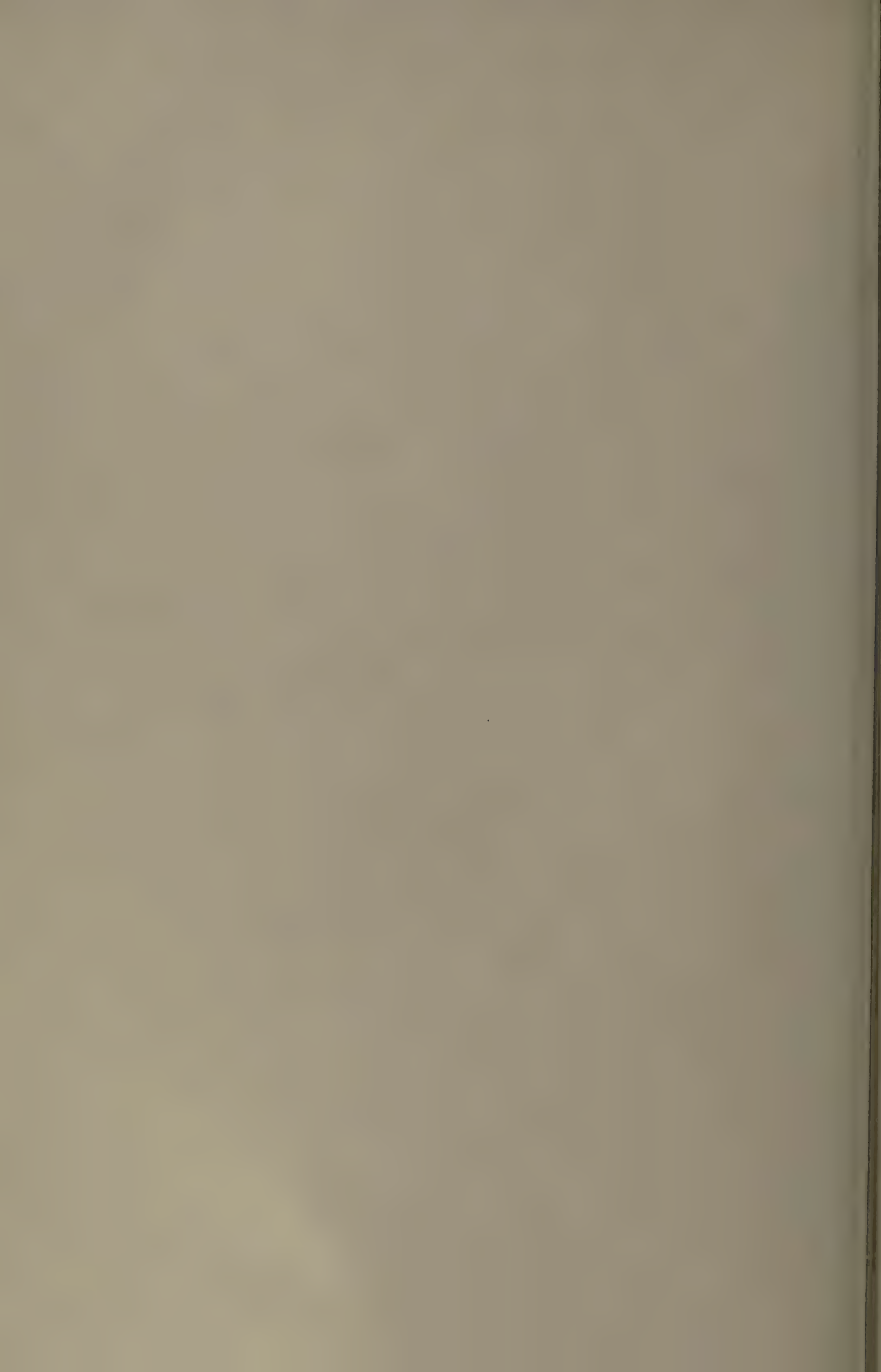
During the season of 1891 Northwestern again had a championship team, winning two games from Wisconsin,



BASEBALL TEAM, 1889



BASEBALL TEAM, 1891



two from Lake Forest and one from Beloit, Wisconsin closing the season with three games won, two lost and one tie, Beloit winning two games, losing two, and tying one, while Lake Forest failed to win a game.

On the Championship team of 1891 were T. C. Moulding, ex-'91, J. A. McGrath, law '92, W. D. Barnes, '90, E. L. Sauter, Law '92, R. K. Wilson, law ex-'92, Thomas Lewis, ex-'93, Charles McWilliams, ex-'93, J. K. Bass '94, Irving McDowell, ex '94 and C. N. Moelenpah, ex-'94.

On February 14, 1892, at a meeting of the Western Base Ball Association of Milwaukee, a long and heated discussion was had among the delegates there assembled, which ended with Wisconsin withdrawing from the Western College League. At this meeting Illinois made application, and was received into the League in the place of Wisconsin.

At the end of the season of 1892, Northwestern was in third place, Illinois and Beloit obtaining first and second places respectively. During the summer of 1892, the base ball grand stand which at this writing (May 1st, 1905), still stands at the South end of Sheppard Field, was erected by the business men of Evanston, assisted by contributions of various alumni, students and professors, chief among whom was Dr. Robert D. Sheppard, who from his coming to the University in 1886 to the present time, has always been a very warm friend of Northwestern athletics. The base ball grand stand was

dedicated on October 15, 1892, speeches being made by President Rogers, Dr. Sheppard and others.

From about the year 1879 to the year 1892, all base ball games played in Evanston by the Northwestern University Team had been played upon the North end of the campus, about where the Lunt Library Building now stands. Charles N. Zueblin, '87, now of the University of Chicago, at one time distinguished himself by driving the ball through one of the north windows of the chapel of Memorial Hall, during a close game, thereby making a home run for the Northwestern team.

In December 1892, Northwestern withdrew from the Western College League, and at a meeting held in Chicago during that month, there was organized the "Intercollegiate Athletic Association of the Northwest," otherwise known as the "Big Four League," composed of the Universities of Michigan, Wisconsin, Minnesota and Northwestern. The "Big Four League" lasted for one season only, the teams above named standing in the same order in number of games won at the close of the season.

During the base ball season of 1894, there was no league among the larger Western Colleges. Northwestern this season had one of the best base ball teams in her history. At the beginning of the season she won the first three games played, and then lost the following three; after which she scored fifteen consecutive victories, winning four games from Chicago University, two from Wisconsin, one from Minnesota, one from Oberlin, and the remaining

games from Joliet League Team, Hammond, Ind. League team and smaller colleges. The first two games played with the University of Chicago were especially interesting, Northwestern winning the first game on May 13 by a score of 3 to 2 at the end of twelve innings and the second game two weeks later by a score of 2 to 1 in the eleventh inning. The final game of the season was played with Michigan, and was lost by the close score of 9 to 8. At the close of the base ball season, it was stated upon good authority that the team record of .818, considering the number of games played, was the greatest ever made by a Western College. The make-up of this team was as follows: Leesley, first base, Kedzie, catcher and pitcher; Griffith, pitcher; Jenks, catcher and first base; J. K. Bass, second base; Barnes, center field; Price, left field; Lewis, right field, Maclay, short stop, Cooling, second base, Reimers, left field, McWilliams, third base. In the fifteen games in which Griffith officiated as pitcher, he struck out 195 men of the opposing teams, while in the same games only 92 Northwestern men fanned. In the first game played with Chicago, Griffith scored 22 strike-outs, and in the second, Chicago game and the Minnesota game, 16 each game. Kedzie, who officiated as pitcher in the remaining games, was also very successful.

Since the year 1894, Northwestern has not had a championship ball team. During the years 1895 and 1896 very few games were won.

In the spring of 1899, Dr. Hollister took charge of

Northwestern athletics. Immediately after his coming there was quite a revival in base ball. Inter-department, interclass and inter-fraternity games were played, but the college team for some reason failed to win many of its games with other schools.

During the past five years, beginning with 1900, Northwestern has kept up her organization, that is to say, she has at all times been able to find nine men who were willing to wear uniforms, and be known as the University nine, but at no time has she been able to get anything resembling a champion team. In 1901 the Northwestern team played several interesting games, losing one to Michigan by a score of one to nothing, and winning from Chicago by a like score. In 1902 the Northwestern team won five games out of twelve, winning one game each from Beloit, Nebraska and Michigan and two from Chicago. In 1903 Northwestern ball team won three games and lost twelve, winning one game from Michigan, Wisconsin and Purdue.

In 1904 Northwestern ball team played thirteen games, winning from the University of De Pauw only.

It has been very evident that during the past ten years, interest in inter-collegiate base ball has been at a low tide. During the ten years prior to 1895 it was always an easy matter to get together a large crowd of students, alumni and town's people to follow the fortunes of a fairly good base ball team. In the past few years, however, the interest which once followed base ball, has taken up foot ball



FOOTBALL TEAM OF 1903

instead. The reason why no inter-collegiate base ball leagues have succeeded in the past ten years, has been largely a financial one, the crowds drawn to the games having in most instances been insufficient to pay the expenses. From all present indications the time is not far distant when base ball from an inter-collegiate standpoint, will become a thing of the past.

CHAPTER IX

FOOTBALL

EDWIN RUTHVEN PERRY

THE game of football, as at present played, was first introduced into American colleges about the year 1870, the big Eastern institutions being the first to take it up.

Previous to that time the less strenuous "Association" game, in which the ball is kicked exclusively, was very generally played on our college fields.

The new style of play gradually won in favor and long ago supplanted the older style in practically every college in the country. It began to gain a foothold at Northwestern University in the early eighties, but not until 1885 do we find any mention of it in the college periodicals.

The situation in the fall of that year is tersely summed up in an issue of the weekly which appeared after the football season was over. The writer of the article in question seems to have been filled at once with a praiseworthy loyalty to the University, and an appreciation of the rigors of the game. He says that a team could have been chosen "which could have laid out any of the neighboring college teams, but no matches were played."

In the following year a team was organized when college was opened, but only one outside game was played. In that game the University team met defeat at the hands of the Harvard preparatory school's representatives.

It is to be remembered that not for several years after the period of which we are now writing, did the teams enjoy the benefit of coaches, trainers, training tables and all

the elaborate equipment of present day teams. The players had to depend entirely on their own knowledge of the game and on their own efforts to develop teams. Baseball was then the more popular game, and even during the fall terms it absorbed the time of most of the athletes, to the detriment of football. However, the new game grew in popularity year by year. Class teams were organized, and to the rivalry between them the game at Northwestern is largely indebted for its development in the early days.

In '87 and '88 the Varsity team held regular practice on three afternoons in the week. Hitt was captain in '87 and Moulding in '88, and they had full charge of the work of the teams. A few outside games were played, but they did not attract enough attention to win mention in the Northwestern or the Syllabus.

Then came such players as "Ranse" Kennicott, Ridgway, Moulding, C. D. Wilson and Paul Noyes. These men and those whom they gathered about them may properly be said to be the real football pioneers at Northwestern. In 1890 they defeated Wisconsin and Beloit decisively and were beaten only by the "University Graduates"—a team in Chicago composed mostly of ex-college players from the East.

The Western College Football League was formed in 1891, with Wisconsin, Lake Forest, Beloit and Northwestern as members. Even in those days Northwestern seems to have been addicted to playing tie games; for

such was the result of the struggles with all three of the other teams in the league. In playing off the ties, however, we lost to both Wisconsin and Lake Forest.

During the season of 1891 Paul Noyes was at Yale and he came back in the following year filled with the football science and fighting spirit of Old Eli. He was elected captain, and, with no one to help him in the coaching department, he developed the best team that had ever represented the University up to that time.

Two leagues were organized during that year among the middle western colleges, and Northwestern ambitiously joined both. The major league consisted of Michigan, Minnesota, Wisconsin, and Northwestern, while Illinois, Lake Forest, Beloit and Northwestern made up the minor league.

In the latter Northwestern won the pennant, defeating Beloit and Lake Forest and tying Illinois. The grand stand that now stands at the south end of Sheppard Field was dedicated with the Beloit game. The score was Northwestern 36, Beloit 0.

In the major league we were less successful. We defeated Michigan but lost to Minnesota and Wisconsin. The scores in the games lost, however, were creditable.

On the team of that year Van Doozer, Culver, Pearce and McClusky learned their first lessons in the great game. Van and Culver played the tackles, Pearce played center and McClusky guard. In addition to the league games, two games styled in the Northwestern as "practice games"

were played with the University of Chicago. The first resulted in a score of 0 to 0, and the last 6 to 4 in favor of Northwestern.

Most of the members of the '92 team returned to college in '93. Frank Griffith was captain, but Noyes, who again played his old position at full back, did the coaching. On this team appeared the famous pair of half backs "Shorty" Williams and Jewett. Both Leagues had disbanded, but a schedule of games was arranged. The team was fairly successful, aside from a somewhat unfortunate day at Ann Arbor. During that season all the classes and most of the fraternities had teams, and great was the civil strife witnessed on the campus.

The season of '94 opened with only three of the veterans, Pearce, Culver and Oberne, back in college and none of them tried for the team. For the first time a professional coach was employed. Ewing of Amherst was his name, and he played end on the University of Chicago team the following year. He found nothing but green material to work with, and after a 46 to 0 defeat by Chicago he gave it up, and the team worried along for a while as best it could. A victory over Lake Forest and defeats by Illinois and Beloit complete the story. Toward the end of the season the team disbanded, and the second Chicago game was played by the Law School team with the aid of Andrews and Jeter, the Varsity tackles. Chicago won again, the score being 36 to 0.

Despite the unfortunate record of the previous year the



FOOTBALL TEAM, 1893



FOOTBALL TEAM, 1889

season of '95 opened most auspiciously. Never before had such an array of football talent been seen on the campus, and never had a football team a better captain than he who guided the fortunes of those gallant fighters.

During the seasons of '92 and '93 Van Doozer had played tackle on the Varsity team and he had developed into a great player. In '94 he captained and played half-back on the strong Chicago Athletic Association team which met Harvard and Yale as well as most of the strong college teams in this section of the country. He entered college again in '95 and was elected captain of the team. At the beginning of the season he was a member of the Life Saving crew and under the rules of the service was forbidden to play football. After his team had lost to the University of Wisconsin in Milwaukee on September 25th, by a score of 6 to 12, and one week later to Ames Agricultural College at home by a score of 0 to 36, he resigned from the crew and got into the game, playing left half back. With him in the other half back position was Potter, who, by his brilliant playing during this and the following season, linked his name inseparably with that of his great captain, and together they are known as the brightest of all our football stars.

Previous to coming to Northwestern Potter had played on the team of Baker University. With him from that institution came Pendleton and Allen, right guard and quarterback respectively. The others on the team of '95 were Pearce, center; Stockstill, guard; Andrews and Me-

Clusky, tackles; Gloss and Siberts, ends; and Brewer, fullback. For a short time at the beginning of the season the team was coached by Flint of Princeton, who gave way to Culver, an alumnus of Northwestern and former member of the team. Culver continued as coach during the seasons of '95 and '96, and to his painstaking and efficient coaching is due much of the success of the teams in these years.

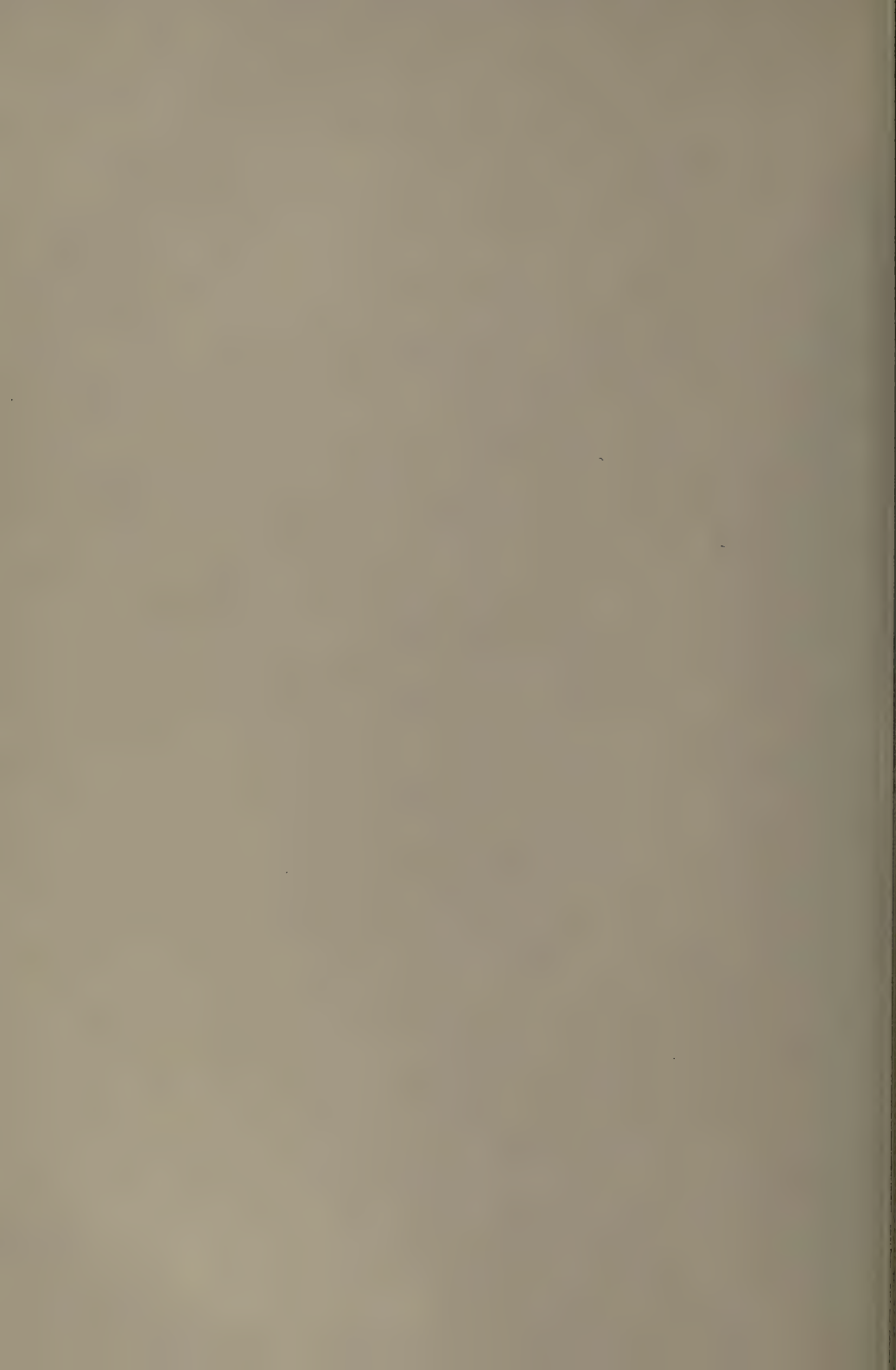
Van Doozer's return to the game was marked immediately by a victory over Beloit, 34 to 6. Armour Institute was the next opponent and was beaten by a large score. On the following Saturday the team went down to Marshall Field to meet Stagg's men. Northwestern 22, Chicago, 6.

The figures tell the story. Further embellishment would be scarcely less superfluous to the reader than discourteous to the vanquished. Lake Forest and Purdue were played and defeated, Illinois defeated us, and then came the return game with Chicago. Was it Stagg's wonderful ability as a reorganizer, or was it the result of a schedule, far too hard for a team lacking in substitutes? Chicago won 6 to 0. The season closed with the Missouri game which we lost by a very narrow margin.

With Van Doozer as captain and Culver as coach again in '96 the season was again very successful. Allen, Pendleton, and Stockstill did not return to college but their places were ably filled by Hunter, Thorne and Levings. Chicago was again beaten on Marshall Field, the score being



VAN AND POTTER



46 to 6. But again in the return game on Sheppard Field Stagg's men won, score 18 to 6. In a spectacular game at Champaign Illinois was defeated by a score of 10 to 4. The feature of the game was a long end run by Potter for the last touch down, after twenty-five minutes of play in the second half, during which it looked as if Illinois would surely score again. The Thanksgiving day game was played on Sheppard Field with Wisconsin, and Northwestern men still remember it as one of the most exciting games ever played in Evanston. The field was muddy and the game was played in the rain. Neither team scored in the first half. Early in the second half Northwestern scored and kicked goal. Neither side counted again until within a few minutes of the end of the game. Northwestern had held for downs on her own twenty yard line. Hunter signalled for a punt and Sloan dropped back to kick the ball out of danger. The slippery condition of the field and the ball made long passing and catching extremely difficult. The delicate work was to be done by the great "Keg" Pearce, a veteran of many seasons and the best center in the West. He was playing the last game of his career. The pass went high and the ball rolled over the goal line pursued by twenty-two mud covered and fighting players. Brewer of Wisconsin fell on it and his team had scored a touch down. Captain Richards kicked goal, and tied the score. Thus ended the game.

The teams for the next three seasons were not as strong as those of '95 and '96. Hunter was captain and Van

Doozer coach in '97. Good material was scarce. Beloit, Rush Medical, College of Physicians and Surgeons, and the Alumni were defeated, while games were lost to Iowa, Chicago and Wisconsin. The score in the Chicago game was 23 to 6, our score coming close to the end of the game on straight line plunging.

In '98 Thorne was captain and Bannard of Princeton coach. Again the available material was not especially good. The Chicago game resulted in a score of 35 to 5 in favor of Chicago. Johnson scored the touchdown for the ball from Perry who had caught Hershberger's punt. The team was also defeated by Michigan, Minnesota, and Wisconsin. The Michigan game was the best of the season. Each side scored one touchdown. Michigan kicked goal. An obviously faulty decision by the referee robbed Northwestern of the opportunity to tie the score. Northwestern's defence was the feature, Michigan being held for downs inside our five yard line seven times.

In the Wisconsin game on Thanksgiving day, O'Dea dropkicked a goal from beyond the 60-yard line.

Dr. Hollister came from Beloit as coach in '99 and remained in that capacity for four years. Little, who had played center the previous year was captain and right tackle. Hunter, who in '98 was away with the Army in Puerto Rico came back to college in '99 and went in at his old position as quarter back. The first big game was with Wisconsin which we lost by a score of 0 to 38. Minnesota was then defeated at Minneapolis 11 to 5. Then

came the game with Kennedy's great team at the University of Chicago. It was the worst defeat ever suffered by a Northwestern team, 76 to 0. After that the team pulled itself together and defeated Indiana and Purdue, the score in the latter game being 29 to 0.

The feature of the season of '00 was the introduction of Hollister's tandem with the heavy Dietz brothers in the back field to give it momentum. C. E. Dietz was captain. Indiana was defeated early in the season. The Illinois and Beloit games ended in the scores of 0 to 0 and 6 to 6 respectively. Then Knox was beaten 11 to 5, and the defeat by Chicago in the previous year was partially atoned for by taking the Maroons into camp to the tune of 5 to 0. The Minnesota game was lost 21 to 0 and then came the Thanksgiving day game with Iowa at Rock Island. The Hawkeyes had defeated Chicago and Michigan and were expecting a score of not less than 40 to 0 with us. Northwestern's great defense took them by surprise, and the best they could do was one touchdown, and that on a fumble by Northwestern. They failed to kick goal. Northwestern was unable to push the ball over the line, but within a few minutes of the end of the game Johnson kicked a goal from the field and the game ended with the score 5 to 5. Much of the team's success during this season was due to Hunter's great head work and skillful playing.

C. E. Dietz was captain again in '01 and again Hollister's slow and ponderous system was used. The team's

defense was excellent with such men as Baird, Fleager, Davidson, Hanson and Allen in the line and the Dietzes in the half back positions. But the offense was too slow to be effective. As a consequence all the scores of the season were comparatively low. Lake Forest and Notre Dame were defeated early in October, the latter by a score of 2 to 0. Yost's first Michigan team was the next opponent, and with a badly crippled team, there being six substitutes in the game, we were beaten 29 to 0. The one other game lost was that with Minnesota the score being 16 to 0. Illinois and Chicago were defeated by scores of 17 to 11, and 6 to 5. Beloit was tied 11 to 11, and in the last game of the season Purdue was defeated 10 to 5.

Captain Ward's team in '02 was considerably below the standard of preceding years. Naperville, Lake Forest, Rush Medical School and Beloit were defeated. Games were lost to Chicago, Knox, Purdue, Wisconsin, Illinois and Nebraska. In none of these latter games did the Purple score. The score in the Chicago game was 12 to 0.

Before the season of '03 began Northwestern was fortunate enough to secure as coach under a three-year contract, Walter E. McCornack of Dartmouth. Mr. McCornack combines long experience in the game with an ideal personality for a coach. He has the rare faculty of being able to inspire his men with his own "fight to the last ditch" qualities, and in the matter of teaching candidates all the points in the game he is unsurpassed. He is recognized both East and West as at least the equal of the



WALTER E. McCORMACK



GRANDSTAND—SHEPPARD FIELD

best coaches ever developed. Graduating in 1893 from Englewood high school where he had played end and half back for four years, he entered Dartmouth the following autumn and played quarter back on the Varsity during that season. In his second year he played full back, and in the third and fourth years was in his old position at quarter.

He entered Northwestern Law School in 1897 and graduated therefrom in 1899. During the seasons of '97, '98, '99, and '00 he coached the Phillips Exeter Academy team, and taught them how to beat Andover. In '01 he was called to his Alma Mater as head coach. Under his tutelage Dartmouth twice defeated her old rival Brown, and in '02 came within a hair's breadth of beating Harvard on Soldiers' Field. The lessons he had taught his Dartmouth team enabled them to defeat the Crimson in '03 for the first time in their history.

He took charge of Captain Fleager's team at Northwestern in the fall of 1903, and found that he had to start at the A. B. C.'s of football with his candidates. They were ready recipients of his knowledge, and he an indefatigable mentor.

A very heavy schedule had been arranged by McCornack's predecessor, but Mac took his team through the season without a defeat by a Western college team. The only defeat of the season was suffered on Thanksgiving day at the hands of the Carlisle Indians. It is only fair to say that the hard games preceding that date had rendered the team incapable of doing its best against the Red-

skins. After a series of practice games including Naperville and Washington University the team lined up against Stagg's much vaunted Maroons on October 17th. A prettier game was never seen. Chicago never got dangerously near the purple goal line. Northwestern after carrying the ball irresistibly from their own twenty yard line to the Maroon three yard line unfortunately fumbled. The game ended with the score 0 to 0. Cincinnati and Illinois were then defeated, the latter in an exciting game by a score of 12 to 11. Notre Dame 0 to 0, and Wisconsin 6 to 6 complete the story of the season. The record of this season is the best ever made by a Northwestern team. No particular stars can be mentioned in the line-up. They were all stars. They were Fleager, Allen, Colton, Phillips, Kafer, Rueber, Blair, McCann, Peckumn, Carlson, Weinberger, Garrett, Bell and Williamson.

Of the '03 regulars Fleager, Phillips, McCann and Peckumn did not return to college in '04. Allen was captain. Blair took Fleager's place at full back, Davis and Ward, both freshmen, played center and left guard respectively. Johnson the great Carlisle Indian quarter back went in in place of McCann. The season was not as satisfactory as that of '03. Two defeats were suffered, the first at the hands of Chicago 32 to 0, and the second at those of Minnesota 17 to 0. Naperville, Lombard, Beloit, DePauw, and Illinois were defeated. The best game of the season was with the strong Illinois team which had tied



NORTHWESTERN-ILLINOIS GAME, NOVEMBER 12, 1904

Chicago. Both teams fought magnificently every inch of the way. Northwestern won by a score of 12 to 6.

A history of football at Northwestern would not be complete without reference to the valuable service of the managers and Athletic Committee, men who have made steady development in the game possible at the University. F. J. R. Mitchell, F. H. Haller, S. P. Hart, Dr. Hollister and F. O. Smith as managers; Professors Clark, White, Woodward, Gethrow and Long, Messrs. Frank E. Lord, J. F. Bates and others as committeemen have perhaps shared none of the glory of our gridiron heroes, but it is to their good work that we are indebted for the wise business management that has given our teams the facilities for development to the present satisfactory state.

CHAPTER X

TUG OF WAR

FRANKLIN McCLUSKEY

THE tug of war contest first came into prominence at Northwestern in the winter of 1887, when on the evening of March 10th a team composed of "Prof." Philip Greiner, then athletic director of the University, Henry Caddock, Charles T. Watrous, W. W. Wilkinson, with Guy Greenman as anchor, succeeded in defeating the team representing the various athletic clubs of Chicago and vicinity. As a result of this "pull" the team won a \$20 silk banner bearing the declaration that they were champions of the State of Illinois.

The following year the sport had gained in popularity and a silver cup of beautiful design, was offered as a prize by Mr. A. G. Spaulding, to become the property of the team winning the greatest number of pulls during the winter of 1888. Seven teams were entered in this contest. Northwestern was represented by Henry Caddock, A. R. Hayes, A. H. Phelps, J. G. Hensel, Jacob Loining, J. T. Hottendorf, with E. B. Fowler as anchor. The University boys won five pulls and tied with the sixth team, but having won more contests than any of the other teams, they became permanent possessors of the Spaulding Cup.

During this same year the proprietors of the Hub offered as a prize a large silver cup valued at \$150, which should carry with it the title of Champions of the Northwest. This cup was intended to be a permanent possession of any club until that club had won it for three successive years. The first contest for the Hub Cup was held

April 6th at the old Casino Skating Rink in Chicago, and for the first year was won by the Union Athletic Club of Chicago, and at that time the largest and best athletic club in the city. In this contest the University boys lost about five inches on the drop, the starter having misunderstood Mr. Fowler's reply to the question "Are you ready, Northwestern?" Thinking he said yes, the pistol was fired, to the great disadvantage of the University team. However, the boys regained all but one-half inch in the three minutes. The cup was lost, and with it the title "Champions of the Northwest."

April 22d the same teams met in a contest for five gold medals valued at \$20 each and this time the Northwestern team came off victors, the final pull being with the U. A. C. which had won the Hub Cup but two weeks previously.

During the winter of 1889 the University was represented by Charles T. Watrous, J. G. Hensel, A. R. Hayes, and Jacob Loining, with E. B. Fowler as anchor. They contested in three pulls, being victorious in two, each time winning from the strong U. A. C., but when it came to the contest for the Hub Cup and the much coveted title they again lost to the U. A. C.

Three weeks later they again met their old foes and won from them all, gaining possession of the Meriden Cup. Of three cups offered as prizes to five-man teams, weighing 750 pounds or less, the one most desired remained in possession of our most determined rival, the U. A. C.

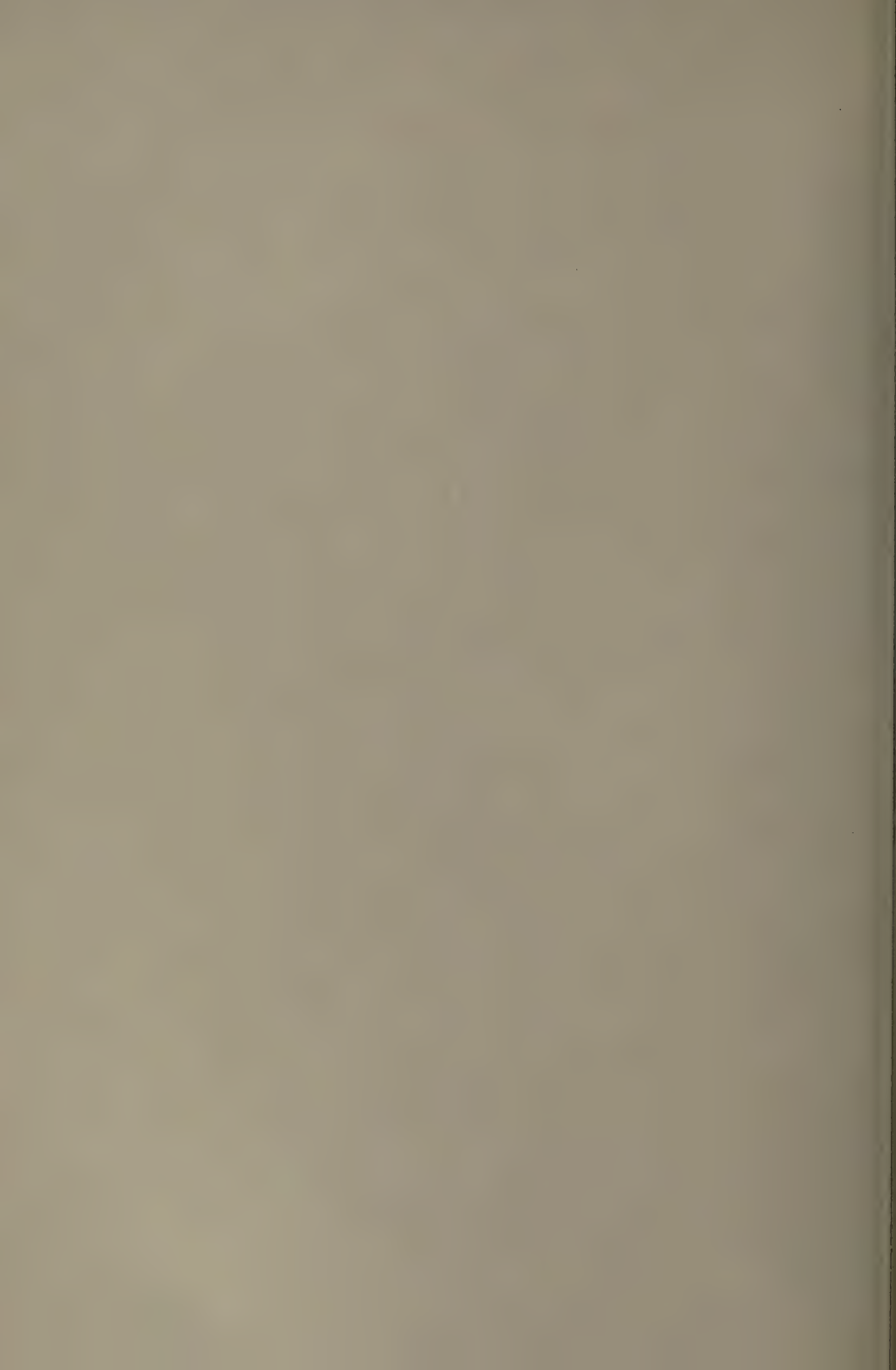
The winter of 1890 found the University again in the



A GROUP OF ATHLETES



TUG-OF-WAR TEAM, 1889-90



field with Henry Caddock, Charles Watrous, Jacob Loining, J. G. Hensel, A. R. Phelps, J. T. Hottendorf, and E. B. Fowler, anchor. The interest in the team this year was unusual, because it was felt by all those interested in the success of tug of war that the fate of the Hub Cup awaited the result of the pull between the U. A. C. and the University. In the previous year these two teams had been the final contestants and each victory had been by less than an inch. In March two pulls for medals, banners, and gold-headed umbrellas, were held and the University had won each. Then came the great pull of April 14th. If the U. A. C. could win the cup this year they were owners of it; consequently all the other teams whose members had usually favored the U. A. C. as against the University now discovered a common interest in the success of the Northwestern team. The contest narrowed to the U. A. C. and the University and the excitement was intense. The University had several hundred supporters from Evanston; our opponents were equally well supported, and never were partisans more devoted or more eager for the success of their colors. The men took their places, while the cheers rang out from side to side. Each team knew the temper of its opponent and the white determination on their faces brought a hush through the hall. The rope was securely fastened in the middle by a strong lever which was released at the crack of the pistol. The coaches eagerly inspected their teams and spoke quiet words of encouragement to each man. Then came the starter's ques-

tion, "Are you ready, U. A. C.?" "Are you ready, Northwestern?" The pistol was fired, the rope released, and the drop was even. A wild cheer broke from both sides and the struggle was on. The colorless faces of the two teams now reddened as the blood surged to every tense muscle. The spectators swayed as the teams heaved at the unyielding rope. The outcome was in doubt until less than thirty seconds remained, when by a mighty effort the University lifted the opposing anchor from the cleats and brought the ribbon that marked the center of the rope nearly two inches on the Northwestern side. The Hub Cup and the title of Champion of the Northwest came to Evanston that night and here they remained, for under the vigorous coaching of "Prof." Greiner the team was able to win the next two years, though the struggle was a mighty one in each case.

After winning the Hub Cup for two years the team began looking about for new worlds to conquer, and in 1891 the first athletic team to represent Northwestern in the east contested for the Inter-collegiate Championship of the United States. In these pulls but four men constituted a team, and consequently the style of pulling was very different from that used in the West with five men. The University boys first met the Boston Institute of Technology team in Boston and lost the first pull by about an inch, though they had regained four inches lost at the outset before they learned the trick of pulling in the four-man team. After this they defeated the Technology team

three times in succession. Next came the pull with Columbia College in New York City and this Northwestern won and gained the title of Inter-collegiate Champions of the United States.

The University next met the strong team representing the Acorn Athletic Club of New York City and was defeated. It was the opinion of the coach and the men that this defeat was due to the difference made necessary because of pulling with four men while the University had always been accustomed to five-man teams.

In 1892 the Hub Cup was won for the third time, and Northwestern now became possessor of the last of the cups offered as prizes. This year the team was composed of Jacob Loining, John Bonbright, F. J. Smith, J. G. Hensel and W. W. Wilkinson as anchor. During this year, 1891-92, a new departure was made in the West; prizes were offered for teams of five men weighing not more than 900 pounds. Two contests were held, the first at Humboldt Park in December 1891, the University represented by Jacob Loining, J. G. Hensel, F. McCluskey, W. W. Wilkinson, and E. B. Fowler as anchor. In this contest the University won first prize of five gold medals.

In the following January a tug of war tournament was held in Battery D, Chicago, where for a week teams representing the various nations contested for a prize of \$1,000, which was won by the team representing the United States. This team Northwestern had defeated in the pull at Humboldt Park in December. The University did

not enter the pull for the \$1,000 prize as the men were unwilling to make professional athletes of themselves. They did contest in the amateur tournament, however, and in this won second place, with a team weighing 785 pounds as against the 900 pounds of their opponents. There was much dissatisfaction regarding this pull because the Northwestern team was compelled to pull three times on the last night while the victors had but one contest and that the final one with the University. Even then it required two pulls with the last team to decide because the first pull resulted in a tie. When the tie was decided, most of the men on the Northwestern team were unable to rise and had to be helped to their feet.

From this time on the interest in tug of war dwindled in Chicago and only a few contests with weak teams have since been held. Northwestern won them all. As a college sport tug of war was never destined to become popular, because the training required is most rigorous and prolonged. The contest itself was violent so that men came from it with bodies exhausted and faculties benumbed for days afterward. Northwestern, however, has reason to take unusual pride in the record of her teams in this branch of sport, for here alone has she been able to conquer with almost unbroken regularity.

TRACK ATHLETICS

MALCOLM BAIRD

The track history of this University divides itself into

two well defined periods; the first includes the time from the Field Day of Commencement Week of 1879 until the intercollegiate meet at Champaign in the spring of 1892, while the second includes the time from the above meet until the present day. This division very nearly coincides with the moving of the athletic field to the north campus and the beginning of a new era in nearly every branch of athletics at Northwestern.

During the first twenty-five years of college life on the campus there was nothing done in track athletics. This was due to the small number of students and to the overshadowing of other interests.

The committee in charge of the exercises of Commencement Week in 1879 arranged a "new feature for the afternoon of Class Day and this part of the day will be known as Field Day." This committee consisted of members of the graduating class; Frank E. Tyler is given the credit for being the originator and founder of this "feature."

This Field Day was thus intended as part of the entertainment of Commencement Week and those planning the affairs endeavored to get a list of events that could not fail to amuse and entertain. The Chicago Tribune in speaking of one of these events says, "The students ran races, jumped, put the shot, and did all sorts of athletic things for the entertainment of the Evanston girls and their own gratification. They enjoyed themselves and the girls were entertained, so no fault can be found."

One might naturally expect a large number of spectators

at the first Field Day and the records show a large and interested crowd. The nature of this day, however, attracted a crowd whenever the weather permitted. The Northwestern describing the Field Day of 1885 gives a very good picture of those assembled: "Around the large area which had been fenced off as an arena for the contests were many concentric rings of densely crowded humanity, craning their necks and straining their eyes to see all that the intervening heads did not exclude. Students and faculty were there, solicitous fathers and mothers who had come to see that Evanston their sons and daughters love so well. The alumnus with a graver look than he was wont to wear when himself a festive student, the interested townsman, the casual stranger, and last, tho' by no means least in the noise he made, was the small boy."

The senior class had charge of these exercises until the spring of 1886 when the class of that year gave over to Philip Greiner, the director of the gymnasium, the full management of the Field Day. About two years later an athletic association was formed and two Field Days were planned under the management of the new association, but the exercises of the spring of 1888 showed a lack of proper supervision and although there is no mention made of the fact, Professor Greiner seems to be in charge of the Field Day again. From the fact that this occasion was planned with an eye to the entertainment of the guests of the University, there were many events which do not now appear in track meets, but some of these events were trained for

faithfully. Mr. John E. Hunt of the class of 1888 writes: "About all I recall about my three-legged race with Cleveland was that we practiced for weeks before and had it down so fine that we won easily, as most of the others fell down, as they usually do in three-legged races."

The course was roped out on the campus where the library now stands and the tents used by the contestants in addition to the brass band which was always present, added to the spirit of the occasion and it is not surprising that the "Index" once refers to the events of Field Day as "the circus like exercises of the week." The list of events was changed nearly every year but there were some "races" and "jumps" that are still contested.

The following is taken from the account of the first Field Day as it appeared in the *Tripod*. "The management deserves the greatest credit and may be assured of the permanent establishment of Field Day. The records given below will be published in all the leading eastern sporting journals:

5 mile go-as-you-please, G. J. Barnes, 37 min. 31 sec.

100 yard dash, F. B. Dyche, 12 1-2 sec.

Boxing, won by E. C. Adams.

Throwing base ball, E. E. Moore, 327 ft. 10 in.

Hurdle race, 120 yards, 100 ft. at start and 80 ft. at finish, won by F. Andrews, 18 sec.

Wrestling, won by J. S. Conwell.

Kicking football, T. C. Warrington, 147 ft. 6 in.

Running high jump, E. E. Moore, 4 ft. 10 in.

Tumbling, won by L. G. Weld.

Running broad jump, E. F. Shipman, 18 ft.

Batting base ball, T. C. Warrington, 304 ft.

Jump with 8 lb. weights, Geo. Lunt, 11 ft. 4 in.

Standing broad jump, E. F. Shipman, 9 ft. 4 in.

Vaulting pole, Geo. Lunt, 6 ft. 7 in.

Class "Tug-of-war," Class of '81.

Potato race (45 potatoes, 3 ft apart), F. W. Merrill,
10 min.

Three-legged race, M. J. Hall and J. S. Conwell.

Throwing hammer, won by Piper, 16 lb. sledge, 82 ft.

Standing high jump, E. E. Moore, 4 ft.

Owing to the condition of the lake, the tub and scull races were omitted. The next Field Day these races took place and a crew picked from the classes of '82 and '83 defeated the crew of the class of '81. Al. Hathaway won the tub race. These events were on the program in 1881, but they were postponed and later omitted on account of the rough weather. This was a great disappointment to all, as the classes had been training hard, and interesting races were expected. After this year the aquatic events were dropped.

The winners at the first Field Day received a "tricolored ribbon and a rosette." For several years following the prizes consisted of medals and small articles of jewelry. These were given by the different classes, fraternities, societies, and the tradesmen in Evanston. Soon merchandise was given and we see canvas valises, travelling toilet sets,

base ball bats, running shoes, umbrellas, one dozen photographs, and tennis rackets, all included in the list of prizes. In one case we notice that the winner of the mile run is awarded "\$10 cash given by Jas. A. Greaves, our popular druggist." Possibly it was found necessary to offer this inducement to get any one to undertake a "mile run." In 1886 gold and silver medals were awarded to the winners of the first and second places respectively, but this was not continued. The number of prizes had the effect upon the number of contestants in the different events and this had its influence upon the success or failure of the day.

The class of tug-of-war early aroused class spirit and added to the interest of the day, and in 1886 this was still further increased by adding a special prize for the class winning most first places. This special prize was continued in later Field Days and had a desired effect in increasing the number of entries and arousing the spirit of competition.

As before noted the list of events was constantly changing, many of the "county fair features" being dropped and other events being added. In 1884 the rope climb appears, the rope being suspended from a horizontal limb of the oak that stands close to the north steps of Memorial Hall. About 1888 the class relay race was added to the list of events; "running the bases" was also added at this time.

We notice that in 1877 "hunting expeditions are common among the students." In the Field Day of 1881 the

first event was "glass ball shooting." This contest of shooting occurs at intervals and we notice "Gun Clubs" in the Syllabus for several years, but at no time does this sport seem to be taken up seriously. The "Northwestern Gun Club" held its first annual shoot at the Field Day of 1891, but this does not seem to have been made a permanent affair.

One branch of athletics not noticed as yet was that which included the "gymnasium exhibits." Early in 1883 the students in the classes at the gymnasium gave the first "gymnasium exhibit." This consisted of horizontal bar work, club swinging, exercises on the rings, floor pyramids, and tug-of-war contests. The "giant swing" seems to call for especial comment on every occasion. These "exhibits" were given at intervals with varied success and in 1889 they came to be a part of the exercises of University Day, which were held on or about Washington's Birthday.

The activities of the students in track athletics had thus been confined to their own circle, although in 1887 there was an unsuccessful attempt to form an "Intercollegiate Athletic Association" to consist of "Madison, Racine, Beloit, Lake Forest, and Northwestern." It was not till the spring of 1892 that an intercollegiate organization was effected and the Field Day was put earlier in the spring in order to determine the contestants to represent the University at the intercollegiate athletic meet at Champaign. By gradual changes the old Field Day has now come to be

the first out-of-door track event in the spring, and it is designated as the "annual Class Meet."

INTERCOLLEGIATE TRACK ATHLETICS

FRANK ELLIS MORRIS

The intercollegiate track meet at Champaign was the inception of what is today the annual meet of the Intercollegiate Conference Colleges Athletic Association. The combination of track interests in the annual meet held at the state school gave fresh vigor to that class of sports in all the participating colleges, and a new spirit sprang up at Northwestern. Heretofore a lack of thorough interest had tended to dampen the ardor of the few men who aspired to honors on the cinder path.

In the early spring of 1892 a joint athletic association was instituted, the purpose of which was to furnish more satisfactory management, to arrange for the different contests, and to provide for the handling of the athletic funds. The four different branches of college sports,—track, football, baseball, and tennis, were included under sub-organizations. The faculty approved of the promotion of athletics and granted the secretary-treasurer of the joint association college credit for this work. This complete organization consolidated all the departments and contrasted strongly with the methods before this time. In April, 1892, as previously noted, Northwestern joined with Mich-

igan, Wisconsin, and Minnesota in forming the Inter-collegiate Athletic Association of the Northwest. This organization held no field meet till the following year. Great preparations were made for the inter-state contest which was to take place in May at Champaign. Two representatives from the state institution made addresses at the different western colleges to excite interest in the affair, and everywhere they went they impressed the fact that eastern records were held by western men, and that the time was near when the East would have to admit that the real champions of college track athletics were in the West.

The eventful day of May 20 at last arrived and the quiet University town down state presented a scene of circus day in the country. Christian Brothers College, Illinois College, Rose Polytechnic, Lake Forest, Wisconsin, Perdue, Washington University, and Northwestern were on hand to participate in this the first genuine intercollegiate field meet of the West. The day was rainy and mud covered the track, but enthusiasm ran high. The purple contingent were hopeful, but when the last race had been run Northwestern had counted in but one event, the pole vault. This harsh experience was the cause of a system of more thorough training which was introduced the next year. A gun shoot—the last of its kind—is also recorded in the annals of 1892. In the fall of the previous year the new athletic field on the north campus had been proposed. Work was begun in the spring, and the fall of 1892 saw the

completion of the present Sheppard Field which has since proved inadequate to the athletic needs of the University. The spring of 1893 saw the birth of the Western Intercollegiate Athletic Association, and the old Northwestern Athletic Association passed out of existence. The former held its first contest at Champaign in May of that year and the purple team composed of A. H. Culver, T. McElwain, W. P. Kay, L. L. Lane, and J. P. Van Doozer came off victorious. Culver's mark of 9 feet 9 1-2 inches in the vault event was a western record for several seasons. Bicycle events which held such close attention for a few seasons were on the card for the first time at this meet, but they were dropped when the wheel lost its popularity. The following month the purple representatives contested in the last field day of the old Northwestern Intercollegiate Athletic Association. At this meet, which was held in Chicago, Michigan made her debut and sprang into prominence by winning first honors. Culver again won the pole vault.

The formation of the North Shore Triangular Athletic Association between Lake Forest, Chicago, and Northwestern marked the progress of athletics at our University in 1894. The first meet of this organization, which was destined to be short lived, was held at Chicago in May of that year, and resulted in a victory for Chicago with Northwestern second.

Nineteen teams contested in the Western Intercollegiate meet of 1894, the greatest number of western athletes that

had yet been brought together. In September Greiner resigned from the position of physical director and was succeeded by Miller. For the first time in the history of track athletics at Northwestern the coveted letter "N" was granted to the members of the team. At the Triangular meet of 1895 Culver captured the pole vault at the height of 10 feet and 5 inches. This mark stood for several years as a record for western schools.

The two following seasons showed little progress in the line of track athletics at Northwestern. The wearers of the purple contested in several local meets, but their work was only mediocre, for they had many difficulties to contend with.

The season of 1898 was marked by the coming of several exceptionally good track men to Northwestern, and interest in this branch of sport revived astonishingly. Chicago was defeated by the score of 47 to 39, and the purple made a very creditable showing at the greatest indoor meet of the West held at Tattersall's in March. Chicago and Northwestern met again in May and again the purple was victorious, this time by a score of 71 to 54. At the Western Intercollegiate contest held June 4, Northwestern carried off a total of 43 points. A. R. Jones won the 220 yard dash, and was second in the pole vault and the 100 yard dash. F. M. Levings won the hammer throw and F. A. Brewer took first in the shot put. R. E. Wilson captured first place in the pole vault, while honors in the mile walk went to R. M. Pease; R. S. Sturgeon was first



TRACK TEAM, 1902



TRACK TEAM, 1898



in the one-half mile, and third in the 440 yard run. J. A. Brown captured third place in both hurdle races, and Perry was second to Brewer in the shot put.

The next spring, however, Stagg's sprinters and weight throwers outclassed Hollister's men, and Northwestern suffered defeats on two occasions. Inter-class and local meets mark the height of the interest of the fall of 1899. In February of 1900 a split occurred between the smaller and the larger colleges of the Western Intercollegiate Association, and Northwestern was one of the so-called Big Nine which formed the new Inter-Conference Collegiate Athletic Association. The smaller colleges continued the old organization for a year or two but it was finally absorbed by the new association. The first week in May of that year the purple track and tennis teams travelled to Iowa City and won both contests from the Iowa State people handily. The performance of Baker in the mile run, which he won in 4.35 1-5, was very creditable. A week later, however, Northwestern met defeat at the hands of Beloit, who were ably assisted by Merrill, to whom came the distinction of western champion that year. Beloit again won the annual meet the following year in May, but Northwestern defeated the First Regiment Armory team a week later, and on May 25 a dual meet was held with Illinois at Champaign. This affair was so closely contested that the final result hinged on the pole vault contest—the last event. The situation was unique, for the two contestants were the Baird brothers who had chosen

to attend different schools. Arthur Baird had already contested in three events that day, and he was defeated by his brother who later reached the 12 foot mark at Pennsylvania, and the meet went to Illinois by a score of 60 to 52. The defeat of Bell by Scheiner, who ran the 100 in 10 flat, was the surprise of the day. Northwestern won eight out of fourteen firsts, but Illinois was strong with second place men.

In 1902 Walter Hempel was secured as track coach, and for the first time the entire attention of one man was given to this branch of athletics. He began a movement which resulted in the consolidation of all the professional departments with the College of Liberal Arts, and the first inter-department meet was held in April. The only point secured at the Conference meet this year was third place in the discus throw, won by Baird.

Purdue captured a dual contest from the purple in the spring of 1903, but Indiana came a week later and was defeated by 72 to 40. O. C. Davis, the erratic sprinter of the purple team, distinguished himself at the annual western meet by winning the long jump with a record of 22 feet 5 inches.

The coming of Jere Delaney of Exeter to Northwestern in February of 1904 was heralded as a great event in the history of the University's track athletics. A new system of training was introduced and coach and men worked faithfully, but all efforts to turn out a creditable team proved unavailing.

Being situated immediately on the lake shore is perhaps Northwesterns greatest hindrance to the development of good track material. Lacking the indoor facilities which her rivals enjoy, the purple sprinters have been handicapped several weeks every year, and when the outdoor season begins they are only commencing to train.

In 1902 the first inter-scholastic meet given by Northwestern occurred on Sheppard Field, and secondary schools from far and near participated. The event was repeated in 1903 and again in 1904.

The track records of the University are as follows:

| Event. | Holder. | Time, height or distance. |
|-------------------|---------------------|---------------------------|
| 100 yard dash. | Albert R. Jones. | 10 seconds. |
| 220 yard dash. | Albert R. Jones. | 22 1-5 seconds. |
| 440 yard dash. | Rollin S. Sturgeon. | 52 seconds. |
| 880 yard run. | Rollin S. Sturgeon. | 2 min. 2 sec. |
| 1 mile run. | Horace S. Baker. | 4 min. 35 sec. |
| 2 mile run. | Frank E. Morris. | 10 min. 21 4-5 sec. |
| 220 yards hurdle. | J. Arthur Brown. | 26 2-5 seconds. |
| 120 yards hurdle. | J. Arthur Brown. | 16 2-5 seconds. |
| High jump. | Claude Smith. | 5 feet 9 1-4 in. |
| Broad jump. | Oliver C. Davis. | 22 feet 5 inches. |
| Pole vault. | Robert E. Wilson. | 10 feet 6 inches. |
| Hammer throw. | Arthur Baird. | 126 feet 1 inch. |
| Shot put. | Arthur Baird. | 39 feet 9 inches. |
| Discus throw. | Arthur Baird. | 121 feet 3 inches. |

TENNIS

MALCOLM BAIRD

In the spring of 1887 the following item appears in the Northwestern, "Two new tennis courts adorn the college grounds." One of these was southeast of Heck Hall and the other directly south. There had been some interest in this popular recreation before this, but the first inter-class tennis tournament in Commencement week of 1887, marks the beginning of this most beneficial exercise. There seem to have been tournaments from time to time, but they were not regular affairs. These courts were used for some time by the students, but they were found to be very hard to keep in good condition, and soon a movement was started to secure better courts.

In 1892 when athletics at Northwestern were reorganized, provision was made for a tennis association, and this association when formed included all those interested in the game. The University authorities were petitioned for land on which courts might be built. In 1893 the land lying south of the Dormitory was turned over to the tennis association. The next problem was that of raising the money for making the courts. The system used for raising the money was that of charging a high membership fee and making an active canvass to secure members for the association. Professor A. R. Crook was the most active in organizing and directing the movement for securing the

money for the three clay courts built about 1895. Professor Crook's interest in the game has continued to the present day, and about 1897 when the courts needed repairs, he collected most of the money needed to put the old courts in excellent condition, and also to add a clay court and a grass court.

Spring tournaments have been held regularly, and occasionally a fall tournament. These have been very close at times and very good tennis has been played. The college professors have participated in several of these tournaments, and more than once have won first honors. During the past two seasons the best players of the faculty have challenged the winners of the tournaments, and up to the present time the faculty representatives have always proved to be the more skillful.

Matches have been played with teams from other institutions, and several of these have been won. In 1897 the Lake Forest team was defeated, in 1899 Chicago, Lake Forest, and Wheaton met defeat, although in the return match the Chicago players won. In 1900 the tennis team took a trip to the University of Iowa and won the match there, but two years later the return match was taken by the Iowa men.

Northwestern has sent several men to the "Intercollegiate Tennis Tournament," held in Chicago every year, but no one has succeeded in getting beyond the semi-finals. But we cannot assume that no benefit has been derived from tennis because our matches with other teams have not been

more successful. The nature of this game is such that the competition necessary for an interest in it, is secured without the organization required in other branches of athletics and, instead of competing with the terms of other universities, the students have found sufficient interest in competing with each other.

A fair proportion of those using the courts have been young women. Several tournaments have been held by them, but in recent years the interest shown is not as great as formerly.

CHAPTER XI
ATHLETIC CONTROL
OMERA FLOYD LONG

THE present-day activities in baseball, football, basketball, track, and tennis work have brought so much "athletic control" into evidence that one is almost incredulous in looking back to the days when there was no control for athletics, and but little in the way of athletics to control. And yet so important are the questions that are involved, especially when these take an intercollegiate form, that only a system of responsible control, such as in one form or another is now in vogue everywhere East and West, can give anything like a satisfactory direction to this absorbing phase of student life.

At Northwestern University prior to 1892 the control of athletics apparently rested with the student body alone. The director of the Gymnasium, Mr. Philip Greiner, for several years trained a most creditable tug-of-war team, which contended successfully with many other teams in the West, and was one of the earliest western varsity teams to make an eastern trip. But Mr. Greiner had no relations with baseball or football coaching. There was not even this semblance of faculty control. That the students were active in baseball at an early period may be seen from the files of the *Tripod* and the *Vidette*, the former going back as far as 1871. Baseball was then played in the autumn as well as in the spring, and in the September issue of the *Tripod* for 1871, Northwestern's "great team composed of the best material in College" is praised, and it is hoped that "with more extensive practise

the nine may be able successfully to contend with many of the professional clubs in the country." The "Prairies," the "Carpenters" of Chicago, and the "Whitestockings' Junior" are mentioned as opponents of those days. In 1872 the first match game was with a picked nine from Chicago, which the Varsity defeated by a score of 39 to 23.

No reference to any form of local management is found until at a considerably later date. The interest in the game had grown apace, especially through the encouragement of Messrs. A. G. Spalding & Company. Sometime in the middle seventies this firm had promoted the formation of an intercollegiate league composed of Racine College, the old Chicago University, and Northwestern. Lake Forest was from time to time included, but her membership was irregular. The champions in this league became for a year custodians of a silver ball provided by Messrs. Spalding & Company. A significant sentence in the *Tripod*, September 27, 1877, says that "It would be a pleasure to see the silver ball in the museum once more;" and further that "A little better management on the part of the directors will secure the desired end." The same issue protests editorially that "There is no game which has a greater tendency to take the mind of the student off his studies and to retard his work in college than that of baseball. A little judicious management on the part of the directors of the University Nine would rid the game of its worst features. One hour and thirty minutes' prac-

tise twice a week ought to keep the Nine in excellent trim." Increasing interest had led no doubt before this time to the formation of a baseball association, but the earliest list of officers appears in the *Tripod* just quoted. The organization elected as president Mr. E. M. Kinman, and a board of directors consisting of the following: From the senior class, W. M. Booth and E. M. Kinman; Junior class, E. Esher; Sophomore, F. E. Tyler; Freshman, E. A. Sperry; Preparatory, J. E. Deering. This form of control seems to have continued for several years, though inactivity on the part of the association is more than once deplored. The numerous references at this period to "the directors" indicate that they were expected to select coach and manager or provide for the management of all teams. This serves to explain in part at least the earliest report of one of their meetings as found in the *Vidette* for 1879, p. 179: "Saturday the directors availed themselves of the rainy weather and had a meeting. Mr. Adams' resignation was accepted. Some expenditures were voted, the situation coolly talked over, and the utmost confidence in the Nine expressed by all." Mr. Adams had been Northwestern's league representative at Racine the previous year and had also served as manager of the team upon which he himself had played. Later he assumed the management once more by request of the association.

Whether the baseball association had any constitution at this time does not appear. But it had subscribed to the general rules of the league constitution adopted at Racine,

April 1, 1878, which provided among other things that "All students permitted to play shall have been in daily attendance at their respective institutions for thirty days previous to the first annual league game." Argument over the status under this rule of a suspended student and Racine's failure to yield Northwestern the silver ball, or place it in neutral hands, after refusing to play a tie game led to our withdrawal from this league in 1880.

Interest in another sport had now begun to grow. In many places in the East a crude form of English Association football had been played at this time and Yale had learned something of the Rugby game through playing with a Canadian team. But in 1876 Yale and Harvard adopting the English Rugby rules in full played the first intercollegiate Rugby football in the United States. The possibilities of the game were at once apparent and the West soon followed the example of the East. Interest also grew at other institutions in the West and so when delegates from Ann Arbor, Racine, Wisconsin, and Northwestern met December 23, 1881 at the Grand Pacific hotel in Chicago for the formation of a new baseball league, the organization of a football league was also discussed and a meeting for that purpose appointed for the March vacation. Such a meeting, if held, failed of its object.

The new baseball league now formed was called "The Western College Baseball Association," and with the later addition of Beloit and Lake Forest, they continued under this name for some eight or ten years. Its constitution

provided that each institution should be represented by a vice-president who should with two others form an executive committee. It may be of interest to know that our first vice-president was "a fine center fielder and all around player, W. A. Dyche," and his associates were F. H. Sheets and Frank Cook.

In football but little seems to have been done from 1880 to 1886. In 1881 but one game is reported, a game with Lakeview High School, and in that "only one inning was played." In 1882 Lake Forest and Northwestern played return games and divided the honors. In 1883 no important games were attempted, a challenge from Ann Arbor to play in Chicago on Thanksgiving day being declined because "unfortunately Northwestern University has no football team composed of men who are weather-proof." The editor with apparent irony suggests that the association ought to keep a team in the field all winter.

Both east and west there was at this period very severe criticism of the game. The *Yale Record* of 1882 reported that "the Rugby game of football has sunk to its proper level; as affording opportunities for a display of brute strength and trickery it may be called a success, in all other respects it is an unmitigated failure." Our Northwestern editor in 1884 evidently shared this view if one may judge from an extended notice of a Yale-Princeton game in which "blood flowed as freely as at a prize ring entertainment. When the battle was over, nearly all of the twenty-four men who had taken part were compelled to receive the as-

sistance of surgeons." Northwestern had an eleven again in 1885 and 1886, but interest was comparatively slight. In 1886 the athletic association was more progressive under the presidency of C. N. Zueblin. Other officers of the association at this time were F. I. Campbell, W. D. Barnes, Fred Waugh and George Bass. These constituted an executive committee which had definite headquarters and a regular time of meeting. The policy seems to have been inaugurated of making various committees responsible for the different sports. The scheme is illustrated by the appointment which are on record for the next year: Baseball, P. B. Bass, Phil. Shumway, R. H. Holden; Football, C. C. Clifford, I. R. Hitt, Jr., E. J. Ridgeway; Tennis, F. Whitehead, H. R. Howell, and T. Moulding; Gymnasium, F. W. Beers, Prof. Greiner, and H. Caddock; Bicycling, Burr Weeden, Prof. Baird, Prof. Pearson. John Childs, who had by good business management saved the baseball nine from financial stress the year before, was again in 1887 chosen as manager of the nine. Football interests while not so prosperously managed were at least upheld by a resolute team. The "Northwestern forever" spirit seems to have been in evidence.*

*A debate as to whether the Thanksgiving day game should be played with Michigan is reported as follows: The fact that the team is at present considerably out of condition was the cause of some discussion among the members of the eleven as to the advisability of sending back an affirmative answer. After a great deal of objection, however, it was the general opinion of the team that they ought to sacrifice their lives if necessary by this game against a team of giants in order to stir up enthusiasm among the players who will do battle for Northwestern University in coming years, the idea being to establish this as an annual institution."

At this time baseball was still played both in the spring and fall, and in the fall of 1887 so great was the general interest in all sports that Northwestern's board took the initiative in proposing the "formation of an inter-collegiate athletic association which shall provide not only for baseball but also for contests in football, lawn tennis, tugs of war, and general athletics between the different colleges of the league that is to say, the existing baseball league. One of the finest features of this arrangement would be the annual intercollegiate field day at which representatives of different colleges would contest for honors in running, jumping, and other usual field day sports. Northwestern University could certainly take her share of honors in such a contest and the intimate connection and intercourse brought about by the formation of such a league among the colleges would be very beneficial." The league was then composed of the Universities of Wisconsin, Lake Forest, Beloit, Northwestern, and Racine, though the latter was dropped in 1889. The University of Minnesota and the University of Michigan were to be asked to join in the new scheme. It is much to Northwestern's credit that this plan of conduct, so feasible as we see it in these days and at the same time so unique, should have been first advocated here. But it is easy to understand that conditions were not yet ripe for its consummation. In the spring of 1888 the Wisconsin "*Aegis*" approves the idea, but even in the following year, when the plan had dwindled to the formation of a football league alone, the scheme seems

to have failed of unanimous support and the general plan was not again proposed until in the case of the famous presidents' conference of 1895.

Meantime, our own management was busy improving local conditions. The nine had been champions in 1889, and in the following year came the first really great enthusiasm for football, with the students ambitious to win this championship as well. The campus east of Memorial Hall had been the playground prior to this time, but early in 1890 the athletic association had petitioned the trustees for new grounds and in 1891 through the efforts of the new president, Dr. Rogers, Sheppard Field in the north campus was formally set apart by the trustees. After some time a new constitution was adopted for the athletic association embodying the new idea of giving privileges with membership. An organization known as the Northwestern University Football Association had a special constitution according to which any student in any department was eligible for membership, and the interests of the association were placed in the hands of an executive committee composed of the officers of the association. The baseball association was a separate division of the athletic or college association. It adopted a similar constitution in 1891, another year in which the nine won the championship of the league. Championship prospects in football were also bright. At the close of the preceding season the University of Wisconsin had been defeated by the score of 22 to 10. Old players were back, a new field was presented, and the

executive committee, with G. W. Baker at its head and F. W. Hemenway as business manager, selected a famous Princeton player, Knowlton Ames, as coach. In spite of so much, however, that was promising the varsity played tie scores of 0 to 0 with both Lake Forest and Wisconsin, and later in the season was defeated by the latter with the decisive score of 40 to 0.

Separate associations for the different athletic interests soon led to confusion and various difficulties, especially in the handling of funds. This led in March, 1892 to the adoption of a new constitution for a joint athletic association, an instrument based upon the plan followed in many eastern colleges, that of Wesleyan being taken in particular as a model. Track, tennis, baseball, and football, each with a separate constitution but with similar provisions, were thus properly united under one general organization. This constitution provided for a controlling committee, consisting of the president and the secretary-treasurer of each of the sub-organizations, together with two alumni, and the secretary-treasurer of the general association. Certain specifications were made to insure maturity of judgment and experience in the student officers. In order to fix responsibility, the general committee was to have power to decide all questions on appeal from the sub-organizations, to ratify elections, or demand resignations.

The idea of an intercollegiate association for other purposes than baseball alone had not been lost sight of, although the attempt of Northwestern to secure such a

league had proved unsuccessful. In 1891 the University of Wisconsin was active in trying to secure an intercollegiate football association, and Northwestern had cordially supported the movement. Again in 1892 Northwestern supported a similar call from Michigan. Pursuant to this call delegates from the Universities of Michigan, Wisconsin, Minnesota, and Northwestern met at the Grand Pacific Hotel in Chicago. With our Prof. A. V. E. Young as chairman, the delegates with great enthusiasm proceeded to the organization of the Intercollegiate Athletic Association of the Northwest. The plan thus included football, baseball, and track athletic contests. Fairly adequate rules, no doubt very strict for those days, respecting the qualifications of players were passed, and the general management of all events under the constitution was placed in the hands of an executive committee of four, one representative from each university. In the general association each university was to be represented by three delegates with a unit vote; an advisory committee of one faculty member and one alumnus was to be chosen by faculty action in each institution, to decide all cases of appeal regarding ineligible players, etc., although this committee was not to have a voice in the meetings of the association. Here then was an association of good promise, with an organization unique in college athletics, but it was destined to be short-lived. Too much business that was merely a matter of detail seems to have been placed in the hands of men already

fully occupied with legitimate interests. Amendments in the following year relative to suspension and expulsion from membership indicate that there had been a good deal of individual action in spite of the federation, and consequently there was but little surprise when the league was disbanded in December, 1893.

Each institution in the league just sketched had worked out under the new impetus its local athletic government in a more or less satisfactory way. At Northwestern, even early in the administration of President Rogers, there was an attempt to fix responsibility and have some form of faculty control. In June, 1891, a committee consisting of Profs. Fisk, Moore, Kellogg, and Young was appointed "to consider the subjects of athletics and to report on the constitution and working of a permanent committee on athletics." Their report, which was adopted September 29, 1891, proposed the appointment of a comprehensive committee whose duties as then outlined have since fallen into the hands of an administrative committee, a committee on social life, and an athletic committee. Within a year the necessity for a special athletic committee was so apparent that Profs. Coe, Hatfield and Gray, were constituted such a committee. The chairman, Prof. Coe, was also subsequently made the faculty member of Northwestern's advisory committee in the intercollegiate association. Too much credit can hardly be given this first athletic committee for its arduous, pioneer work. The faculty minutes of the years 1892-1893 show that step by step

the committee advanced the cause of pure athletics and proved the advisability of sane faculty control. Athletic contests with professional clubs or teams were forbidden. No schedule of dates involving the absence of students from college exercises could be arranged without securing the approval of the committee and of the president of the University. No person who was not a student in full and regular standing in some department of the University was allowed to take part in any athletic contest. No student who became deficient in prescribed college work (15 hours a week) was to be allowed to take part in any athletic contest until his deficiencies were removed. A physical examination by one of the University's medical examiners had to be passed by every candidate. These measures, simple enough in the present-day code, were ultra-progressive in the earlier days of active faculty control, and they were doubtless adopted all the more readily because of the way the committee was constituted. But in this legislation, relative to a purely student enterprise, the students themselves had no official representation, and the next advance was to insure that representation. In the fall of 1893 the University trustees, adopting in part a plan in vogue at Harvard University, took action providing that "A committee for the regulation of athletic sports shall hereafter be annually appointed and chosen as follows: three members of the University faculties and three alumni of the University, these six to be appointed by the executive committee; and also three undergraduates to

be chosen during the first week of the College of Liberal Arts year by the Athletic Association. The committee shall have entire supervision and control of all athletic exercises within and without the precincts of the University, subject to the authority of the faculty of the College of Liberal Arts." In accordance with this action, the following gentlemen were appointed or elected: for the faculty, G. A. Coe, J. H. Gray, R. D. Sheppard; for the alumni, J. M. Dandy, W. A. Hamilton, P. R. Shumway; for the students, J. K. Bass, C. R. Latham, George Mooney. This committee sought to continue the policy of the earlier committee by reaffirming in part its progressive measures. Under the impetus thus given a new constitution was framed in March, 1894 by the athletic association of the University. Frank McElwain, Harry P. Pearsons and E. M. St. John were respectively president, vice-president, and secretary. Membership was limited to the students of the College of Liberal Arts "and such other persons as shall be named by the Executive Board of the association." This constitution was published together with the rules of the Joint Committee, as the athletic committee had been not inaptly called, but the rules now adopted were inadequate in the light of the present experience for determining the eligibility of players. They lacked in fact the strictness of the earlier code as reported above, whereas the rapidly developing interest in football at this period, and much that savored of professionalism both here and elsewhere, would have justified far greater strict-

ness. The difficulties of the situation would have been lessened in some measure by giving the committee the moral support of more strict legislation to help it carry out what was undoubtedly the purpose of a majority of its members. This was apparently the situation when President Rogers at the faculty meeting of December 8, 1894, requested the faculty to make recommendation to the Executive Committee of the Board of Trustees on three questions: First, should the game of football as now played be prohibited? Second, should Northwestern University invite the cooperation of other universities in suppressing the game? Third, by what method should athletics in this University be regulated? The first question was answered negatively. In reference to the next, it was moved and carried that the president be requested to obtain the cooperation of other college presidents in taking action to prevent violation of present football rules, prohibit intentional injury, and to bring about such changes in the rules as may seem necessary. A special committee was appointed to consider the third question, consisting of Profs. Baird, Holgate, and Coe. The second recommendation was evidently in harmony with the feeling at other western universities, where the question seems to have been agitated at this same time, for on January 1, 1895, was held the now famous Chicago conference of college presidents. Who issued the call for this conference does not appear from the records of our own faculty, or from the minutes of the subsequently ap-

pointed conference faculty representatives, but there were present at the meeting Presidents Angell of Michigan; Rogers of Northwestern; Northrop of Minnesota; Draper of Illinois; Adams of Wisconsin; Harper of Chicago; and Smart of Purdue. The importance of this meeting it would be difficult to overestimate. In the twelve rules that were adopted it was provided that none but a *bona fide* student should participate in any athletic contest; immigrant students other than graduates were not to be eligible until after a probationary period of six months; a graduate student, however, in a given institution might continue playing the minimum number of years required to obtain his professional degree; no person was eligible if he was receiving pay in any form for his services as an athlete, either upon a team or as a coach, or who had otherwise professionalized himself. Playing under an assumed name was to be considered evidence of guilt, and any candidate delinquent in his studies became thereby ineligible. Wise provisions were also passed requiring that the grounds upon which contests were to be held should be under the immediate control of one or of both the participating institutions; college teams were not to play with professional teams; election to the position of manager or captain was to be valid only after approval by the university's athletic committee; and before every intercollegiate contest lists of players had to be submitted, properly endorsed by the respective registrars. These measures which the presidents adopted rescued football in the West,

placed all sports upon an assured amateur basis, provided for a local system of responsible control, established a feeling of common interest and friendship, and laid the foundation for an organization unparalleled in its harmonious working and its far-reaching influence. To the "big seven" universities, which thus banded themselves together, practically in 1895 and formally through faculty representatives in 1896, the Universities of Indiana and Iowa were added in 1899, and the whole organization was more closely united still by important resolutions offered by Prof. H. S. White of our committee in the following year.

At the president's conference in 1895 it was voted that each college or university which had not already done so should appoint a committee on athletics. The personnel of Northwestern University's committee of 1894 and 1895 has already been given, with intimation of certain difficulties which it encountered. Yet various athletic matters early in 1895 were referred to the special committee named by President Rogers December 8, 1894. The year that followed especially in its first half, was one of much agitation and difficulty incident to the adopting of the presidents' rules, the framing of further regulations for our own improvement, and the fixing of the authority of the athletic committee. A new committee was appointed with Prof. T. F. Holgate as chairman and Profs. Gray and Sheppard as his faculty associates. W. A. Hamilton, P. R. Shumway, Dr. M. C. Bragdon were the

alumni members, and W. D. Scott, M. W. Mattison and E. M. St. John represented the students. These gentlemen took up the work of their predecessors with great earnestness, but unfortunately misunderstandings with the faculty and a set division in its own vote still marred the work of the committee, until it was agreed as a method of procedure that "first, the faculty of Liberal Arts might recommend, and in case of disagreement after conference, might direct the action to be taken by the committee for the regulation of athletic sports; and, second, all rules and regulations concerning athletics should be passed, published, and administered by the committee for the regulation of athletic sports." Under this interpretation of its powers the committee then adopted the presidents' recommendations *in toto*, and repealed four further regulations presented by Prof. Sheppard for the specially appointed athletic committee, February 19, 1895. Two of these regulations had been covered by conference rules; of the other two, one limiting the number of games in which a student might play, was unimportant, but the other restricting the power of students or managers to raise money or contract debts was, it would seem, unwisely repealed. Many imaginary evils are credited to athletics, but among the real evils in this connection scarcely any is greater than the false ideas students are liable to acquire in reference to money values. Large sums are received, large sums are expended, and too frequently the method approaches the easy-going ways of professional sport. The reënact-

ment, therefore, of such rules as would enable him to keep close control of the finances was the condition upon which Prof. J. S. Clark accepted the chairmanship of the committee in September, 1895. His associates were Profs. White and Young, Messrs. F. B. Dyche, C. P. Wheeler, F. D. Raymond, F. J. R. Mitchell, W. P. Kay, and H. F. Ward. With the exception of its student membership, and the substitution of Mr. A. H. Culver for Mr. Wheeler in September 1898, this committee remained unchanged for four years. Its chairman, Prof. Clark, devoted himself with untiring effort to the solution of innumerable difficult problems. The Association's resources were slender, a large indebtedness for those days had been contracted, and the facilities for home contests were worse than inadequate. In 1895 there were no bleachers or pretense of bleachers, no track for runners, no bathing facilities at the grounds, and the field was contemptuously called an undrained swamp. Student interest was elicited to a marked degree, and student labor with personal direction and assistance from the committee built the bleachers, as in former days it had built the field fence generously provided by Dr. Sheppard in 1893. The old indebtedness was raised; new tennis courts were paid for and a considerable sum invested in permanent improvements. Additional rules were also passed regulating the arrangement of schedules, the selection of players, and participation upon teams other than those of the university. During this same period the restrictions in the conference rules became

more and more pronounced. At the second meeting of the faculty representatives the probationary period for immigrants was lengthened to one year, the time limit of a graduate was reduced from three or four years to two, all games were limited to contests between educational institutions, and no student who had not been in residence one-half of a year was allowed to participate thereafter until he had been in residence six consecutive calendar months. In 1897 the combined period of graduate and undergraduate playing in any one sport was limited to four years, and it was further ordered that lists of players should be exchanged, and that after September, 1898, no names of preparatory students should be included. In 1898 professionalism was interpreted so as to exclude any person who had ever used his athletic skill for gain, and in the spirit of the same rule university instructors were barred from participation. Each of these rules was promptly adopted at Northwestern. A summary of the rules adopted and of the various problems that were solved by the committee, together with a just appreciation of Mr. S. P. Hart as athletic manager, will be found in Prof. Clark's "Page from Purple History" in *The Northwestern*, September 23, No. 9, p.4. By the resignation of Prof. Clark and Mr. Raymond in the fall of 1899 the names of Prof. Locy and Mr. J. F. Oates were next added to the committee. The student members at this period were Messrs. P. E. Thomas, E. W. Rawlins, and H. F. Little. Both in this and the following year, when Profs.

J. A. Scott and O. F. Long were appointed to membership (succeeding Profs. Young and White) there was a temporary organization at each meeting and no permanent chairman was elected until December 1st, when the present chairman was appointed. The coming of Dr. C. M. Hollister in January of 1899, and his faithful service as instructor in physical culture and as athletic instructor, relieved the athletic committee of many details in management. All united in a spirit of helpfulness, and the continuance of a definite system from year to year was full of promise. The maturer management of a more experienced head had also proved so satisfactory that in 1902, when the association voluntarily surrendered its power in this regard, the committee unanimously employed Dr. Hollister as manager and renewed their contract with him as coach of the various teams. He remained in this capacity until the following year when the larger interests of the situation seemed to justify a division of his many responsibilities. Dr. Hollister thereupon chose to give up baseball and the athletic management as well, and to devote himself to the practise of medicine. By this time Prof. White had returned from abroad and the committee again had the benefit of his counsels.

Early in the administration of President James there came a new feeling of unity in the various departments of the University and in harmony with this idea the committee, on its own initiative, deemed it best to have a wider representation in its membership by including each of the

University's city departments. The membership was thus increased to fifteen, though the original proportion of faculty, alumni, and student representation remains unchanged. To further the same idea of unity the constitution of the athletic association itself has been changed. The women of the Liberal Arts elected to form their own association, and while it has been in operation but a short time this arrangement has much more effectively promoted their particular forms of sport. The general athletic association instead of being restricted to the students of a single department as before now includes in active membership students from every department of the University, while every alumna or former student is eligible for associate membership. Great interest has been further stimulated by the recent completion of a new athletic field, to be known as Northwestern Field, situated within easy reach of three lines of transportation. Ample modern stands entered from the rear, straightaway and oval tracks, regular and practice grounds, separately located, for baseball and football, a substantial field house, and other up-to-date equipment make this a field second to none in its practical appointments.

In this survey of the University's athletic management it has been assumed that faculty supervision, or at least partial supervision by the faculty, has been beneficial. The experience of both this and other institutions makes this position more than an assumption. Perhaps from certain points of view no other faculty committee has

more important service to render. By sincerity and skill in management, friendly relations in athletics with the sister institutions may be easily maintained, just as by the opposite course hostility may be aroused. The regulations of the athletic committees and of the intercollegiate conference, according to their measure of wisdom, tempt or remove temptation from the student athlete even in his high school course; they safeguard the college student in his enthusiasm and his temptation to excesses; they may determine in given cases, more successfully perhaps than committees on graduate or undergraduate courses, whether a student is to "continue his work," and whether he shall elect his own alma mater or another institution in which to do his graduate work. This statement neither magnifies nor exhausts the committee's responsibilities, but whatever tasks future athletic committees at Northwestern may have to accomplish they will undoubtedly have a sense that they have entered upon the labors of Profs. Coe, Holgate, White, and Clark in particular; nor will the student element in the make-up of these earlier committees be forgotten. Theoretically and practically the faculty members of the committee stand between two bodies, the faculty and the students. Each of these two bodies naturally has its own point of view, not necessarily opposing views, not even frequently so. But the possibility of many mistakes and misunderstandings has always been lessened by the presence on the committee of active, well-balanced representa-

tives of the students, such as were R. E. Wilson, H. F. Ward, Frank Haller, S. P. Hart, R. S. Sturgeon, G. A. Moore, W. F. White, A. J. Elliott, A. F. Johnson, C. E. Dietz, F. H. Scheiner, C. E. Stahl, H. A. Flaeger, and W. I. Allen. To these and to those who have been mentioned in other parts of this sketch the University must own its indebtedness because they served their student generation well.

CHAPTER XII
THE LIFE SAVING CREW
WILLIAM ETRIDGE McLENNAN

WHEN the visitor to Evanston, in his pilgrimage northward, reaches that part of the city where Sheridan Road makes its western sweep around the southern end of the University campus and sees the building on the lake shore with the sign "U. S. Life-Saving Station" upon it, the inevitable question is, "How happens it that the United States Government located a life-saving station here where there is visible no sign of perilous navigation?" And when the same visitor, after inspecting the building and grounds, learns for the first time that the crew, with the exception of the keeper, is made up entirely of students attending some one of the departments of the university, his look of inquiry is apt to pass into amazement if not incredulity. Indeed, it is remembered that a certain officer of the Government, on a tour of inspection, having learned for the first time of this situation, was on the point of taking summary action at what he regarded an anomolous if not absurd situation. He became very quiet, however, after hearing from Washington.

There are at least two good reasons for the establishment of the life-saving station at Evanston and the selection of students to constitute the crew. In the first place, there is need of the station somewhere in the vicinity, as will be conceded at once by any one who allows that there is need of a lighthouse less than a mile to the north. The truth is that it would be difficult to find on the entire

Lake Michigan coast anything more dangerous to shipping than the long and peculiar reef, just north of the lighthouse, known as Grosse Point. When the weather is fair and the wind is in the right quarter Grosse Point has no terrors, but let a Nor'-easter sweep down suddenly and the chances are that one or more of Lake Michigan's enormous sailing fleet will be caught between the main land and the reef much as a piece of iron is held by a pair of blacksmith's pincers. Obviously, then, there was need of a life-saving station somewhere within reach of this reef. The location of the station at Evanston, rather than at Grosse Point itself, was due to the same causes which ultimately decided the Government to employ students as surfmen—namely, the students themselves.

A single illustration will make apparent the truth of the above statement. On the morning of September 8th, 1860, occurred one of the greatest disasters recorded in the annals of sea-faring craft—the wreck of the "Lady Elgin," a few miles above Evanston. Haydn's Dictionary of Dates, which chronicles only the most important events, refers to it as follows: "Lady Elgin, an American steamer sunk through collision with Schooner Augusta on Lake Michigan; of 385 persons on board, 287 were lost, including Mr. Herbert Ingraham, M. P., founder of the 'Illustrated London News,' and his son." Some of the 98 saved were picked up in the lake by a tug. Only 30 came through the breakers alive and of that number nearly all were rescued by students of the University and of Garrett Biblical Insti-

tute; a single student, Edward W. Spencer, whose wonderful courage, devotion and skill are celebrated by his brother, the late Rev. William A. Spencer, D. D., a distinguished alumnus of the University, in a pamphlet entitled: "He Did His Best," saved seventeen. Spencer was an expert swimmer, having learned the art on the Mississippi at his home in Iowa. Most of those who came ashore on pieces of the vessel and escaped the breakers, found themselves facing a high bluff against which the waves beat, producing a strong undertow. Spencer with a rope about him would dash into the breakers, seize one of these castaways and then would be pulled by those on shore to a place of safety. His one thought was not what he had done but what more he could do for the saving of life, and afterwards, in the midst of the delirium which followed his almost superhuman efforts, he would cry out, "Did I do my best? Did I do my best?" The country rang with his praise and his exploit was published around the world, his picture appearing in the New York and London illustrated papers. Associated with Edward Spencer were his brother, William A. Spencer, who on his death was secretary of the Church Extension Society of the Methodist Episcopal Church, James O. Cramb, who shared with Spencer the chief honors of the occasion, John B. Colwell, George Wilson, John O. Foster, W. B. Frizzell, J. C. Garrison, W. S. Harrington, Charles H. Fowler, one of the bishops of the Methodist Episcopal Church, B. D. Alden, G. R. Van Horne, and Joseph H. Hartzell,

missionary bishop of Africa. Four years later Bishop Hartzell greatly distinguished himself by swimming out through the breakers with a rope by which the four survivors of the wrecked schooner "Storm" were brought safely to shore.

The gallant conduct of the students of the University and the Institute made a profound impression on the public and called out many communications, among them the following letter from Prof. D. P. Kidder of Garrett Biblical Institute, dated September 11th, 1860. The letter is addressed to the editors of the Chicago Press and Tribune:

* * * "A principal object of the present note is to suggest, while the topic is before the minds of the community, that measures be taken to establish life-boat stations along this shore. Such an establishment has been made along the Atlantic Coast, below the harbor of New York, at considerable but most appropriate expense of the general government. May not an appropriation be secured for a like purpose along the western shore of Lake Michigan. In case it can, or in case philanthropic persons wish to provide against possible disasters in the future, I will further suggest that, if this spot is made one of the stations and a life boat with proper attachments is placed in the care of our students, they will be responsible that it shall be gratuitously but thoroughly manned with crews trained to its use in all the emergencies of the shore."

How this suggestion made by Dr. Kidder and seconded by others bore fruit after many years is shown by the fol-

lowing editorial from the Northwestern "*Christian Advocate*," Chicago, published in October, 1871:

"Commodore Murray of the United States Navy has promised to furnish to the Northwestern University at Evanston an excellent life-boat with all the appurtenances, provided that proper care will be taken of it and that it will be officered and manned by students who will train themselves to do their best if an emergency arises to help any craft that may be in danger on the coast near the University. The students did excellent service when the *Lady Elgin* was wrecked several years ago. We suggest that the students themselves procure another boat of the same kind that there may be competition in their exercise, and then let two sets of officers and men be appointed for each boat and in that way many students will obtain all the boat exercise they want."

The suggestion contained in the above paragraph was not carried out but the conditions for receiving the boat furnished by the government were promptly met. The boat arrived in October, 1871, and was presented to the University authorities and by them transferred to the keeping of the class of '72, which elected the following crew: L. C. Collins, coxswain; George Lunt, stroke; E. J. Harrison, bow; Ettinge Elmore, No. 2; George Bragdon, No. 3; F. Roys, No. 4; M. D. Kimball, No. 5.*

*A roster of the crew before 1877, so far as learned, is as follows:

1872, as above.

1873, King, Gaines, Husted, Lindsey, Arnold, _____, _____.

1874, Simmons, Hyde, Leach, Lewis, Knox, Brainard, Estes.

1875, Crist, Robinson, Lewis, Hamline, Warrington, Stout, Hostetler.

1876, _____, _____, _____, _____, _____, _____.

The boat was thus described by the *Tripod*, the college paper: "The boat is 28 feet in length and 5 1-2 feet beam, with seven thwarts. The frame work is of wood covered with sheet iron, with air chambers in bow and stern, (each) four feet in length. On the outside of the boat just below the gunwale a canvas bag is placed filled with cork, which adds to her buoyancy and causes her to right when capsized."

There was some complaint at what was regarded as neglect on the part of the government to provide proper means for launching the boat, making it necessary for the crew, as a writer in the *Tripod* expressed it, to "trundle it into the water by main force on rough rollers and planks." It is also noted that "some vandal," curious to know what was inside the canvas bag, cut a hole in it letting the cork escape.

There seems to have been no call upon the volunteer crews for any perilous service, the boat being used, as one, familiar with the time, states, "largely for drills, exercise and pleasure." The same writer is authority for the statement that "the 'fem sems' of those early days thought it was a grand affair," from which it is evident that the boat served a useful purpose. There was a growing feeling, however, that the selection of the crew wholly from the senior class was not entirely satisfactory, the chief objections being that no one class possessed all the available material, and that there was not time enough for the

new crew, to which the boat was committed on Commencement day, to get into thorough form before graduation.

Everything was finally settled by the decision of the government to build and equip a regular life-saving station. The first announcement through the college paper of the event appeared in the issue of March 22nd, 1875: "A life preserving station is to be erected on the lake shore in the campus as soon as the weather will permit." Evidently the writer of that note was not familiar with the deliberate methods of government employees and contractors, for it was not until September 28th, 1876, that the announcement was made that work was actually in progress. This first station was considerably west of the present building, which is nearly double the size of the original. It was situated just east of where the old preparatory building stood and was moved to make way for Fisk Hall and to be nearer the water which had gradually receded. It was erected on a lot 40x80 feet, which was leased for a nominal rental from the University. The building itself was 38x40 feet. The foundation was of stone, the superstructure of brick with stone trimmings and roof of slate. It contained, beside the apparatus room, an office, bed room, closet and garret. The apparatus consisted of a surf-boat on trucks, a mortar for shooting a line across a stranded vessel (afterwards discarded for the Lyle gun, a brass cannon firing a steel projectile with shank attached for shot line), together with whip-lines, hawsers, sand-anchor, breeches-buoy, life-car, and other

material which constituted the so called beach-apparatus for rescuing persons from stranded vessels that might not be reached by means of a surf-boat; one Merryman life saving suit, a life raft, which always excited more admiration from visitors than from the men, and certain other material too numerous to mention.

The first keeper (the technical term employed by the government for the more popular title, "captain") was E. J. Bickell, '77 (G. B. I. '79), who had been a member of the volunteer crew of 1877, and had been a sailor for many years. His first entry in the journal is dated Sunday, August 12th, 1877, and records that the weather was cloudy and warm; wind at sunrise and noon light, sunset squally and at midnight light. Vessels passing station—sailing vessels 13, steamers 3.

The first crew numbered five and were the following: W. A. Shannon, special with '81 (G. B. I. '79), M. J. Hall, a preparatory student (G. B. I. '80), W. T. Hobart, '79, C. E. Piper, '92, and T. C. Warrington, '80 (G. B. I. '82). Shannon, Hall and Warrington entered the Methodist ministry. Hobart became a missionary to China, Piper entered the law, finally becoming Supreme Scribe of the Royal League, an insurance order with headquarters in Chicago.

Following E. J. Bickell, who after a few years in the ministry entered journalism, having become blind some years before his death in 1898, there have been four keepers including the present incumbent. W. E. King was



LIFE-SAVING CREW, 1877

appointed in the spring of 1879 retiring July 3, 1880. During the interregnum between the retirement of King and the appointment of Lawrence O. Lawson, C. E. Piper served as acting keeper. Mr. Lawson's appointment, which was made July 17, 1880, was due to the general conviction of those most interested that the service demanded as responsible head a man of more mature years and experience than was likely to be found among the students. Moreover, while changes in the personnel of the crew might not be embarrassing, it was felt that the keeper should be an officer not subject to the exigencies of student life. There was naturally some fear that an "outsider" might not harmonize with the unique conditions on which the crew was appointed and retained or with the students as a class, and hence become the entering wedge to the final severing of the relations between the University and the government. These and all other fears were soon seen to be groundless. Captain Lawson was found to be not only a skilled seaman, having had many years experience before the mast and in the shore waters of Lake Michigan as a boatman and fisherman, but also a true friend of the students and of the University. It is safe to say, what will probably be agreed to by all who have come in contact with Captain Lawson, that no one, not excepting the eminent teachers in the various faculties, has had a more profound influence for good on the characters of the students, who have been in any way related to him, than Captain Lawson. His twenty-three years of service have

in themselves demonstrated his marked ability, courage, faithfulness and extraordinary resourcefulness. He has never been known to give up the most forlorn hope so long as human lives were in danger. His triumphs over what seemed at first like insurmountable difficulties have been worthy of the greatest military commanders. This is a plain statement of fact which can be easily verified. It is doubtful whether the annals of life-saving will reveal a more resourceful or masterful mind than Captain Lawson. Without him as the leader through almost a quarter of a century the Evanston life-saving crew could hardly have won for itself much more than average fame. Denied the advantages of a technical education, he is nevertheless a great man—and as good as he is great. He is a living embodiment of the truth that the highest qualities of manhood are not inseparable from the most ardent piety, but unite in beautiful harmony. Though living in retirement on account of his advanced age, he is regarded as in a true sense the head of the life-saving crew—the keeper emeritus.

Captain Lawson was succeeded in 1904 by Patrick Murray, who had been in training for four years on the Evanston crew in anticipation of Captain Lawson's retirement. He held the position for one season and was succeeded in the spring of 1905 by Captain Peter Jensen of the North Manitou station, who was selected as the man who gave the most promise of carrying out the traditions of the crew.

At the end of this history will be found a sum-

mary of the number of lives and the amount of property saved by the Evanston crew from the time of its establishment up to and including the spring of the present year; also a complete roster of the membership of the various crews for the same period. It will not be necessary, therefore, to give a detailed account of every service rendered. Indeed that would be impossible. It is believed to be more in harmony with the purpose of this history to give brief accounts of the most important rescues—those which have attracted attention not only among seafaring people but throughout the country and even the civilized world. At least one of them, the saving of the crew of the Calumet, will have immortality in the annals of world-wide heroic endeavor.

The early history of the crew is not at all a record of dull routine—certainly not for him who knows how history is made. Whoever reads between the lines—and only by such reading, accompanied by a sympathy which is the result of seeing truly, together with a keen appreciation of the value of faithfulness in little things as a *sine qua non* of heroism, can one understand history,—will know that these drills in the surf, the long vigils on the shore with the eyes forever turned seaward, the building up of muscle and the strengthening of vital organs, are all part of the preparation for the crises that are sure to come. Among the first of these was the capsizing of the schooner Kate E. Howard on the evening of May 9th, 1883. The vessel had just unloaded her cargo of lumber at the Evanston

pier, which long ago disappeared, and had pulled out into deeper water to secure anchorage when a heavy squall that resembled a cyclone struck her about 7 o'clock and rolled her over. Her crew of five were suddenly thrown into the water. They managed with great difficulty to get into the fore-rigging, the schooner's hull having settled to the bottom with her masts just showing above the surface. It was very dark and there was nothing to indicate to the life-saving crew that anything was wrong. But Captain Lawson belongs to the company who see without eyes. On the bare suspicion that there might be trouble and having an inner conviction that there was trouble, he ordered the surf-boat launched and pointed eastward. Three quarters of a mile from shore the sailors were discovered clinging for life to the masts of the vessel, quite hopeless of obtaining relief and almost exhausted. They were all brought safely to the shore where at the station they obtained such restoratives as were necessary.

A little more than two years later the schooner Jamaica furnished an exciting day for the crew and incidentally gave the newspaper men something interesting to write about. The Jamaica was a large two-master bound from Oswego to Chicago, carrying a cargo of 535 tons of anthracite coal. During the heavy gale of Sunday, August 2nd, 1885, the Jamaica, after a hard struggle, went aground off Glencoe. This is an exceedingly tame statement of fact. The government report puts it this way: "Driven on by the fury of the tempest, with all hands

clinging to the rigging, the storm-torn ship, trembling and tottering at every surge, struck the beach, head on. The intruding, foaming surf at once crashed over her from stern to stem and it was feared that she would be instantly dashed to fragments. During the whole of this terrible night the imperilled people clung to the shattered fabric, wet, cold and nearly exhausted, anxiously waiting for the dawn of day that light might come and bring them succor." Word did not reach the crew until Monday morning and that was so unsatisfactory that nothing could be made of it. Captain Lawson immediately went to the lighthouse, climbed the tower and with the aid of a marine glass made out the masts of the schooner about seven miles to the northward. It was then after 9 o'clock. In less than an hour a team of horses was secured which were at once harnessed to the beach-apparatus. The road was fairly good, but muddy and heavy the latter part of the way. The wreck was reached about 11 A. M. The bank was found to be very precipitous, 70 or 80 feet in height and thickly wooded, an ideal place for operating the beach-apparatus. The first shot landed the line within 10 feet of the crew. By means of the shot-line, the endless line which operates the breeches-buoy used for carrying persons from a wrecked vessel, was hauled on board. This was fastened to a mast according to directions and then the large line known as the hawser was hauled out to the vessel by the life-saving crew. This was in turn fastened to the mast two feet above the endless line—which

is technically known as the whip-line—but for some reason the hawser and whip-line were fouled and would not work. Then surfman David F. King was sent out to take charge of the operations on the vessel. The first to come ashore was the mate holding in his arms the captain's little son. The hawser bent with their weight almost to the surface of the water, but they were brought in in safety, many willing hands assisting the crew. The mate, as soon as he could speak of his experience, told the writer that he had held the little boy in his arms all night while clinging to the cross-trees of one of the masts. He thought once that the child was dying but discovered that the little fellow, worn out by the struggle, had gone peacefully to sleep—"Rocked in the cradle of the deep." Shortly after 1 P. M. the entire crew had been brought to shore without a single mishap. On the next day the vessel was found to have become a total wreck. Every one on board certainly must have perished had it not been for the help of the life-saving crew.

On November 24th, 1887, the schooner Halsted, on her regular trip from Buffalo to Chicago, coal laden, stranded 200 yards from the shore, north of Glencoe. She was discovered about 9:30 A. M. The life-saving crew arrived at the wreck about two hours later. As has already been stated the bluff on this part of the coast is very high, but by means of an artificial road the surf-boat was run down and launched about 400 yards north of the wreck. What followed is described in Captain Lawson's own laconic

style. A little imagination will make it possible for one to appreciate the enormous difficulties in the way of reaching the doomed vessel: "After clearing the break-water I headed her for the vessel intending to pass her stem and come up under her lee quarter. The breakers were running from S. E. to N. E., almost at right angles with each other. As we headed her for one, another struck her on the port-quarter and set the surf-boat on her beam ends, knocking me off my feet. I fell into the water over the starboard rail and the boat was carried over me. I came up on the port side but could not reach the life line, so I grabbed No. 3's oar, and with the assistance of No. 2 was pulled into the boat. It was run to the shore in order to bail her out. While crossing the bar in a second attempt, in the heaviest of the breakers, the steering oar broke. I took No. 1's oar and set him to bailing out the water. Rounded the bow of the wrecked vessel and dropped under her lee quarter. Made two trips taking five men on each trip." The *Evanston Index* in describing the event made this comment: "Surely nobody had a better right to give thanks than those ten men who had been rescued after fifteen hours spent on the decks of a wrecked vessel within sight of the shore which they could not reach without assistance, drenched to the skin with icy water, and in addition being half famished. And quite as certainly no college boys were half so deserving of the thanks of the community as those who, with gallant Captain Lawson, managed

the life-boat in that terrible storm. They were heroes cast in the best model."

The year 1889 will always be memorable as the one which furnished the greatest opportunity to the Evanston crew for the display of that courage, devotion to duty and resourcefulness which make the history of life-saving worthy of a chief place in the annals of heroic endeavor. During the fall of that year the Evanston crew assisted at two noted wrecks, the first on October 22nd, when the tug Protection of Chicago, and the steam-barge David Ballantine and her consort the schooner Ironton, went ashore off Winnetka; the second, that of November 27th, when the steamer Calumet went ashore off Highland Park, the work of the life-saving crew in this latter case being so remarkable as to win the recognition of Congress, and the gold medal of the department. The news of the wreck of the Protection, the Ballantine and Ironton reached the life saving station through the Evanston police department about 8 o'clock in the evening of October 22nd. A team was at once secured and hitched to the surf-boat, the beach apparatus following. The wrecks were reached at about 9 o'clock. The night was very dark with a heavy fog, and a high sea running. Lights could be seen in several directions. Captain Lawson had the surf-boat launched through the heavy surf and made for the nearest light which was found to be on the Protection. She was discovered to be full of water with her fires out and the sea sweeping entirely over her. After great difficulty the six men on

board were gotten into the surf-boat and taken to the shore. The schooner Ironton was reached next, from which eight were taken. On the third trip the remaining ten men were brought ashore. The fourth trip brought the life-saving crew to the David Ballantine. But the crew of that vessel did not believe themselves in immediate danger. The life-saving crew then returned to the station, changed their wet clothing and took a few hours of rest. At day-break they returned to the scene, visited the Ironton and secured some of the belongings of the crew, and also visited the Ballantine from which two men with their luggage were taken to the beach. It was nearly noon on the 23rd, after an almost unparalleled period of exposure, that the crew was able to return to the station.

In view of the extraordinary service rendered on the 28th of November of this same year, and the general interest aroused over the entire country, culminating in the awarding of gold medals to Captain Lawson and each of the members of the crew, it seems best to present here a good portion of the account as it appears in the government report:

“The crew of the Evanston Station, (Eleventh District), Lake Michigan, rendered memorable service on the morning of this date (Thanksgiving Day) in rescuing the crew of the steamer Calumet, of Buffalo, New York, wrecked off Fort Sheridan, Illinois, during the prevalence of one of the fiercest blizzards known in that region in years. The achievement reflected great credit upon the

boat's crew who so nobly upheld the reputation of the service. The highest praise is also due to the soldiers of the garrison at Fort Sheridan and a party of civilians, who aided in getting the surf-boat down a steep bluff, opposite which the vessel lay sunk. These brave men suffered great hardship, and also encountered imminent peril in helping to launch the boat after it was lowered from the bluff, and it may justly be said that without the aid thus afforded to them the station crew would have found it, under the peculiar circumstances of the situation, almost impossible to have reached the wreck in season to save perhaps a single life. This is in no wise a disparagement of the splendid work of the surfmen, who, taking their lives in their hands, went out into the midst of that terrible storm and saved every man from the steamer. The Calumet, a large propeller of over fifteen hundred tons register and comparatively new, was from Buffalo, bound to Milwaukee, Wisconsin, with a cargo of coal. While on the trip, and a few days previous, as she was passing through a shallow part of the Detroit River, between Lake Erie and St. Clair, she had run afoul of an anchor on the bottom and sprung a leak, the damage being of so serious a nature that Captain Green, her commander, deemed it prudent to bear up for Detroit en route to repair as much as practicable, and take on board a steam pump to keep the ship afloat and enable him to reach his destination. This, doubtless, would have saved her had not a furious gale come on after she had passed through the Strait of Mack-

inac, and was proceeding down Lake Michigan. It was a terrible storm, the air being laden with blinding sleet and snow, while the thermometer had dropped to within ten degrees of the zero point. The high sea pushed up by the gale handled the steamer so roughly as she pursued her southerly course that the leak broke out afresh and increased with such rapidity that it got well-nigh beyond control even with the pumps working to their full capacity. Another element of danger and discouragement was that they were unable to find the lights of Milwaukee Harbor, and in this dilemma the captain resolved to keep on and endeavor to reach Chicago. The course was therefore changed, but, before long, at the very time it was most needed, the wrecking pump, through some unforeseen accident, gave out. In this extremity, with the water gaining on them and the vessel liable to go down at any moment, Captain Green decided to run her ashore to save the lives of his crew."

The wreck was discovered by Mr. A. W. Fletcher of Highland Park, about 11 P. M. He at once sent a despatch which reached Captain Lawson just after midnight of the 28th. After a number of unavoidable delays, which are detailed in the government report, the crew arrived about 5 A. M., the surf-boat and beach-apparatus arriving two hours later. An attempt was made to reach the steamer by means of a line. Two shots were fired, but they fell short. Nothing was left then but to make an attempt to reach the steamer with the surf-boat. "It was discovered,"

says Captain Lawson's report, "that for a mile the water ran on each side sheer up against the bluff, which was of clay. No beach could be found. Nearby was a ravine down which the boat was slid with great difficulty to about 30 feet of the level of the lake, where we had to lower it with the painter, assisted by Mr. Fletcher and his men, together with about 50 soldiers from Fort Sheridan who made steps in the bluff so that we could ascend and descend." On reaching the shore it was found necessary to drag the boat several yards to the northward. "On several occasions the sea rolled in dashing the boat against the clay bluff, threatening to crush the men on the inside and to drown those on the outer side who were in the sea up to their waist."

The boat was finally launched, after having been filled and baled out three times. On crossing the inner bar a heavy breaker struck the boat with such violence as to throw Captain Lawson over on to the stroke oar, the boat partially filling with water, but headway was still maintained and the boat gradually approached the wreck. The government report continues:

"The hardship of the situation can be better imagined than told when it is remembered that the flying spray from every wave-crest left a glaze of ice on every object it struck, the men's clothing being covered, while the oars were constantly slipping from the rowlocks, the latter as well as the oars being so encased with it. Nor is it a wonder that this was so, with the temperature twenty-two degrees below the



OBVERSE

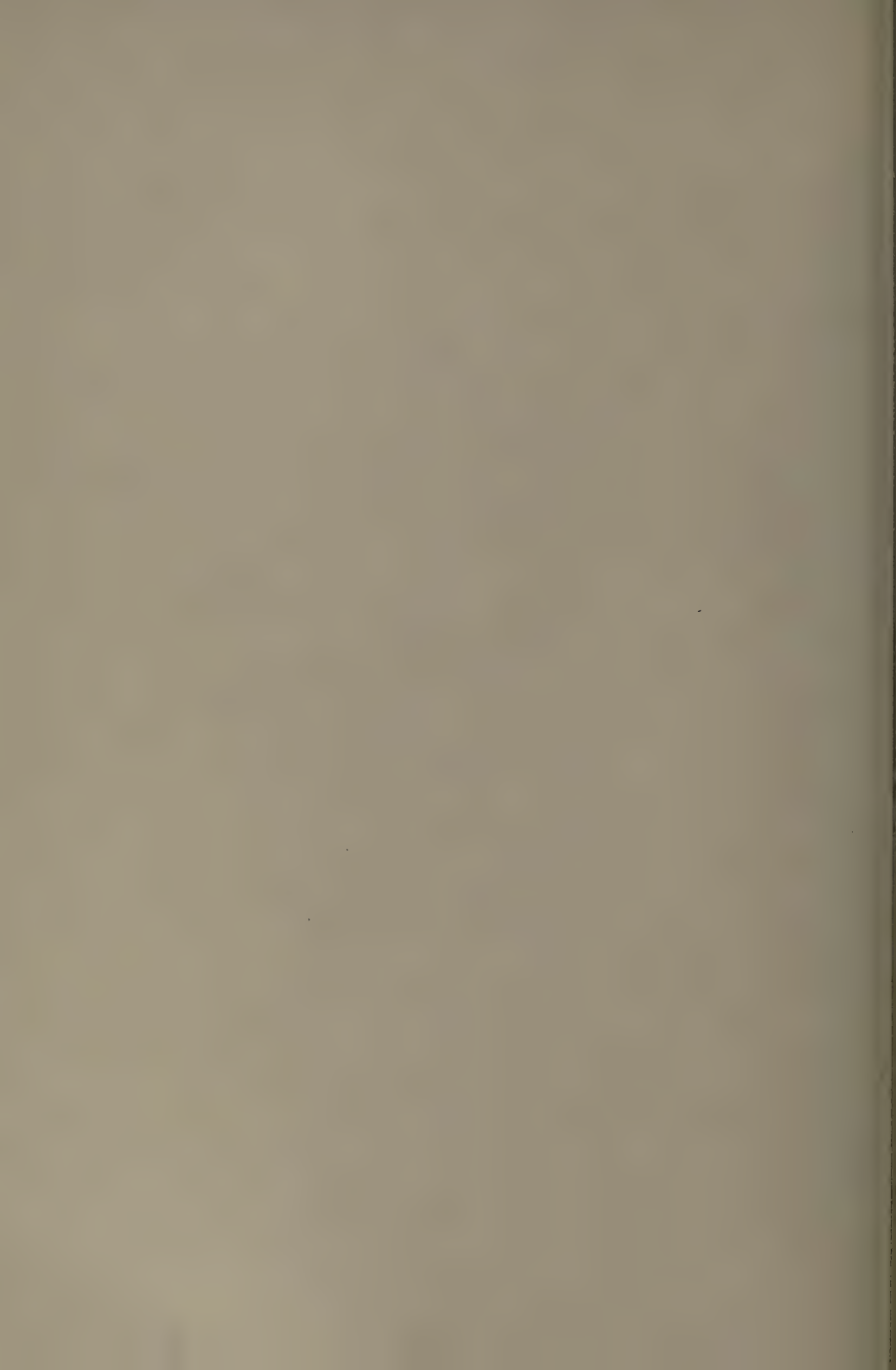


REVERSE

GOLD MEDAL PRESENTED BY CONGRESS TO LIFE SAVING CREW, 1874



LIFE STATION AND CREW, 1899



freezing point. In the annals of life-saving effort there can be found few instances so fraught with such hardship and peril as it was the lot of these brave men to encounter, and yet not a murmur was heard, not a man quailed. It is a noteworthy fact that the members of this crew are not regular surfmen in the sense that they follow boating for a livelihood, they being, with the exception of the keeper, students of the Northwestern Academy, upon the grounds of which institution the Evanston Station is situated. And yet how nobly, skillfully, and courageously they stuck to their work. Recovering the ground lost in passing through the breakers was a rough and arduous task, and it seemed well-nigh impossible of accomplishment, an eyewitness from the bluff declaring that at times he thought they never would succeed and that it would be equally impossible to regain the shore. The crew of the ill-fated steamer were clustered forward in and about the pilot house, stiff and half perished with the cold after so many hours of exposure, and certain death awaited any man who dared to go aft, as the boat laboriously approached, to throw it a line, the vessel being literally encased in an icy shroud which grew thicker and thicker from the constant deluging she received from the mighty waves. At last, after one of the most perilous trips it has ever been the province of a life-saving crew to undertake, they got near enough to the bow of the steamer for Captain Green to throw them a line. Every watcher on the shore as well as on board the steamer breathed freer when the boat got alongside, Captain Green

illustrating this feeling by his hail to the boat's crew as the line he threw them was hastily secured to a thwart to hold the boat in position, 'I never thought you would make it, boys.' Six of the castaways were with some difficulty taken into the boat, and after putting a life preserver, carried for the purpose, on each man, a start was made for the shore. . . . Three trips in all were made, six men being landed each trip, and thus the entire crew of eighteen men were saved, and fortunately without any of them being seriously frost-bitten. . . . A few hours after the rescue of her crew the steamer broke up completely, and on the following morning nothing was left of her but the stem and stern-post standing up out of the water like grim specters of the storm. It is the concurrent opinion of all who were present that but for the heroic conduct of this student-crew, every man belonging to the Calumet must have perished; and in recognition of their noble devotion to duty each man was presented with the gold medal of the Service, the highest token of its appreciation that the Department can bestow. The 28th of November will doubtless ever be remembered by the crew of the Calumet as truly a day for thanksgiving for their happy escape from a watery grave."

A few days after this event the crew received a personal letter from Sumner I. Kimball, General Superintendent of the Life Saving Service, which concludes as follows: "I desire to congratulate you and the young men under your charge, and also the Northwestern University that must share the pride felt by the United States Life Saving Ser-

vice in having upon its rolls youths capable of such gallant deeds. It is conduct like this—promptness in action, unflinching persistence in overcoming difficulties and heroic bravery in facing danger that has made the life-saving service what it is.”

On October 22, 1890, the Associated Press sent out to the newspapers of the country the following despatch from Washington: “The Secretary of the Treasury has awarded gold medals to L. O. Lawson, keeper, and G. E. Crosby, W. M. Ewing, J. Loining, E. B. Fowler, W. L. Wilson, and F. M. Kindig, surfmen at the Evanston (Ill.) station for rescuing the crew of the steamer Calumet in November last.” On the evening of Thanksgiving Day, November 25, at a public meeting in Lyons Hall in the city of Evanston, Captain Lawson and the crew were given their medals. The Hon. H. H. C. Miller presided and made the opening speech. In the course of his remarks he stated that the superintendent of the life-saving station at Washington had told him that there was no record of similar bravery in the history of the service. Congressman George E. Adams, who had been active in securing the medals, was then introduced, and after an appropriate address formally presented the medals which were accompanied by a letter to each medalist from Secretary Windom of the Treasury under which department the Life Saving Service belongs. After reviewing the circumstances connected with the rescue of the crew of the Calumet, the Secretary closes as follows: “This remarkable

work of yourself and companions in the face of appalling obstacles, and at the extreme peril of your lives, has seldom been equalled in the annals of life-saving operations, and you are justly entitled to the highest honor that the department can bestow. Not only have you won distinction in your vocation, but have set an example of unfaltering devotion to duty which your comrades in the life-saving service will admire and emulate, and established for yourselves a standard of excellence which it will require the utmost vigilance and courage to maintain."

On one side of each medal, which is of gold, is the inscription: "In testimony of heroic acts in saving life from the perils of the sea," accompanied by the owner's name. On the reverse side is a representation of a life-boat crew in the act of rescuing the shipwrecked, with the words: "For heroic service at the wreck of the steamer Calumet, Nov. 26, 1889."

The last rescue to be noted in this story of the crew is referred to here, not because the heroism displayed differs essentially from what has been heretofore noted, but because of the triumph over innumerable difficulties which in some degree beset all such enterprises. On November 26, about 1:30 o'clock in the morning, the steamer J. Emory Owen, with the schooners Elizabeth A. Owen and Michigan in tow, in the midst of a blinding snow storm and high sea with north current, stranded about seven miles north of the station and just south of the village of Glencoe. Note now some of the obstacles which had to be

met and overcome before the thirty-six lives on board of these three vessels could be reached and saved. In the first place the residents of Glencoe who heard the signals of distress could not reach the station on account of the telephone wires being down. Word was finally got through the Evanston police department. Captain Lawson endeavored at once to secure horses from the nearest livery stable but could get no telephone connection. Later he secured the horses, three for the boat and two for the beach-apparatus. As the three horses could not pull the boat, on account of the heavy fall of snow, it was decided to leave the apparatus behind and put all the horses on the boat, but even these could not pull the heavy McLellan wagon, and after much effort the old boat-wagon was substituted, which permitted the two leaders to work tandem. In the meantime five of the crew were on their way to Glencoe on foot. Captain Lawson had hurried to the Northwestern station to get a train, but the first train due was forty minutes late and on its arrival refused to go further. He finally reached the scene of the disaster about 8:15 A. M., the boat arriving fifteen minutes later, but with a hole stove in her side nearly a foot in diameter. Here is where the ordinary individual would conclude the fates were against him and that nothing more could be done. But that would not be Captain Lawson's way. Here is his own account of the situation and what came of it: "I found," he says, "that while passing through a ravine in the woods the wagon had gone over a fallen tree covered

with snow, and the rear starboard bolster had gone through the third plank from the keel and broken the next two planks above making a clean hole six to eight inches square." He sent some one to secure a piece of canvas, some nails and barrel staves. Continuing, he says: "While waiting for these I took number two's oilskin coat and with a few nails that some one had I nailed two thicknesses of the coat over the hole, strengthening it with laths. When the canvas, nails and barrel staves arrived we nailed on three thicknesses of canvas and the barrel staves; had the hole patched in about twenty minutes." And in this condition the crew went out in the heavy sea and made six trips bringing in not only the thirty-six souls in peril of their lives, but also their effects,—all before noon. It was hardly less worthy of recognition than the work done for the Calumet.

Here our story must end—noting only the fact that the fine Bebee-McLellan surf-boat which the government bestowed upon the crew in recognition of its many exploits was the occasion for the scoring of another triumph, the invention of a method for righting the boat when capsized; a method which is now practised throughout the service. Not everything has been told or could be told. But this much can be said: The story represents all that is best in our civilization. It is the story of unselfishness, devotion, courage, self-reliance—qualities than which there are no higher and for which no substitutes have been discovered or will be. The Life Saving crew has brought

glory to Evanston and to the University. It has stimulated the growth of the manlier virtues, and has been at the same time a splendid revelation of the essentially noble qualities which belong to our American youth, and which need only the training and the occasion for their disclosure. Looked at thus, the station may be justly considered a vital part of the educational system of Northwestern, and the leader of the crew a genuine teacher, a trainer in the finest of the arts—the art of making men as well as of saving life.

LIFE SAVING CREW ROSTER—1877-1905

| | |
|----------------------------|-----------|
| Anderson, E. E. | 1902-1905 |
| Anderson, Isaac | 1882-1883 |
| Anderson, A. W. | 1900-1902 |
| Andrews, W. J. | 1878-1879 |
| Bickell, E. J. | 1877-1878 |
| Bindhammer, Fred'k L. | 1899-1904 |
| Booth, Charles H. | 1884-1888 |
| Brownlee, T. R. | 1905- |
| Caddock, Henry | 1885-1888 |
| Cater, G. H. | 1899-1902 |
| Chambers, J. M. | 1893-1899 |
| Conwell, J. S. | 1879-1881 |
| Crosby, G. E. | 1889-1890 |
| Deem, George B. | 1884-1885 |
| Enwall, Hasse O. | 1899-1902 |
| Ewing, W. M. | 1889-1893 |

| | |
|--------------------------|-----------|
| Fowler, E. B. | 1889-1893 |
| George, John E. | 1893-1895 |
| Greene, Truman R. | 1883-1887 |
| Gibson, F. M. | 1902-1905 |
| Greenman, Guy W. | 1884-1887 |
| Hall, M. J. | 1877-1879 |
| Helm, W. B. | 1879-1883 |
| Hanneman, R. E. | 1905- |
| Hobart, W. T. | 1877-1879 |
| Holt, Robert N. | 1890-1893 |
| Kay, W. F. | 1893-1896 |
| Kindig, Frank M. | 1887-1893 |
| Kindig, Henry L. | 1882-1886 |
| King, D. F. | 1880-1885 |
| King, W. E. | 1877-1880 |
| Libberton, R. C. | 1893-1899 |
| Loining, Jacob | 1889-1894 |
| Manson, E. F. | 1900-1905 |
| McLennan, W. E. | 1882-1885 |
| Merrill, F. W. | 1879-1882 |
| Nelson, Jacob | 1885-1888 |
| Perry, E. R. | 1896-1900 |
| Phelps, E. B. | 1903-1904 |
| Piper, Charles E. | 1877-1881 |
| Plummer, Charles G. | 1881-1883 |
| Pooley, Robert H. | 1880-1882 |
| Shannon, W. A. | 1877-1878 |
| Smith, H. B. | 1899-1902 |

| | |
|---------------------------|-----------|
| Sparling, S. | 1904- |
| Springer, J. M. | 1894-1899 |
| Springer, I. E. | 1902-1904 |
| Thomson, Gideon S. | 1888 |
| Thorne, Clarence | 1895-1900 |
| Tomlinson, G. H. | 1895-1898 |
| Van Doozer, Jesse T. | 1893-1895 |
| Warrington, T. C. | 1877-1878 |
| Watrous, Charles J. | 1888 |
| Wilkinson, W. W. | 1891-1894 |
| Wilson, W. L. | 1889-1895 |
| Winslow, Arthur R. | 1897-1899 |
| Wallace, W. E. | 1902-1905 |

 Lawson, Lawrence O., keeper, July 17, 1880-July 16, 1903.

 Murray, Patrick, 1900-04, keeper, 1904.

 Jensen, Peter, keeper, 1905-

SUMMARY OF WORK OF THE EVANSTON LIFE SAVING CREW—1883-1904.*

Total persons rescued from peril, 481.

Means of rescue—surf boat, times used, 54; lives saved, 380. Small boat, times used, 16; lives saved, 56.

Beach-apparatus, times used, 3; lives saved, 17.

Other means, times used, 6; lives saved, 28.

* No detailed record was kept of vessels rescued and lives saved previous to the year 1883. From the station journal it is found that prior to this date the total number rescued was 15; by surf boat, 4; small boat, 7; other means, 4.

Number and value of vessels aided and value of cargo—
number of vessels, 58; value of vessels, \$575,600;
value of cargo, \$309,270.

CHAPTER XIII
RELIGIOUS LIFE
AMOS WILLIAMS PATTEN

THE Northwestern University was founded by men of deep religious life, as an institution for the promotion of "Christian learning." The charter provides that a majority of the trustees shall be members of the Methodist Episcopal Church, and that the four contiguous annual conferences of the same church may elect two members each of the board of trustees. The church, therefore, has a most intimate relation to the life of the institution. The fundamental idea of a school under the auspices of a Christian denomination is that a liberal education should include the culture of the spiritual life. From this point of view it is a serious error to make education purely a secular matter by leaving out the training of the noblest side of human character. The only apology, therefore, for a school founded by a Christian church is that a Christian atmosphere surround the student—that Christian ideals be held up before him during his college career, and that he be led to personal religious life. Not merely to train specialists, intellectual experts,—not merely to put into a man's hand tools by which he may achieve a successful living, but also to attain to broad and strong religious character—is the ideal of the true teacher in such a school. At the same time students from all religious confessions and shades of belief are cordially welcomed. The Catholic, the Jew, the secularist freely send their sons and daughters, while the several protestant denominations are represented among

the students and in the faculty. To quote the words of the catalogue of 1905 "The University was not established with the view of forcing on the attention of students the creed of any particular church, but for the promotion of learning under influences conducive to the formation of manly Christian character."

In the early days attendance at church on the Sabbath was required and there was early in the week a church roll call at which students reported their attendance at divine service. In the later years this custom has become obsolete in the College of Liberal Arts, but is maintained in the Academy.

A daily chapel service five days in the week has been maintained in the College of Liberal Arts, from the beginning. This is required of all students. In recent years this requirement has been limited to three-fifths of the time, that is, three days per week. The chapel attendance is considered a requisite in order to graduation, a student who fails to attend imperilling his registration. At the same time students who are obliged to work at the noon hour for their living may be excused, and those who live at great distances may have the requirement reduced.

The chapel was first held in what is now room 2 in Old College that is, from 1855 to 1869. In 1869 the present University Hall was erected, and the chapel was transferred to the more commodious quarters now occupied by the Registrar's office, Room 7, and the ladies' waiting room—these rooms being then all in one apartment with the ros-

trum at the east end and the seats for the faculty in what is now the Registrar's office. In 1895, on the completion of Lunt Library the chapel was removed to the more spacious Assembly Room on the second floor of that building. But the growing numbers compelled a further change. In 1904 it was decided to move to the chapel of Fisk Hall, which was done to the great satisfaction of all. It is hoped that the next migration may be to a substantial and beautiful chapel building.

The chapel interval of fifteen minutes daily is emphasized as an integral part of the life of the school, primarily for divine worship, and then for the fostering of college spirit. The chapel is the focus of the daily life of the school and the medium by which there may be presented to the students from time to time those items of general religious, literary, and scientific interest which keep them in touch with the large life of the world. Distinguished visitors appear from time to time, whose words of greeting and inspiration are valuable to the tone of the entire student body. The religious idea, the spiritual culture, is kept steadily in view. With a carefully prepared "chapel service," a well trained choir and well selected leaders the chapel hour at Northwestern is neither a perfunctory exercise nor an irksome task but an occasion of inspiration and positive help.

A very large percentage of the students come from Christian homes and a large majority are members of some religious organization. It has been from the beginning the

endeavor of the faculty to promote the religious life of the school by personal work among the students and by encouraging their associated effort for Christian culture. In the early records we read of the president and various members of the faculty conducting prayer meetings and leading classes for Bible study. In the beginning so many of the students were candidates for the ministry and consequently supposed to be specially interested in the religious life that association for religious conference and prayer spontaneously developed and needed but little stimulus. Gradually however, there was felt the need of definite organization of the Christian students, and hence there grew up the Students' Christian Association the meetings of which were attended by both men and women. With this organization, officered by students, and with the work planned to reach all men and women, great good was accomplished for many years. Notices appeared in the college paper from time to time indicating the interest taken in the Christian Association by the student body. In the "Northwestern" of April 3, 1886 appears a notice that the College Christian Association of Ann Arbor had invited the Christian Association of Northwestern University to join in a movement for a National College Christian Association. It does not appear that this movement was ever successfully launched. The reason is not far to seek. The Young Men's Christian Association had gradually developed its great work among the colleges, and sought to establish a branch in every institution of

learning. It appears that overtures had been made to the Christian Association of Northwestern University to become a branch of the Y. M. C. A. Such overtures were rejected for the reason that appears in the college paper of April 3, 1886 viz: "The Northwestern College Christian Association could not agree with the Y. M. C. A. because they wished to separate the sexes in the work." Still the College Christian Association held on its way, meriting the minute made by the Executive Committee when it granted Recitation Room No. 2 University Hall for the meetings of the Association and expressed their sympathy with the noble work it was doing.

As the work of the Y. M. C. A. among the colleges extended itself and their college secretary went abroad among the colleges stimulating the college Christian work, the Northwestern College Christian Association came to feel that they were isolated from the great college movement and finally regarded with favor the overtures made to become a branch of the College Y. M. C. A. work. At length at a meeting held April 15, 1890 the Students' Christian Association was dissolved and it was decided to organize the Christian Students of the University with a Y. M. C. A. and Y. W. C. A., the present members of the Students' Christian Association being considered as charter members of these organizations. The first president of the Y. M. C. A. was Frank Alabaster. The first general secretary was C. D. Lee, succeeded to the present

time by Benjamin R. Barber, H. H. Frost, J. M. Springer, C. V. Hibberd, H. O. Hill and E. N. Parmelee.

Thus the Christian life of the college came under the direction of the College Y. M. C. A. and Y. W. C. A. Similar associations were subsequently organized in the Academy. The Inter-Collegiate Young Men's Christian Association is easily recognized as one of the greatest forces for good in American college life. It is the largest organization of students, embracing as it does institutions in all parts of the world. Its aim is to reach students by students. Not only Christian men but any man of good moral character is invited to membership. The Christian men are active members, the non-Christian are associate members. To the usual officers there is added a general secretary who is paid a salary and whose entire time is given to furthering the work of the association work among the men. There is a similar secretary in the Young Women's Association. An advisory board consisting of members of the faculty and of alumni has general oversight of the affairs of the association. The work of the association may best be outlined by noting the various committees in charge of specific lines. Committees are appointed on Bible Study, Religious Meetings, on the Missionary Work, Membership, Finance, Lecture Course, Social Life, Y. M. C. A. House, Statistics, Intercollegiate Relations, Philanthropic work, Missionary Board of Control.

A weekly meeting is held of the four Associations (two in the college and two in the Academy), when various



HARRY O. HILL



CARLISLE V. HIBBARD

leaders—members of the faculty, Association travelling secretaries, invited guests of note, or students direct the hour. Foremost in the helpful agencies must be named the Devotional Bible Study Courses. There are offered four such courses: for the Freshmen—Studies in the Life of Christ; Sophomores—Studies in the Acts and Epistles; Juniors—Old Testament characters; Seniors—The teachings of Jesus and his apostles. These classes are led by students, and consist of little groups meeting at various places. This study is not the critical examination of the material such as is found in the curriculum work in Biblical Literature, but rather an attempt to ascertain those practical truths which bear upon life and conduct. The testimony of students who take these devotional Bible readings is to the beneficial results of such courses in stimulating the spiritual life and keeping constantly before them lofty ideals of duty. When we reflect that through this Bible Study in the Inter-Collegiate Y. M. C. A. work more than one hundred thousand students are reached, some faint notion may be had of the great results of such courses on the religious life of young men and women.

Another great line of this Association work is its Volunteer Mission Band. When young men and women read devoutly The Life of Christ and the burning message of the Apostles, something is bound to follow. That from our institutions hundreds of young men and women have come forth as volunteers for service in Foreign Mission fields is not surprising. It is the natural fruitage of the

spiritual culture in devotional Bible study. Northwestern University sent forth in 1894 its first missionary to the Foreign Work—Miss Stahl, to India. The students have paid her salary, and they have paid the salary each successive year to a representative in the Foreign Field. This last year they have given more than \$1,000 towards the salary of J. R. Denyes who has gone to Java. A volunteer mission band has been sustained for more than ten years, and mission study courses have been kept up, by which the various mission fields of the earth have been studied. These college students thus obtain wide and just views of the mission work, and are led to look upon such work as a great field for the investment of a life. How great has been the contribution of the Volunteer Mission Band to the foreign work may be seen in the record of the missionaries who have gone from the various departments. From the College of Liberal Arts 62 have gone to the foreign field, while from the Academy 2, from the Music School 2, from the Garrett Biblical Institute 58, and from the Medical School 58 have entered the foreign work, making in all 182. The present number enrolled in the Volunteer Mission Band of the College of Liberal Arts is 37. The Garrett Biblical Institute and the Medical School have separate bands. The College Band in addition to its regular weekly sessions where missionary spirit is fostered by addresses from returned missionaries and by letters from the field, is accustomed to hold meetings in and near Chi-

icago, stimulating the Christian life of the young people in these churches.

The departments of Medicine, Law, Pharmacy, and Dentistry of the Northwestern University are in the city of Chicago, and are consequently organized independently in Christian Association activities. The Law, Pharmacy and Dental departments, housed in the Northwestern University Building have a Y. M. C. A. in successful operation, though these schools each had maintained a separate organization previous to the occupancy of their present quarters. In December, 1893 the Northwestern University Law School organized a branch of the Y. M. C. A. in their old quarters. In November, 1895 the Dental School organized their branch at their rooms corner Madison and Franklin streets. In 1903 the Department of Pharmacy united in a similar movement. Previous to the occupancy of the Northwestern University Building by their schools, the christian work was carried under great difficulties, because of lack of room. In the fall of 1903 through the influence and efforts of the Board of Managers of the City Department of the Y. M. C. A. the use of a suite of three excellent rooms was granted by the trustees of the University, which, tastefully furnished and fitted with many conveniences for Association work, are a positive boon to the entire body of one thousand students in the building. In January, 1904 the three departments combined in one Association so as to secure better results. These three fine rooms, which were at one time the parlors

of the Old Tremont House, are now the comfortable and enjoyable quarters of the United Associations. Daily some 200 men are found here, availing themselves of the privileges. Weekly there are held religious meetings, attended by increasing numbers. Bible classes have been organized in the several departments. It is hoped that the unused space in the large basement of the building will ere long be fitted up as a gymnasium for the use of the men in this building, under the auspices of the Christian Association. Thus in every department of the University the Christian work is organized and the attempt is made to create a Christian atmosphere in the entire school.

The results of this attention to the spiritual life have already been indicated. Hundreds of ministers and missionaries have gone forth into all the earth from Northwestern University. To those students who have not dedicated their lives to specifically religious work have been presented Christian ideals of life and character, so that they have carried with them into all fields the thought constantly iterated in the college life that there is a religious character in all work and that it is a fatal blunder to ignore religion in the program of school life or of personal culture.

The University coöperates with the local churches. To the pastors of these churches are sent lists of students coming from their several communions and they are urged to throw about the student the social and religious influences of the local church. Frequently the local pastors are invited to conduct the chapel services. Thus the church and

the school unite to help in the culture of that broad and generous Christian character which must be the ideal in the true educational program.

CHAPTER XIV

MUSICAL ORGANIZATIONS

FRANCIS JOSEPH ROSS MITCHELL

THE origin and early development of musical clubs at Northwestern are not, as many of the present generation may suppose, enveloped in the mists of antiquity. On the contrary, our Alma Mater had to struggle through the first forty years of her history without these important adjuncts. The college community was not, however, insensible to its needs in this direction during all these years. As far back as 1877 we find the *Tripod*, the college paper, advocating the organization of a glee club. A communication signed "An Interested Person" set forth the advantages to accrue from the establishment of a glee club, as follows:

"1. Friendly feeling among the students will be increased.

2. The musical standards of the school will be raised.

3. The cultivation of home talent will be encouraged.

4. Chapel singing will be improved."

All of these objects were undoubtedly desirable, but many years were yet to pass before musical clubs became a reality at Northwestern. The following year the *Vidette*, at that time one of the college organs, came out with a paragraph entitled "N. W. U. needs a glee club." This appeal failed to accomplish its purpose, but may have been responsible for the organization of a college orchestra later in the same year. The orchestra seems not to have progressed beyond the period of organization as no record of any public appearance by it is to be found.

In the fall of 1891 it was announced that the Northwestern University Glee Club was at last a reality. Professor Smedley was chosen director and before the Christmas holidays had prepared the club for its first public concert, given on December 21, 1891 at Grace M. E. Church, Chicago. The following program was rendered:

Dance of the Shepherds, R. W. Stevens, Pratt.

Tar's Farewell, Glee Club, Adams.

Darkie's Dream, Banjo Club, Lansing.

Three Chafers, Glee Club, Truhn.

Carnival of Venice with variations, Prof. Bowers.

Church in the Wildwood, Glee Club.

The March Past, Banjo Club, Dodworth.

The Letter, Glee Club, Hatton.

Song with Banjo accompaniment, Prof. Bowers.

Comrades in Arms, Glee Club, Adams.

On February 18, 1892, the Glee Club made its initial appearance in Evanston. The Phi Kappa Sigma Banjo Club consented to appear as the University Banjo Club and the two organizations gave the first annual concert at the First Methodist Church. From this time forward for many years the Home Concert continued to be the event of the year in college musical circles. The foremost society women of Evanston have acted as patronesses for this concert which has usually been followed by a reception to the performers. During the remainder of the first season, the Glee Club gave concerts at Blue Island, Valparaiso, Ind., Waukegan, and the University Settlement.

As the club had not traveled far from home, there was little opportunity for a deficit in the treasury, so that both artistically and financially the first season of the Glee Club may be considered a success. The membership was as follows:

FIRST TENOR.—W. J. Stebbins, W. E. Way, H. L. Kay, William Seabrook.

SECOND TENOR.—H. E. Ambler, M. A. Clarkson, M. M. Harris, H. W. Whitehead.

FIRST BASS.—P. B. Kohlsaas, F. L. Johnson, R. N. Holt, E. B. Sherman.

SECOND BASS.—Frank Thompson, H. L. Harvey, E. C. Marshall, C. E. Butterfield.

R. W. Stevens, Accompanist.

J. Harrison Cole, Business Manager.

The fall of 1892 found the Glee Club well established and a Banjo Club organized. By this time the college community had come to regard the musical clubs as a permanent institution. Encouraged by local successes of the previous year and ambitious to conquer new worlds, the clubs determined to make a tour of the Northwest during the holiday vacation. After preliminary concerts at Valparaiso, Ind., and Central Music Hall, Chicago, they started for Appleton, Wisconsin, where the first engagement of the trip was to be filled Monday, December 19, 1892. Other concerts were given at Oshkosh, Minneapolis, St. Paul, and Chippewa Falls. The clubs traveled in their own Pullman car, and for a part of the trip had a special train. At all points they were enthusiastically received and were greeted by houses ranging from fair to

crowded. On this trip both clubs were under the management of Carl R. Latham '92, and while the trip did not show a profit financially, it was most satisfactory from a musical and social point of view and was one of the best trips ever taken by the clubs. The Home Concert was given February 17, 1893 and was largely attended. The program was well chosen and the selections well rendered. Following the performance a reception was tendered to the members at the Evanston Club. The enthusiastic support of University and townspeople during the first years of the clubs' career gave them an impetus which was felt for years following. The clubs consisted of the following members:

GLEE CLUB—FIRST TENOR.—Mott Mitchell, J. H. Chapman, William Seabrook.

SECOND TENOR.—D. W. Rice, M. M. Harris, leader; M. A. Clarkson.

FIRST BASS.—I. W. Taft, R. N. Holt, F. L. Johnson.

SECOND BASS.—H. L. Harvey, E. B. Sherman, B. De Riemer.

During the balance of the season, concerts were given at Austin, Kenwood, Ravenswood, Rockford, Warren, DesPlaines, Aurora, Geneva, Sycamore, Sheffield Avenue M. E. Church, Chicago, and Irving Park, closing the season at Central Music Hall, Chicago.

In the fall of 1893 the Mandolin Club was organized and the three clubs were managed by Charles H. Bartlett, '96. The previous season having shown a deficit, due to the clubs having taken a thousand mile trip, the engagements were confined to within a radius of fifty miles

of Evanston, as follows: Rogers Park, Central Music Hall, South Evanston, People's Institute, Racine, Irving Park, Waukegan, Woodlawn, Glencoe, Evanston, Highland Park, and Union Park Congregational Church, Chicago. The Annual Concert was given February 22, 1894 and was attended by about a thousand persons. Although the clubs were at little expense for traveling and notwithstanding the fact that the concerts were well attended, the treasury again showed a deficit.

BANJO CLUB.—R. H. Smith, V. J. Hall, H. P. Pearsons, E. H. Eversz, R. L. Sheppard, O. H. Hanghan, J. C. Wells, W. L. Wilson, C. W. Spofford, A. E. Price, H. E. Patten, D. G. Welling.

GLEE CLUB, '93-'94—FIRST TENOR.—M. P. Mitchell, William Seabrook, J. C. Abdill, Howard L. Kay.

SECOND TENOR.—C. D. Reimers, E. L. Seidel, Bruce B. Powell, Matthew A. Clarkson.

FIRST BASS.—W. H. Knapp, D. A. Kimbark, F. L. Johnson, J. W. Taft.

SECOND BASS.—E. H. Eversz, F. W. McCaskey, Samuel A. Merwin.

BANJO CLUB—BANJEAURINES.—Ralph H. Smith, C. W. Spofford, Dwight Welling, George W. Bayless, Charles K. Sherman.

GUITARS.—Robert DeGolyer, William G. Burt, Leslie W. Beebe, Robert L. Sheppard.

BANJOS.—Harry E. Patten, Homer F. Onderdonk.

MANDOLIN.—George Booth.

TRAPS.—Harry Wells.

MANDOLINS.—Ralph H. Smith, leader; George Booth, Robert L. Sheppard, Edward B. Witwer, William A. Cooling.

GUITARS.—Harry E. Patten, C. W. Spofford, Dwight Welling.

VIOLIN.—Harry Wells.

FLUTE.—Edward Raymond.

The season of 1894-1895 found the clubs well prepared to fill engagements acceptably, but confronted by the fact that they had not been self-sustaining. In order to save

hotel expenses a plan was devised by which the members were "Farmed out" among the local residents, usually members of the society under whose auspices the performance was given. This plan did not wholly suit the members, but it was accepted in preference to confining their tours to points from which Evanston could be reached the same night of the performance. W. C. Barclay was manager of the combined clubs during the first of the season and having resigned, A. E. Chapman '97 was elected his successor. After a preliminary concert at North Evanston, the clubs took a short holiday trip to Morris, Mazon, Marseilles, and Ottawa. Mazon was not on the original schedule, but as there was an open date between Morris and Marseilles, the management concluded to fill it with Mazon, a village with but a few hundred inhabitants. Little was expected in point of attendance, but much to the surprise of the college boys farm wagons began to arrive early in the evening and before time for the curtain to rise, every available hitching post was called into service and the clubs played to a packed house which showed its appreciation by encoring every number from one to three times.

The Home Concert was given February 22, 1895. The features of the performance were "Romeo and Juliet" rendered by W. W. Wilkinson, '95 and Mott P. Mitchell '98, and the Glee Club Medley composed by W. H. Knapp. The performance was followed by a reception at the residence of Mr. C. B. Congdon. During the remainder of

the season concerts were given at Joliet, Hyde Park, Chicago Heights, Englewood, Blue Island, Kankakee, Harvey, Waukegan, Marquette Club, and Sacramento Avenue M. E. Church, Chicago.

The clubs were unfortunate in making Kankakee during court week, as the hotels were crowded and the members were compelled in some instances to sleep eight in a room. Cots and hammocks were called into requisition and these luxuries were charged for at the regular rate. The herding of numerous college students into one room was not conducive to the peace and quiet of the establishment and many a skirmish took place between the students on one hand and the landlord or guests on the other. On hearing an unusual disturbance from one of the rooms, occupied by the college boys, the irate landlord hastened up two flights of stairs to enter a protest. On his arrival at the door nothing could be heard but a chorus of snores from the occupants of the room. A verbal fight had been in progress between a roomful of the boys and the strangers who occupied the adjoining room. A door connected or rather disconnected these two rooms; over this door there was a transom and through this transom when the fight was hottest, came a pitcher of water which deluged the bed and dress suit of one of the members. The membership this season was as follows:

GLEE CLUB—FIRST TENOR.—Mott P. Mitchell, Charles H. King, J. G. Agnew, W. I. Thomas, C. M. Mantor.

SECOND TENOR.—G. B. Masslich, F. J. R. Mitchell, N. E. Byers, H. C. Rassweiler, J. W. Batcheler.

FIRST BASS.—W. H. Knapp, E. G. Soule, D. E. White, S. A. Merwin, N. H. Judd, M. C. Woodward, George Booth.

SECOND BASS.—F. W. Gillette, F. T. Murray, C. H. Mowry, L. H. Murray, W. W. Wilkinson.

READER.—P. M. Pearson.

BANJO CLUB—BANJOS.—V. J. Hall, leader; G. H. Miller, C. W. Spofford, C. R. Barnard, W. H. Onderdonk.

GUITARS.—E. W. Engstrom, A. A. Engstrom, W. G. Burt, N. M. Hutchinson, H. M. Messinger.

MANDOLIN.—W. A. Cooling.

MANDOLIN CLUB—MANDOLINS.—E. B. Witwer, H. E. Cong-GUITARS.—W. G. Burt, C. W. Spofford, E. W. Engstrom, R. D. Williams, A. A. Engstrom.

VIOLIN.—G. B. Goodwin.

'CELLO.—W. H. Knapp.

FLUTE.—E. F. Raymond.

TRAPS.—G. B. Masslich.

During 1895-1896 the clubs sought to invade the field of comic opera and an operetta entitled "Professor Magnus" was written for them. The first and last performance of this was given at Momence, January 17, 1896. While the operetta itself was meritorious, it was not acceptable to high class audiences when rendered by amateurs. It was therefore decided that the club should confine itself to the ordinary repertory of such organizations. The features of the concerts during this season were the solos of Guy Lane, boy soprano, and W. A. Stacey, baritone; also the banjo duet by Smith and Barnard. The manager Frank J. R. Mitchell arranged a trip through eastern Illinois and during the spring vacation the following engagements were filled: Kankakee, Onarga, Paxton, Champaign, Mattoon, Paris, Watseka. Engagements were also filled at Joliet, Hammond, Ind., and Ravens-

wood. The annual Evanston Concert was quite an event, many of the fraternities reserving sections of the house and attending in bodies. One number which was not down on the program but which all the club members knew would be forthcoming was Billy Barnard's celebrated sneeze. There was always a breathless silence just before a Glee Club selection during which the leader gave the boys the key; suddenly there would ring out from behind the scenes or out among the audience a most vociferous sneeze which never failed to bring down the house. Although the clubs were late in starting this season, there was a neat surplus in the treasury.

GLEE CLUB—FIRST TENOR.—Frank W. Smith, leader; Charles King, M. P. Mitchell, W. E. Wheeler.

SECOND TENOR.—C. W. Spofford, W. P. Kay, F. J. R. Mitchell.

FIRST BASS.—W. A. Stacey, F. W. Gillette, George Booth, F. H. Bayne.

SECOND BASS.—F. W. McCaskey, W. W. Kay, George H. Miller, Carl S. Lamb.

BANJO CLUB—BANJOS.—Ralph H. Smith, leader; C. R. Barnard, E. W. McGrew, G. H. Miller, F. H. Haller.

GUITARS.—R. D. Williams, E. W. Engstrom, C. W. Spofford.

MANDOLINS.—George Booth, W. E. Wheeler.

MANDOLIN CLUB—MANDOLINS.—Ralph H. Smith, leader; W. E. Wheeler, L. G. Voigt, George Booth, J. E. Remington.

GUITARS.—R. D. Williams, E. E. Engstrom, C. W. Spofford.

FLUTE—E. H. Longpre.

The season of 1896-1897 opened auspiciously as nearly all the old members of the clubs returned to college and continued with the organization. Frank Smith was re-engaged as leader of the Glee Club and Frank J. R. Mitchell was reelected manager with E. W. Engstrom

assistant. A number of engagements were filled in Chicago and vicinity, the most important of which were Belvidere and Rockford. In the latter city the clubs played and sang in one of the largest of the churches, crowded to overflowing. The program was enthusiastically received by the audience and every number was encored. At Belvidere the clubs were unjustly criticised; the performance was given during a violent rainstorm and the opera house being roofed with tin, the result was most unsatisfactory both to the audience and to the musicians. During the spring term, a tour through Central Illinois was made by the consolidated clubs. As in the previous year the clubs traveled in a special car which was always headquarters for practical jokes and "rough house." About this time many problems had to be met by the clubs. It was always expected that the manager would give the boys a trip of some kind. His reputation and popularity were measured largely by the kind of a tour he arranged for the organization. However well attended the concerts might be, it was never expected that the annual trips would pay for themselves as there were so many men to be carried and so much to be expended for advertising. It has been pointed out that hotel bills were saved in many instances by "farming out" the members in private homes. Economy was further secured by many of the members "doubling" or taking part in more than one club. It was not uncommon to have fifteen or more members in each of the three clubs and yet have a total membership of less than

thirty. As the home concert was always profitable, the manager could choose between two courses; he could give the Evanston concert early in the season and subsequently spend the profit on a financially unprofitable trip, or if he happened to be personally able to carry the deficit, he could make the trip earlier in the season, giving the Evanston concert later when the clubs were in better form. The season's trip included Joliet, Braidwood, Dwight, Pontiac, Fairbury, Chenoa, Lincoln, Bloomington, Braidwood and Fairbury being matinee performances. The afternoon performances were an experiment but resulted most satisfactorily as the houses were crowded on both occasions.

GLEE CLUB—FIRST TENOR.—Mott P. Mitchell, M. C. Cole, V. Woodburn, C. E. Young.

SECOND TENOR.—F. J. R. Mitchell, R. A. Noble, H. S. Mosher, R. M. Crissman.

FIRST BASS.—W. A. Stacey, F. H. Bayne, Karl Snyder, Frank W. Smith, leader.

SECOND BASS.—G. H. Miller, O. C. Ainsworth, W. W. Kay, E. W. Engstrom.

BANJO CLUB—BANJOS.—C. R. Barnard, leader; E. W. McGrew, E. Kilburn, Dwight Welling, George H. Miller, Frank H. Haller.

GITARS.—R. D. Williams, E. W. Engstrom, C. F. Hanmer.

MANDOLIN CLUB—MANDOLINS.—George Booth, leader; W. A. McCormick, W. E. Wheeler, J. E. Remington, L. B. Judson.

GITARS.—E. W. Engstrom, C. F. Hanmer, Dwight Welling.

VIOLIN.—Alex. Johnstone.

READER.—Percy M. Pickrell.

In the fall of 1897 L. B. Judson was elected manager of the clubs. The Evanston concert occurred early in the season and was followed by a reception at the Guild

Rooms. The spring trip included Mt. Carroll, Warren, Dubupue, Ia., and Waterloo, Ia.

GLEE CLUB—FIRST TENOR.—C. F. Horner, F. W. Smith, leader; M. C. Cole, A. W. Barnlund.

SECOND TENOR.—R. M. Crissman, I. R. Hall, W. W. Bell, P. W. Cleveland.

FIRST BASS.—F. H. Bayne, G. M. Snodgrass, DeC. Chaddock, W. A. Stacey.

SECOND BASS.—G. H. Tomlinson, R. M. Pease, E. W. Engstrom, N. P. Willis.

BANJO CLUB—BANJOS.—E. D. Kilbourne, leader; L. E. Smith, E. W. McGrew, F. H. Haller, G. T. Nesmith.

GUITAR.—C. F. Hanmer, J. W. Bayne, R. D. Williams.

MANDOLIN.—J. E. Remington, G. A. Bliss.

MANDOLIN CLUB—MANDOLINS.—G. A. Bliss, leader; L. B. Judson, J. E. Remington, C. F. Horner, H. C. Baker, R. C. Crippen, A. B. Roseboon, J. Hollinger.

GUITARS.—J. W. Bayne, E. D. Kilbourne, C. F. Hanmer, R. D. Williams.

VIOLIN.—Alex Johnstone.

READER.—R. B. Dennis.

Reports of conduct rather too hilarious on the part of club members having reached Evanston, the Faculty concluded to exercise more rigid supervision, and reasonable rules and regulations were made, but for some reason the clubs were not organized for the season of 1898-1899.

The Banjo Club was not reorganized this season, but in the fall of 1899 the Glee and Mandolin Clubs were reorganized and DeC. Chaddock was elected manager. After the home concert and other nearby engagements the clubs took a short trip to DeKalb, Polo, Sterling, and Wheaton.

GLEE CLUB—FIRST TENOR.—R. C. Bovey, T. C. Johnson, R. A. Porter, F. Price, M. C. Cole, F. W. Smith, leader.

SECOND TENOR.—J. H. Neville, W. W. Pierson, P. W. Schlorff, E. E. Olp, K. E. Pease.

FIRST BASS.—W. M. Crawford, W. J. Kellar, C. P. McConnell, G. A. MacDonald, A. D. Sanders.

SECOND BASS.—R. S. Bennett, J. H. Jeffrey, N. D. Tomey, J. J. Trefz, V. Stone.

MANDOLIN CLUB.—Ralph Smith, leader.

MANDOLINS.—H. F. Wheat, H. S. Baker, D. B. Peck, J. L. Sparling, J. E. Remington, J. W. Clark, C. L. Clark, T. R. Davis, R. Dyer.

GUITARS.—J. H. Neville, J. W. Bayne, E. F. Briggs, R. P. Mattingly.

FLUTE.—A. H. Taylor, A. R. Colburn.

VIOLIN.—H. E. Weese.

'CELLO.—W. D. Musson.

READER.—R. B. Dennis.

In 1900-01 Northwestern was again represented by Glee, Banjo and Mandolin Clubs. The band had at this time become prominent and rather overshadowed the clubs from this time on. The clubs reorganized in 1901-1902 and took a short trip to northern Indiana, Valparaiso, Goshen, Elkhart and South Bend. This trip was not an unqualified success either financially or socially and the season was marked by a feeling of apathy toward the clubs. This was the last year of the Mandolin and Banjo Clubs.

GLEE CLUB, (1901-1902)—FIRST TENOR.—H. W. Weese, A. V. Coffman, F. G. Porter, G. H. Parkinson, R. C. Bovey.

SECOND TENOR.—W. W. Pierson, P. H. Schlorff, leader; F. Scheiner, U. Ward, J. A. Work, H. C. Eddy.

FIRST BASS.—G. A. MacDonald, H. E. Smoot, C. P. McConnell, J. A. Kappelman.

SECOND BASS.—W. D. Kerr, E. F. Johnson, L. P. Kincaid, M. W. Platter.

MANDOLIN CLUB—MANDOLINS.—F. James, F. Reece, H. Hamilton, F. Stanberry, P. Davis, E. B. Peck, F. Newman.

GUITARS.—D. E. Kimball, H. Brown.

FLUTES.—J. L. Moss, W. Heilmann.

BANJO.—P. Hinckley.

'CELLO.—Musson.

VIOLINS.—H. Weese, R. H. Burke.

READER.—Miss Mabel Church.

From 1902 to 1905 the Glee Club has kept up a continuous existence and has met with a moderate degree of success; although the concerts of the present day are not to be compared with those of a decade ago. Within recent years no extended trips have been taken, but the clubs have contented themselves with engagements within a radius of a hundred miles.

Many factors have contributed to the success of Northwestern's clubs. Much credit is due the leaders among whom should be mentioned Smedley, Harris, Knapp, Frank W. Smith, Ralph H. Smith, and Barnard. The clubs have been unusually fortunate in having their work supplemented by readers and solists of unusual ability whose work would readily place them in the professional class. The readings of P. M. Pearson, Pickrell and R. B. Dennis were sure to please the most critical audiences. For many years the baritone solos of W. A. Stacey and the violin solos of Alexander Johnstone were regarded as an indispensable part of the repertory. The musical clubs have had their ups and downs at Northwestern and while at times they have been inactive or below standard, they have enjoyed many years of well earned prosperity. The clubs have been an important factor in University life and

have certainly done as much as any other single institution at Northwestern to break down the barriers between the men of different fraternities and between fraternity men and non-fraternity men. While the clubs have furnished enjoyment to their members and to the college community and while they have advertised the University and have undoubtedly drawn students from localities visited by the clubs, yet perhaps the most important though unconscious achievement has been the good fellowship which has been engendered and the democratic spirit which the clubs have fostered. It is to be hoped therefore that the musical clubs will again assume the important position which they held a few years ago, receiving the support of the college and the city and in turn doing their part toward the advancement of Northwestern University.

CHAPTER XV

EVANSTON AND THE UNIVERSITY

FREDERICK DWIGHT RAYMOND

I. THE CORPORATION AND THE TOWN.

(1) Exemption of University Property from Taxation.

THE original charter of Northwestern University was granted January 28, 1851. On February 14, 1855, seven months after the recording of the plat of Evanston, the charter was amended by an Act which contained the following provision: "That all property of whatever kind or description belonging to or owned by said corporation shall be forever free from taxation for any and all purposes.

In 1874 certain lots in Evanston belonging to the University were assessed by the township assessor; and in the resulting litigation the Supreme Court of the United States reversed the decision of the Supreme Court of Illinois and held that "the amendment of 1855 to the charter of the Northwestern University exempting all of its property from taxation was a valid contract and not in conflict with the State Constitution of 1848; that within the meaning of that Constitution, the exempting power of the Legislature was not limited to real estate occupied or in immediate use by the University."

In June, 1855, the committee of the Board of Trustees of the University on Sale of Property at Evanston reported to the Board recommending "that one-half of each block be reserved from sale to be leased on the most eligible terms, subject to appraisalment and renewal at certain specified intervals." *This report was not adopted.* One month

later, at a meeting of the executive committee, Doctor Evans offered this resolution: "Resolved that the lots and lands belonging to the Northwestern University be withheld from sale entirely, and that they be offered on perpetual lease at a rent of six per cent., payable annually, on the appraised valuation"—revaluation once in ten years, etc. *This resolution was laid on the table.*

Three years later, in June, 1858, the following resolution was adopted: "Resolved that the institution be pledged to the policy of keeping the endowment fund invested in productive real estate as the most reliable source of revenue and the most permanent foundation, and that, instead of one half, five lots in each block be reserved from sale, and that all property of the institution in the City of Chicago be reserved from sale and kept for lease."

The record of a meeting of the executive committee held November 21, 1866, reads as follows: "Governor Evans announced to the committee his purpose of endowing a professorship in the University, whereupon it was unanimously Resolved that in consideration of the donation by John Evans of \$25,000 for the endowment of the chair of Mental and Moral Philosophy in the Northwestern University, paid in property located in the city of Chicago, the institution shall be and is hereby pledged to maintain its policy of reserving at least one quarter of each and every block in the village of Evanston, and in such additions as it shall make thereto, for lease, rent or permanent improvements."

The obligation imposed upon the University by accepting Governor Evans's gift upon the conditions under which it was offered, as declared in the foregoing resolution, has until this time been strictly recognized, and still remains in full force and effect.

The value of the lands and lots in Evanston held by the University at that time, as shown by the next annual report, June 19, 1867, was \$259,511.68. This probably was a conservative valuation, for two years later substantially the same property was valued at \$445,765.53.

The report of the Business Manager of the University July 1, 1904, shows the total value of real estate in Evanston now held by the institution—"except buildings and grounds used for educational purposes"—to be as follows:—

| | |
|----------------------|----------------|
| Non-productive | \$773,583.09 |
| Productive | 870,982.62 |
| | <hr/> |
| Total | \$1,604,565.71 |

Of the 917 lots platted of the original purchase from Dr. J. H. Foster and the subsequent purchase from Abram Snyder, as shown by the map of Evanston, there remain unsold, as enumerated in the above mentioned report, only 337 lots, of which 141 are north of Emerson street and 49 are south of Dempster street, in districts which have as yet hardly fully come into the market.

VALUATION OF EVANSTON LANDS 1867-1869

| | | |
|--------------------------------------------------------------|--------------|--------------|
| Lots under lease | \$41,416.67 | \$80,100.00 |
| Lots Under Contracts for sale, bearing interest | 60,370.36 | 89,415.53 |
| Unimproved Lots | 95,150.00 | 146,730.00 |
| Lands Not Platted | 37,000.00 | 58,300.00 |
| Snyder Farm, cost and in- terest | 25,574.65 | 71,220.00 |
| | <hr/> | <hr/> |
| | \$259,511.68 | \$445,765.53 |

VALUE OF EVANSTON REAL ESTATE 1904, EXCEPT COL-
LEGE BUILDINGS AND GROUNDS*Non-productive Real Estate:*

| | |
|--------------------------------------------|--------------|
| Special investments—Lunt Library Fund | \$124,968.09 |
| General investments | 608,615.00 |
| | <hr/> |
| Total Non-productive real estate | \$733,583.09 |

Productive Real Estate:

| | |
|--------------------------------------------------------------------|--------------|
| General investments—Evans Professor- ship, Philosophy | \$85,525.00 |
| Evans Professorship, Latin | 81,560.00 |
| Leased lands | 607,672.39 |
| Lots improved by University | 96,225.23 |
| | <hr/> |
| Total productive real estate | \$870,982.62 |

| | |
|------------------------------------------------------|----------------|
| Total Non-productive and Productive R. E. | \$1,604,565.71 |
|------------------------------------------------------|----------------|



UNIVERSITY BAND, 1908-4

The improvements of all the productive property, except that improved by the University, are assessed for general and municipal taxes and such taxes are paid by the lessees.

The values placed upon the University land by the Business Manager are probably higher, relatively, than the valuations placed by the assessors on other lands for the purpose of taxation. Assuming them to be the same, the assessed valuation of the land owned by the University would be one-fifth of \$1,604,565, or \$320,913.

If any taxpayer of Evanston, residing in School District No. 75, would like to figure out how much less the taxes on his home would be if the rates of taxation were reduced by assessing the land held by the University, he should add the portion of the above \$320,913 in District No. 75 to \$3,671,148, the total assessed value for the year 1904 of all property in said district; and all of the above \$320,913 to \$5,252,546, the total assessed valuation of all property in Evanston (or the town of Ridgeville); and the same to \$422,737,932, the total assessed valuation of all property taxed in the Sanitary District of Chicago; and the same to \$436,543,213, the total assessed valuation of all property in Cook County and the same to \$1,082,744,083, the total assessed valuation of all property in the State of Illinois; and then see how much such additions would lower the present rates of taxation for school, city, and Sanitary District, County and State levies.

It would reduce his school tax somewhat; his city taxes less; his Sanitary District tax very much less; and his county and state taxes hardly at all.

Assessment of Evanston Property for Taxes of 1904—"Fair Cash Value" of Evanston property not exempt: Real Estate, \$20,583,085; personal property, \$5,179,915; railroad property, \$499,730; Total, \$26,262,730—Assessed Value, one-fifth, \$5,252,546. Levy per one hundred dollars of assessed valuation—School District, No. 75, \$2.50; City, Library and High School, \$3.31; Sanitary District, \$0.705; County, \$0.53; State, \$0.55.

The burden imposed upon other property in Evanston by the exemption of property held by the University has

not always been borne without complaint. As is usually the case in matters of taxation, the complaints have been loudest and most frequent from persons least financially interested: but the exemption from taxation of so large a portion of land in Evanston has tended to estrange some intelligent taxpayers who were not directly interested in the success of the institution. At times such persons have prompted if not actually prosecuted proceedings to test the legality of the exemption; at other times they have attempted to persuade the trustees to voluntarily forego their legal rights. On January 7, 1869, a meeting of the executive committee of the board of the trustees was held in the lecture room of the Clark Street M. E. Church, Chicago, for the purpose of hearing a committee of such citizens of Evanston. The record of the meeting by H. S. Noyes, secretary, reads: "A committee of citizens of Evanston, consisting of General Julius White, J. H. Kedzie and others, presented certain considerations in favor of taxing the property of the University for municipal purposes, with the view of obtaining the consent of the executive committee to such taxation. Judge Goodrich, on the part of the University, made a lucid, well considered and in every way excellent speech in opposition to the measure. Judge Bradwell, Prof. Noyes, R. F. Queal and others made statements bearing on the same side, when the gentlemen of the committee of citizens expressed themselves as enlightened by the statements made and the committee thereupon adjourned."

In the year 1872, according to the *Tripod* of October 21st of that year, Mr. J. H. Kedzie addressed a communication to the County Commissioners of Cook County urging the taxation of the University land for three reasons: first, "that exemption is a fraud upon the law"; second, "that the University is a denominational institution"; and third, "that exemption induces a conservative policy on the part of the trustees, thus hindering the realization of plans for public improvements."

In an address to the Business Men's Association of Evanston, as reported in "The Evanston Press" of Jan. 9, 1892, a prominent lawyer of Evanston said: "We feel it to be a cogent inquiry whether the Legislature and the Supreme Court contemplated an educational institution in our midst, or a real estate company, exempt from taxation, which often buys, never improves and seldom sells."

Friends of the University have sometimes met objections to exemption with the reply, "The University was here first; you did not have to come to a town where you knew property held for educational purposes is exempt from taxation, and where the sale of intoxicating liquors is prohibited within four miles of the University—both by the charter of the institution." But this reply never entirely satisfied the objectors. In the first place the University was not quite first: long before the plat of Evanston was recorded the homes of the citizens of the former town of "Ridgeville" were strung along the Ridge Road from Stebbins's tavern to Mulford's; and, in the second

place, the University never owned any land west of Sherman avenue, except such separate lots as were conveyed to it by individual owners subsequent to the recording of the plat of Evanston. The land purchased by the University from Doctor J. H. Foster lay east of Sherman Avenue and North of Dempster street (the Snyder farm south of Dempster street was not purchased until 1867). The Carney farm, west of Sherman avenue, was bought by Messrs. Brown and Hurd, title being taken in the name of Andrew J. Brown. Mr. Brown joined with the University in making and recording one plat of both tracts taken together entitled the "Plat of Evanston."

The early settlers of "Ridgeville" and the purchasers from Brown and Hurd were legally charged with notice of the contents of the University charter and all amendments thereto, but they were hardly chargeable to the same extent as purchasers from the University, and their feelings were more excusable when they awoke to a realizing sense of the effect of the exemption of the University's property from taxation on the taxes levied on their own lots.

And then, again, as already shown in this record, it was some time before it was definitely known just what the policy of the institution was to be with reference to holding real estate for lease as a permanent endowment.

That an antagonistic sentiment toward the University on the part of some citizens of the town was recognized by the students, witness this in the editorial column of "The Tripod" as late as December, 1872: "Do the people of

Evanston appreciate the University? We cannot tell a lie; they do not. Fully fifty per cent.—the lower class it is true—consider the University a draw-back to the town.”

The recent donation to the University of real estate in the village of Wilmette valued at two hundred and fifty thousand dollars will surely arouse the same opposition to exemption there which has been met with in Evanston, unless the trustees adopt a policy of speedy sale of lots, which can be done in Wilmette without violence to obligations imposed by Governor Evans's donation.

As regards Evanston property, the trustees appear of late years to realize that residence property does not increase in value very rapidly, and seem disposed to sell such property (except one-fourth of each block held for lease) as fast as opportunity offers; and to retain all business property.

For the present at least, the people of Evanston seem to have accepted the decision of the courts with reference to the exemption of the University property from taxation, and opposition just at this time is quiet. A better feeling also prevails with reference to the “conservative policy” which Mr. Kedzie said hindered the realization of plans for public improvements. The lawyer who said in 1892 that the University “never improves and seldom sells” has recently expressed himself as entirely satisfied with the better policy manifest during the past ten years. However conservative the institution may have been in the matter of public improvements during the years when it

was struggling under enormous debt and was verily "land poor," its record during the last ten years has given little cause for complaint on that score. It was upon a petition initiated by the University, the largest real estate owner on the street, that Orrington avenue was paved, and the large territory in the north part of the town made available for new homes; and this is but one of many public improvements for which the institution has cheerfully paid heavy special assessments. Special assessments for public improvements rest upon the theory that the property assessed is immediately benefited; but the University has not, during the past ten years, failed to recognize that all its interests are furthered by the general improvement of the town.

This chapter is intended to be purely historical and is not concerned with the constitutionality of the action of the Legislature in granting exemption from taxation, and only incidentally with the question of the policy of accepting it. The reason of exemption is the fact that the University by means of its endowment is furnishing facilities for education which the young men and women benefited by them could not and do not pay for. The annual report of the year 1869, which showed \$13,859.36 paid as salaries to instructors and \$2,369.84 received for tuition, indicates a fact which has been repeated and multiplied to this day, and will continue and multiply so long as the institution stands.

DONATIONS TO THE TOWN

At the annual meeting of the trustees of the University held June 6, 1869, the Committee on Real Estate, of which Mr. A. E. Bishop was chairman, reported the following resolution, which was adopted: "Whereas educational institutions are usually dependent upon and supported by public contributions, and by funds given for the specific uses named in their charters, or in the deeds under which they hold, and cannot rightfully devote their property to other uses except as the remainder may be thereby surely increased in value; and believing that the institution has already gone as far in this direction as may be warranted by the consideration named; therefore, Resolved, That the Executive Committee be instructed to dispose hereafter of University real estate only by sale or lease, and at rates not materially under its fair value."

On the original plat of Evanston five blocks were dedicated by the University as public parks. (One of these was vacated by the village trustees for the use of the Evanston College for Ladies, and another for the use of the Congregational Church.) In September, 1859, three lots in Block 18 were donated to the Directors of School District No. 1, for public school purposes; and in March, 1869, it was voted to give a lot for what is now the Noyes Street School. Lots have been donated, as appears by the records, to the First Methodist Episcopal, the Presbyterian, Baptist and Protestant Episcopal churches, and lots have been leased to other churches at merely nominal rent-

al; and land at the time valued at \$3,000 was donated to the village for Water Works. This list is not complete but indicates the disposition of the University up to the time of the adoption of the resolution quoted above.

II. THE FACULTY AND THE TOWN.

The instructors of the College of Liberal Arts and of the Garrett Biblical Institute have always been a prominent and welcome element in Evanston's municipal, religious and social circles.

It does not appear from the records that any member of either faculty ever sat in the village board of trustees or in the City Council, or held any elective office in the municipality, except that Doctor Raymond of the Institute was for some years president of the Board of Education. No other exception is recalled. But their interest in the good government of the town has always been manifest in word and deed; and their advice and aid have been frequently sought and never despised. Seldom advocating men, their opinions as to measures have been freely and clearly given; and they have not been above participating in caucuses or conventions, or too busy to take active part in such organizations as the Four-mile League and its successor The Municipal Association.

Though not conspicuous in the modern social clubs of the city, their presence has ever been considered essential to the success of Evanston's best social gatherings.

In the churches also they have been prominent rather

among the active members than in the official boards. In the early history of the town there was only one church, the Methodist Church. For years, when the faculty was smaller, the instructors were all Methodists. Now the faculty of the college is represented in the membership of several churches in the city. In the First M. E. Church Carhart was a steward; Noyes was both steward and Sunday school superintendent; Marcy was both a steward and president of the board of trustees; Kidder, of the Institute, was chairman of the building committee of the present church edifice, and Haven was president of the board of trustees at the time of dedication; Bonbright has been a trustee since 1886; and Hemenway, of the Institute, Taplin, Fisk and Holgate have been superintendents of the Sunday school.

III. THE STUDENTS AND THE TOWN.

The political relation of the student body to the town is somewhat that of a temporary resident. Still, some have come from localities to which they have no intention of returning, and while they remain here this is their home; and all students to a greater or less extent, have an interest in the good government of the town, county and state. To them this is more than the polling place where they may deposit their ballots in National elections. They are interested in who shall be elected alderman in the Seventh or "University" ward; and they have always been alert upon every question of Municipal annexation, being concerned as to its bearing upon the question of ultimate annexation to Chicago and the integrity of our prohibition district.

Some years ago they were factors in the election for water works; and they would not today hesitate to vote upon questions relating to the Sanitary District or any other question affecting the health of Evanston. They assert and insist upon their right to vote at all elections, but discreetly refrain from voting upon questions in which the taxpayers alone are especially interested.

Objections to students voting have been about as frequent in Evanston as in other educational towns. In *The Tripod*, April, 1874, we read: "Needham (of '73) waxed wroth in *The Index* of last week over the grievances of property owning students who are not permitted to vote." In *The Vidette*, November, 1880; "Nearly every student who is twenty-one years of age has a right to vote somewhere. He ought to know where that place is, and he ought, in spite of any opposition, to vote." And then follows a résumé of a recent decision of the Supreme Court of Iowa in the case of a student in the Iowa State University who was supported by his father, and spent his vacations at home,—who had no intention of making Iowa City his permanent home, but had a definite intention of returning to his home in Mitchell County after graduation. The court held that he had lost his citizenship in Mitchell County and could not vote in Johnson County; and the editor of *The Vidette*, comments thus: "The whole force of the decision lies in the fact that Vanderpoel had a definite intention of returning to his home in Mitchell County after graduation. If he had had no definite intention as to his res-

idence after graduation, or had intended to go to some other place than the home of his father, and had spent his vacations in or out of Iowa City as circumstances dictated, he would have acquired a residence in Johnson County. He would have lost his residence in Mitchell County by leaving it with no intention of returning." Again, in *The Northwestern*, October, 1886: "The student community has always exerted a good deal of influence in the village elections of Evanston, and has aided materially in swelling the large majority for good government and reform always sent up from Evanston. It is this fact and the importance of the election this fall that causes us to urge all students who are voters to register their names and vote." Other similar editorials in our college papers showing the interest of the students in their right to vote in Evanston might be cited.

Previous to the present political organization by which the town and city are coincident in area, and the offices are practically merged, two separate elections—for town and city officers—were held each year within a period of a few days. It is related that at one election a student's vote was challenged and that he promptly replied to the challenger: "You did not challenge my vote last week when I voted for you."

In the days of small beginnings, when the town was small, and the college was small, and there was only one church, and that was small, certain mothers in Israel were noted for keeping open house—especially about meal-times

—for homesick boys. Naturally things are somewhat different in these days when the town has become a city and the students are numbered by hundreds, and one hardly knows his next-door neighbor unless the circumstance of belonging to the same church, or some other similar circumstance, is the occasion of an introduction. If a student wills to make himself known in the church, he is met more than half-way, and the religious and social meetings of the young peoples' league of the church offers an opportunity to make acquaintances and find an entrance into the homes of those he meets there; but the Sabbath preaching services afford little opportunity for becoming acquainted with the town's people, and as for the mid-week services, the students prefer their own meetings at the college and the sociability of the college Christian Associations.

Students from abroad are introduced into the homes of Evanston also through classmates who are residents of the town, and especially into the homes of "Greeks," both active and alumni, who belong to their fraternities. But, as a class, students find their social life in the boarding clubs, literary societies and fraternity houses of the college—in the class socials and Hellenic "proms." They have not yet made their *début* in society at large; just now they have something else to do. (This is not history now, but some day it will be.) Some students make their entrances to Evanston homes through back doors. They are the ones who are dependent upon their own strength and resources for an education and make ends meet by tending furnaces,

by trimming lawns, and by other such honest employment. They are self-reliant, self-respecting young men who know what an education costs and make the most of it. And they are respected. The lady of the house does not invite the student who tends her furnace to "assist" at her afternoon teas; that is not what he is there for: but if he respects his work and respects himself in his work, she respects him, and in after years she greets him as the worthy pastor of her own church with no sense of incongruity in view of their former relations. This is no fairy tale, but a picture of an actual occurrence right here in Evanston.

CHAPTER XVI

THE CAMPUS

JESSIE URETTA COX

WHEN Northwestern University was founded in 1850, it was supposed that the institution would be located in Chicago, and the Trustees recommended the erection of a building large enough to accommodate three hundred students. But by 1853, this plan was deemed inexpedient, and the President of the Board was authorized to find a suitable site for the college buildings. On the fourth of July a few of the Trustees came from Chicago, along Clark Street and Ridge Avenue. The only passageway over the ditch, which extended from Rogers Park to the ravine in the northern part of the campus, was a rude bridge on the site of the fountain on Davis Street. Passing over this, they reached the ridge along the lake shore, that had appeared so beautiful as they approached. Closer inspection did not destroy any of its charm, and the Trustees returned to Chicago, satisfied that they had found the ideal spot for the University. In the following month, it was decided to buy three hundred and eighty acres of land in this tract from John H. Foster for \$25,000. This land was sufficiently elevated to give a view over the surrounding country and about one-half was covered with a grove of young oaks. Thirty acres were reserved for the University grounds, and the remainder was laid out for a village, later named Evanston.

The campus proper extended from what is now known as University Place to Willard Place, and contained the

highest point of the ridge. It was surrounded on three sides by a forest, which for many years remained in almost its natural state. The shore line has been considerably changed by the constant erosion, especially in the north campus. The portion of the ridge extending northeast from Heck Hall, received from the Indians the poetical name of "Beauty's Eyebrow," probably on account of its form before its destruction by the ravages of the waves.*

The first college building was not erected on the campus, but on the northwest corner of Hinman Avenue and Davis Street. This structure is still known to University students, being the front portion of the hall known as Old College. This building was 36 by 52 feet in size, three stories high, and contained fourteen rooms. It was opened November 1st, 1855, and was used by both the University and Preparatory students as soon as there was a Preparatory department. It was intended for temporary use only, and from that time plans were laid to secure permanent buildings.

Relations with Garrett Biblical Institute began soon after the incorporation of the University. In 1854, the agent was instructed to lease to that institution as much land as needed at \$1 per year. No permanent agreement was made, but during this same year, the Institute erected a building ("Dempster Hall") on the campus, north of the ravine, where the Swedish Theological Seminary now

*According to old maps about 200 feet have been washed away from the northern part of the campus.



POOL ON THE CAMPUS

stands. The front portion was dedicated in January, 1855, and two years later, an extension was added. Garrett Biblical Institute remained here until the completion of Heck Hall. In 1857 the University proposed that the Institute should purchase Block 1 at \$10,000, and that the grounds of the two schools should be thrown together into a campus; the expenses for protecting the shore were to be divided equally, and harmony in building was required.

In 1864 another attempt was made to divide the campus. "The natural features of the grounds suggest, on examination, a convenient division. Running through the grounds in a northerly and southerly direction from University Place to Foster Street, are two parallel ridges distant from each other some 200 feet. A line passing through the center of the alley which lies between Chicago* and Hinman Avenues, and extending northward will fall about midway between said ridges and into the lowest portion of the intervening depression and will divide the area into very equal portions. It is recommended therefore that the contemplated division be of such line and that a conveyance be made to the Institute of the portion lying west of said line. It is suggested that the buildings be located along the ridges alluded to, but so alternating with each other that each building will present an unobstructed front to the Lake on the east, and to Chicago Avenue on the

* "Chicago Avenue" throughout this section refers to that part of (now) Sheridan Road, west of the campus. Later "Chicago Avenue" was limited to the section south of University Place.

west. It is further suggested that the entire square be enclosed leaving an avenue for carriages along the shore of the Lake. It may also be deemed best to extend Foster Street toward the Lake and sell Block No. 1 in lots for private residences."

In 1868 another plan of division was brought forward. This leased Block No. 1 to the Institute at a rate of \$1 per year so long as the land was held by that school. Within ten years the University was to erect a building like Heck Hall for the Institute, and the latter building was then to belong to Northwestern. After three years, the land belonging to the Institute was to become the possession of the University, on payment of a fair price, or grant of a strip of land bounded on the east by the lake, on the south by a line running fifty feet south of Heck Hall, on the west by Chicago Avenue, on the north by a line running two hundred and fifty feet north of the south line of Block No. 1. The right of transit was reserved.

The division was finally settled in the following year. The Institute was to have a strip of land, six hundred and twenty-seven feet in width on Chicago Avenue, extending east to the lake by the same breadth, the south line running fifty feet south of Heck Hall. No fences were to obstruct the campus. The Institute was to pay part of the expenses of a fence along Chicago Avenue, and one-third the cost of protecting the shore from erosion.

In 1858, a committee was appointed to raise funds for a preparatory building, but instead they recommended the

erection of a permanent home for the University. On account of the lack of funds, the matter was not pushed until after the war. Then it was decided to raise \$30,000 and to begin work as soon as \$25,000 had been secured. By 1868, it was decided to build one story at least, and so the foundation was laid in July of the same year. It was then decided that a contract should be made for the walls, and that a permanent roof should be added as soon as possible. Circumstances proved so favorable that in June 1868 the lumber was ordered. The following year found the building ready for occupancy. As finally completed, this structure, known as University Hall, was 95 by 104 feet, and 145 feet high, with a mansard slated roof. It was built of "Athens Marble," a fine white limestone found near Joliet, Illinois. It was used for chapel, museum, library and lecture rooms.

The corner stone of Heck Hall was laid July 10, 1866, and the building was dedicated July 4, 1867. This building was erected as a centenary memorial of the Methodist Episcopal Church, five-sixths of its cost being met by the donations of forty-seven annual conferences.

The first sidewalks of the campus were built on the west side of Chicago Avenue (now Sheridan Road) and on the west side of Orrington Avenue to Woman's College block. By the *Evanstonian* of 1870, one gets a better view of the condition of the campus and of the hopes and aspirations of the student body. In the issue of February 1st, hope is expressed that the ground around the new build-

ing will be properly graded and sown or sodded before spring was over. "The trees should be trimmed; the large, open space in the northwest corner should be leveled and smoothed, and drainage should be perfected. A few clumps of shrubs and evergreens might be set out nearly west of Heck Hall which in a few years would be a great ornament. Not many paths and walks were desired; a carriage way and a pedestrian path from the southwest corner of the campus, past the west side of University Hall, to Heck Hall would be enough. The issue of March 1st, urges that the fence around the campus be completed as soon as possible. "As yet the good people here seem to insist upon the primitive right of allowing cows to roam at large in the streets, and, perhaps from the atmosphere of intelligence that surrounds our numerous schools here, these animals are extraordinarily expert in finding their way through, over, or under the fences. If possible, human ingenuity must be made to circumvent this bovine intelligence, and protect the grounds from depredation." The campus was already considered a good place for picnics, parties, croquet and baseball games.

During the summer of 1871 the building used by the Preparatory Department, now known as Old College, was moved from its old position on Davis Street, to the campus, just west of the present site of Fisk Hall. A wing was then added to it about as large as the original structure, and into this new portion the chapel was moved.

The federal Government presented the University with



CLASS OF '79 AND OLD OAK



SOUTHWEST GATE OF CAMPUS, 1875

a life-boat early in 1871, and, in the fall a temporary shelter was erected for its protection. This was the first provision made in Evanston to protect life from the violence of the lake. The Life Saving Station remained in charge of the University until 1898, when the Government leased for fifty years a plot of ground near the bulkhead. The building on the campus was then moved to this place, and in 1904, was enlarged to give accommodations to the members of the crew.

In March, 1874, the final papers were drawn up by which the Evanston College for Ladies was united with Northwestern University. By this act, the University gained the block bounded by University Place, Orrington Avenue, Clark Street and Sherman Avenue. The ladies were building a new structure (afterwards called Woman's College) which had reached only the second story. The University at once raised \$30,000 to complete the work. The original plan for a tower on the south side, was, however, never carried out. The School of Music occupied part of the building, while the Art Studio was on the upper floor.

The constantly increasing enrollment made an addition to the dormitory accommodations necessary. Therefore in 1892, the Trustees decided to build a wing to Woman's College. This is another instance of the beneficence of Mr. Deering.

In 1872 the Aid Fund Committee of the Evanston College for Ladies decided to purchase a home for "destitute"

lady students. As the building desired was on University land, they asked to be allowed free use of this ground. This home for women became known as College Cottage (now Pearsons Hall). In 1873, the cottage was enlarged to nearly double its former capacity.

In 1900 a new dormitory was built on the same block with Willard Hall and named Chapin Hall. This building, the gift of Mr. D. K. Pearsons, is of red pressed brick with white stone trimmings, resembling an old colonial mansion of New England. It contains accommodations for seventy students. The dedicatory ceremonies took place October 31, 1901.

From its inception the gymnasium has been the *bete noire* of the campus. The students had been trying for a number of years to procure a gymnasium. Finally in 1875 they organized a company, and the trustees gave them permission to build on the lake shore north of the Preparatory Building. In December it was arranged between Philo Judson and the Directors of the Northwestern Gymnasium Association that Mr. Judson should contract to erect a building for the association, in such a manner that it could be veneered when funds allowed. Mr. Judson was to give possession of the building on the receipt of \$1,500 and carry the remaining expense until Dr. Fowler made good his promise to raise the money for that purpose. The contract called for a building two stories high, 80 by 40 feet and veneered with brick. The cost was reduced by cancelling the veneering, painting, and a few other minor

items. February 1st, 1876, the gymnasium was formally opened. The students were very proud of this building which had been erected almost entirely by their own efforts. But, although the gymnasium was very well equipped, the Directors could not make it self-supporting, much less receive aid enough to enable them to veneer it, as was originally intended, or pay the debt. In 1879, it was still incomplete, with great holes in the walls, that made it impossible to heat the building in winter, and exposed the apparatus to the elements. There were but two stockholders and it was said that they "come to election with a pocketful of votes and elect a set of men who care only to seem prominent in college politics." The students appealed to the Trustees to buy the gymnasium and to make it fit for use. The Trustees deliberated and postponed the question on account of lack of funds until July 1881. They then decided to accept three-fourths of the stock of the association, and to fit up the building. It was suggested that a small fee be collected from the students, to help defray the expenses of maintaining the gymnasium. Nothing seems to have been done, however, for, in January, there is a protest against the "boarded-up" windows. But when the students returned in the autumn, they were delighted to see "instead of a broken-down, weather-beaten old building, a fine looking brick structure, a thing of beauty and a joy forever!" It was considered one of the finest gymnasiums in the west, and the students pledged themselves to take care of it. The gymnasium was im-

proved each year; dressing rooms and lockers, cushions for the bowling alleys, mattresses, and a new measuring apparatus were added. The Northwestern University Press Company was given quarters in the gymnasium, but soon petitioned for more room, and moved out in November 1889. The old gymnasium still remained a poor satisfaction of the "most crying need" of the University. In 1899, the Senior class planned some student entertainments to raise money for improving this building; the President's messages for years have recommended a new gymnasium. Now and then, some rumor of a new building would float around, and hope would revive, but up to 1905 the "old gym" still remains.

In 1879 the oldest University building was destroyed by fire originating from a stove in a student's room.*

This was the old Institute Building which had belonged to the University since 1868, and had been known as Dempster Hall. It had been used for a cheap dormitory and boarding house and, on account of its age, was of little use save as a landmark. Three years later, the Swedish Theological Seminary found a comfortable home in a \$8,000 building erected on the same site.

Science Hall was planned in 1885 and dedicated February 22, 1887. This structure is 130 feet in length and 60 feet in depth. At the ends are two wings, 38 feet wide and 54 feet long. It is built of red pressed brick with

*Dempster Hall was burned Thursday night, January 2, 1879. Being the Christmas vacation almost all the students were absent.



SOUTH END OF THE CAMPUS

terra cotta cappings and trimmings. The interior is finished in red oak. Previous to this time, the department of Physics had but two common-sized recitation rooms in University Hall, and the chemical laboratory was situated in the basement. Two rooms were fitted up in the basement of Science Hall for the use of the Preparatory School.

In the same year that the University began plans for the erection of Science Hall, the Trustees of Garrett Biblical Institute pledged \$5,000 for a new building. This amount was gradually increased until \$40,000 was obtained. This building, Memorial Hall, is an ornament to the campus. Its general style of architecture is of the Queen Anne age.

From 1886 to 1888, numerous changes were effected in the buildings and about the campus. As early as 1879, *The Northwestern* had urged that more should be done than raking up leaves and repairing sidewalks, and suggested student coöperation for hedges, rustic seats and arbors. The class of '79 purchased a tower clock, and the Junior class followed the good example by giving a bell. These were placed in position during Commencement week. The growing sentiment in regard to the beauty of the campus, and the improving financial condition of the University resulted in the employment of a landscape gardener, who drew up a plan for the campus. Furthermore, no horses or cows were to be pastured on the campus.

In 1890 three rooms were finished off in the basement of University Hall, one for the Christian Associations, and

two for recitation rooms. The chapel was transformed. Instead of the old hard benches were comfortable opera chairs. The rostrum was moved to the north wall facing the doors. The new arrangement of the chairs gave a seating capacity of 400. An alumnus of '79 gave a new piano. It was suggested that the old organ be given a prominent corner in the museum, labeled "Pensioned for wounds received during active service."

The need of a dormitory for men was partially met by the erection of a building on Cook street in 1889. It is a frame building veneered with brick. It is about fifty feet square; its rooms are well lighted and conveniently arranged. But from lack of care, furnishings, and those improvements that would make the building as comfortable as a private dwelling, it has never fulfilled anticipations. It is now (1905) rented to the Athletic Association and is occupied in the fall by the football squad, and in the rest of the year by such others as find it to their interest to room there.

The removal of the fence along University Place added much to the beauty of the campus. A cement walk took the place of the dilapidated board walk that had led up to University Hall, and there was also a broad macadamized road instead of a narrow driveway. The campus, south of University Hall, from Chicago Avenue to the lake, was leveled and sodded. In 1893, cement walks were laid along Sheridan Road.

By this time, the need of an athletic field had become

very pressing. The baseball diamond and the tennis courts were no longer allowed on the campus. The petition for the use of 400 by 500 feet of land north of the Observatory was granted. The following year permission was given to the Athletic Association to build a grand stand, to lay out a diamond, and to construct a running track around it, but the ground was not to be used except by college students, and it might be taken at any time by the University for other purposes. \$750 was appropriated and \$500 was to be raised by the students. The grand stand was completed September 16, 1892. The next year the Association requested a fence for the athletic field as persons refused to pay to witness the games; if the whole field could not be enclosed, they asked to have a fence from the grand stand to the edge of the baseball diamond. The Tennis Association was given space between Cook Street and Willard Place.

The great need of a library, chapel and reading rooms was met by the erection of Orrington Lunt Library on the north part of the campus. A building with a frontage of 200 feet on Sheridan Road, and a depth of 75 feet. It is built in Italian Renaissance style, of dressed buff, neolithic lime-stone, with red Conasera tile, and is fronted with a beautiful semi-circular porch and Ionic pillars. The interior is finished in natural hardwood. The walls of the vestibule and reading room are covered with symbolic paintings. It has a capacity of ninety thousand volumes, and accommodations for two hundred and fifty readers.

Assembly hall in the second story seats seven hundred persons. The other rooms are used for recitations, seminars and offices. It was dedicated September 26, 1894.

As the Library neared completion, the foundation of Annie May Swift Memorial Hall was laid. This Hall is situated between University Hall and Heck Hall but nearer the lake. It was dedicated May 16, 1895, by Bishop John H. Vincent. It is of Venetian design, three stories in height, its first story constructed of rock-faced Lemont limestone, the upper stories of buff Roman brick and terra cotta. It is 50 by 80 feet in size and is modernly appointed. The first floor contains a library, reception room, and Professor Cumnock's private office, and an auditorium seating three hundred persons. On the second floor are fourteen class rooms. The gymnasium is on the third floor. This building is considered the finest hall, used exclusively for oratory, in the west.

As a result of these new buildings on the campus, many changes were made necessary in University Hall. On the fourth floor the Adelpic and Hinman Societies were removed, and the room formerly used for oratory and debate was added to the museum, which now occupied the entire floor. On the third floor, the rooms previously occupied by the University library, were fitted up for a geological laboratory, the other rooms being used by Professor Cumnock's classes until the completion of Annie May Swift Hall. On the first floor, the rooms of the Mathematical Department alone remained intact. The old chapel



DEMPSTER HALL AND "RUBICON"



THE OLD OAK

room was gone, and nothing remained as a reminder except the patent window fastenings so hard to manipulate and the old stove in one corner. "The chapel had been cut up into three rooms, one for seminar in Mathematics, one for French, and the largest one for the classes in political economy, philosophy, and constitutional law. The Registrar had been transferred to the President's office, and the President occupied the southeast room. In Science Hall, a new room had been fitted up in the basement for chemistry. Besides these much needed improvements, new cement walks had been laid about University Hall, and west to Sheridan Road.

The School of Music had occupied rooms in Woman's College since 1874. For many years complaint had been made that the constant practicing annoyed the students. In 1895, the appeal for the removal of the School was answered by the erection of a temporary building opposite Woman's College, for use during the summer. The need of better accommodations was at last met by the erection of Music Hall. The Hall, as built, is 40 by 100 feet in size but the complete design calls for a larger edifice, of which this is the rear portion. The plan contemplates a front 35 by 65 feet to contain a library and reception rooms. The Hall was opened for use March 27, 1897, although not fully completed.

The Preparatory Building had been extremely crowded for years. Rooms had been fitted up in Science Hall for some of the classes, but these proved insufficient as well as

inconvenient. In 1889, the *Northwestern* said, "Prep is the most unsightly building on the campus unless we count the ex-transit woodshed." In 1894 Dr. Fisk announced that the University Trustees had authorized a canvass among the friends of the institution for money to erect a new building to cost not less than \$50,000. Three years later, it was decided that the new building should be on the campus. The gift of \$65,000 by Mr. William Deering made the erection of the building possible in 1898, and in accordance with the desire of the donor it was named Fisk Hall. It was dedicated January 27, 1899. It is a three-story brick and terra cotta structure, with stone trimmings, costing \$75,000. The Preparatory Building was moved back to its present site, and has since been known as Old College. The ground around Fisk Hall was graded and terraced to the water's edge. The shore had been very much eroded near these buildings, and great care has been taken recently to protect the bank from the ravages of the waves.

In 1887 a contract was made with the Chicago Astronomical Society for the Dearborn Telescope. This was given on condition that an observatory be erected and a chair for the professorship be established and be filled. But Dearborn Observatory was not the first building on the campus set apart for purely astronomical purposes. An elegant and powerful telescope had been presented in 1870 to the University. It had been kept in University Hall, but in 1874 a wonderful new building appeared on the

campus, between University Hall and Heck Hall. It is described as "so unique in design, and so attractive in its general appearance, that a person is almost compelled to stop and observe it more closely before passing it by. To give a just description of the building is impossible, since it is constructed in a style of architecture of which we are wholly ignorant, all the styles of which we have heard being entirely ignored. For the benefit of those, however, who are so unfortunate as not to be able in person to observe this magnificent building, we will do our best to describe it. It is neither six, nor five, nor four, nor three, nor two, nor one story high, but half attic to a basement that has not been dug. It is a neat little shanty without varnish or gilt; it was made of the plaster boards left when Woman's College was built. We take this opportunity to mention that the nails are first-class, being eight-penny and new. It contains a three-legged instrument, and a stool to match, and the door of the shanty is closed with a latch."

The new observatory is built of stone, with a dome 37 feet in diameter. The dimensions of the building are 80 by 70 feet. The weight of the movable part of the dome is ten tons, yet, by means of the mechanism invented by Professor Hough, it is rotated by a force of less than fifty pounds. In spite of the fact that it is situated near the lake, the vibration is so deadened by the structure of the earth, that the surface of a pan of mercury is only slightly disturbed by any violent storms. The fol-

lowing year saw the grounds graded and sidewalks laid. Four years later, the observer's house was built at a cost of \$7,000. The selection of a site for the Observatory on the north campus marks the adoption of the definite policy to extend the campus to Lincoln Street. Following this, the University again began gradually acquiring the land along Cook Street and Willard Place, and has succeeded in obtaining all but sixty feet.

The buildings on the campus have been thoroughly modernized within the last few years. In University Hall but one of the rooms cut from the chapel now remains in use as a recitation room; two are now used as rest rooms for the young lady students, and the other for the Registrar's office.

The students had succeeded in obtaining a fence around Sheppard Field through the kindness of Dr. Sheppard who furnished the lumber and hired a carpenter to oversee the work of the students. But, while the student-body approved of this fence, it wholly condemned the old wooden structure around the campus, and also the one west of Woman's College. It was considered a shame to the University that this dilapidated old fence should be the first thing to meet the gaze of visitors from Chicago. In 1894, *The Northwestern* records the fact that one more board had fallen from the fence around Woman's Hall. It remained standing however, until the students took matters into their own hands and tore down what was left. In 1898, a new iron fence was put up around the campus, and



OLD SUN DIAL



SENIOR KNOLL

in September of the same year, the college paper expresses a very different sentiment. "The present campus has no relation to the tract of timber, meadow-land, and lawless waste, that has been so long an eyesore to the students and people of Evanston. Who could have imagined that an axe could create such beauty or a fence lend such dignity." Since this time greater care has been bestowed upon the grounds, and the result cannot fail to be pleasing.

Many plans have been laid for the campus, but none have been closely followed. At one time there was some thought of abandoning the present site, and of laying out new grounds west of Orrington Avenue or below Dempster Street, on account of the constant encroachment of the lake. Instead of this, greater precautions have been taken to protect the shore. A plan was even drawn up for a long breakwater parallel with the shore. This would protect the bank and also form a lagoon for boating, but this project is indefinitely postponed.

When the first buildings were erected, it was supposed that the campus would face the south. But the decision to extend the grounds to Lincoln Street makes a new front toward the west, for which no plans were made. None of the buildings face the lake, as is usually the case under similar circumstances.

Since about 1890, efforts have been made to preserve the natural beauty of the campus. It is to be regretted that none of the natural vines were spared, and that the ravine on the north campus, the most striking feature of the

grounds, should have been almost entirely filled in. Many of the oaks have died, and in their places have been planted maples, elms and others that would grow on the campus without protection. Clumps of bushes have been placed in various parts of the grounds, in such a way as to avoid all straight lines, and sometimes, to prevent the formation of an unsightly path across the campus. Between Heck Hall and University Hall, a small plot is devoted to wild flowers, ferns and sumach. The students, too, have endeavored to make the campus more beautiful. In 1889, the Class of '73, left near the southwest entrance, a boulder, sixteen feet in circumference, and five tons in weight. The Class of 1901 gave their Alma Mater the stone bench which stands south of University Hall near Sheridan Drive. The flag pole, with its chameleon-like change of colors, has become the scene of the annual Freshman-Sophomore conflict. In days past Fourth of July celebrations, picnics and parties of all kinds were held on these grounds; and even now, during the summer, the campus is rarely without its visitors from the city, who find pleasure in watching the lake in its varying moods. Part of the exercises of Commencement Week are still held in the open air if the weather permits. The sandy shore has been the scene of many beach-parties, while the path along the lake is always worn by the feet of students who find peace and rest as they stroll "by the fairest of inland seas." But of all the landmarks on the campus, none is more treasured by the alumni of the University than the "old



"BILLY" MORGAN



CAMPUS FROM TOP OF WOMEN'S COLLEGE.

oak," which has probably already seen two hundred and fifty summers. For many years care has been taken to preserve this tree, hallowed by many memories; but it is probable that the big limb which is its distinctive feature will soon be gone. Its loss will be greatly regretted, but it is to be hoped that many generations of students may yet sit under the branches of Northwestern's "old oak."

It is a matter for congratulation that the trustees are now giving thought to a systematic adornment of the Campus. If these plans do not miscarry, the next twenty-five years will witness a most beautiful transformation in adjustment of paths, shrubbery, roads, buildings and gardens to the natural elements of beauty.

CHAPTER XVII

NORTHWESTERN IN THE CIVIL WAR

CHARLES BEACH ATWELL

WHEN President Lincoln's call for volunteers reached Evanston at the opening of the Civil War the college community was greatly stirred. Meetings held in the little village church were addressed by prominent citizens. The spirit of patriotism ran high among both students and faculty. Alumni and undergraduates began to enlist at once. That a large portion of the college and preparatory students dropped their studies and went into the war is hardly appreciated by the present generation. Of the thirteen graduates sent out from the College prior to the call for troops nine went into the war. Professor Blancy resigned from the faculty in June, 1862, to join the Union army. The graduating class of 1863 was reduced to two members. One of these enlisted and the other tried to do so but was shut out by the medical examiner. There were only three members in the class of 1864 all of whom were excused from speaking at commencement, because they had gone into the army.

In the spring of 1864 a company known as "University Guards" consisting of twenty-five students was organized and mustered in for one hundred days' service as part of Company F of the 134th Illinois Infantry. This company did military service for one hundred and forty-eight days. The faculty formally approved the application of students to be excused from College for the remainder of

the term in order to enlist. The officers of the new company were:

Alphonso C. Linn, '60, captain,
Milton C. Springer, '64, first lieutenant,
George E. Strobridge, '64, second lieutenant,
Freegift Vandervoort, '67, first sergeant,
Thomas R. Strowbridge, '67,, corporal.

The response to the call for the one hundred days' men brought into the field thousands of young men to do guard duty at camp and prison and thus set free an equal number of veterans for active service at the front.

Of the thirty-six men registered in the College during the collegiate year 1859-60, twenty-three, or sixty-four per cent., went into the war sooner or later. Some went home to enlist with old friends but the majority enlisted in local Illinois regiments. Altogether we find a list of eighty-three Northwestern University men who saw service in the Civil War,—forty-two graduates and forty-one non-graduates. Two of these having returned to their southern homes joined the ranks of the Confederacy.

That the material going from the University into the army was of the best sort is to be surmised from the relatively large number of men who were promoted and who proved effective leaders. At the time of mustering out three were colonels or lieutenant-colonels, two majors, three adjutants, five captains, eight lieutenants, and four chaplains. Eight died in the army, and seven were discharged

because of disability. One has remained in the military service and is now a major-general in the United States army.

In honor of the men of the University who volunteered for service in the Civil War the graduating class of 1905 has presented to their *Alma Mater* a siege gun from Fort Wadsworth and appropriately mounted the same upon the campus at an expense of five hundred dollars.

The lists given below have been compiled from the early records of the College and from the reports of the adjutant-generals of Illinois and of other states, and they contain the names of all students of the University known to have had a military record in the Civil War.

NON-GRADUATES.

Thomas Needham Arnold enlisted from the Preparatory School in the Thirteenth Illinois Infantry, June 14, 1863, and served as chaplain until mustered out, June 18, 1864. Previously he had served two years as sergeant. He received the degree of B. D. from Garrett Biblical Institute in 1871.

Lyman King Ayrault, from Quasqueton, Ia. Enlisted May 17, 1864, from Preparatory School, in Company F, 134th Illinois Infantry; mustered out October 25, 1864.

Alfred R. Bailey, from Evanston, Ill. Enlisted Sept. 2, 1861, from Preparatory School, in 8th Illinois Cavalry; was shot in battle of Falling Waters. Died at Frederick City, Md., July 8, 1863.

Dwight Bannister, from Evanston, Ill. Enlisted from Preparatory School, in Navy in 1862. Served through war as petty officer on gunboat Pawpaw in Mississippi flotilla. Died about 1877.

George W. Beggs, from Plainfield, Ill. In College, 1858-59. M.D. from Rush Medical School, 1862. Enlisted Oct. 6, 1862, as Hospital Steward; Oct. 8, 1862, promoted to 2d Assistant Surgeon; became 1st Assistant Surgeon, June 2, 1864; mustered out June 7, 1865. Since 1870 has been Dean of Medical Department, Northwestern College, Sioux City.

Edward Richardson Clark, from Lake Zurich, Ill. Enlisted from

Preparatory School, May 6, 1864, in Company F, 134th Illinois Infantry; was mustered out Oct. 25, 1864.

Millinder Duerson, from Enola, Ark. In Preparatory School, 1861. Returned home and enlisted in Confederate army.

Benjamin Fickler Elbert, of Lebanon, Ohio, enlisted from the freshman class April 30, 1864, as corporal in Company F, 134th Illinois infantry and was mustered out as sergeant, Oct. 25, 1864. Resides at Des Moines, Ia.

William Pitt Follansbee, enlisted July 16, 1861, from Preparatory School, in Battery A, 1st Illinois Artillery; was mustered out July 28, 1864.

Orrington Crews Foster, from Evanston, Ill. Enlisted from junior class, July 16, 1863, as bugler in Battery A, 1st Illinois Artillery. Made Corporal at Shiloh. Was mustered out July 23, 1864.

Thomas Frake, from South Northfield, Ill. Brother of James Frake, class of 1866. Enlisted from freshman class, April 30, 1864, as Corporal in Company F, 134th Illinois Infantry. Mustered out Oct. 25, 1864.

Harry Samuel Gale enlisted Nov. 4, 1861, from the preparatory school and was discharged, April 15, 1862, on account of disability. Re-enlisted June 25, 1865, in Company H, 153rd Illinois infantry.

George H. Gamble, from Evanston, Ill. Was in College, 1859-60. Enlisted Aug. 25, 1861, in the 1st Illinois Artillery. Transferred to 8th Cavalry, Nov. 24, 1864, and promoted to Sergeant-Major. Promoted to Adjutant, Dec. 23, 1862. Mustered out July 3, 1865. Afterwards went into regular army as Captain.

William Gamble, from Evanston, Ill. Enlisted from preparatory School, May 7, 1864, in Company F, 134th Illinois Infantry. Mustered out Oct. 25, 1864.

Samuel Alvin Gillam, from Knightstown, Ind. Enlisted from sophomore class, May 6, 1864, as Sergeant in Company F, 134th Illinois Infantry. Mustered out Oct. 25, 1864, as 1st Sergeant.

Allen W. Gray, from Jefferson, Ill. Enlisted from sophomore class, July 13, 1861, in Battery A, 1st Illinois Artillery. Transferred to 51st Illinois Infantry, Feb. 9, 1862. Promoted from Commissary Sergeant to 1st Lieutenant Company G, Sept. 12, 1863. Promoted to Adjutant, June 27, 1864. Resigned, Jan. 24, 1865.

Frank E. C. Hawks, from Goshen, Ind. Enlisted from freshman class, May 7, 1864, in Company F, 134th Illinois Infantry. Mustered out Oct. 25, 1864.

Harrison Huntington, a preparatory student, enlisted from Ella, Ill. Aug. 12, 1862, in Company C, 96th Illinois infantry and served as ser-

geant. He was taken prisoner at the battle of Chickamauga and confined at the Danville (Va.) prison, where he died Feb. 27, 1864.

George C. Kirby, from Sombra, Can. Enlisted from freshman class in Company F, 8th Illinois Cavalry, Aug. 27, 1861. Discharged Nov. 1861; disabled. Re-enlisted March 18, 1862, in Company I, 61st Illinois Infantry. Lost an arm at Shiloh.

Eugene A. Lyford, from Port Byron, Ill. Enlisted July 21, 1862, from junior class, in Company I, 88th Illinois Infantry, as 1st Sergeant. Was killed in battle at Stone River, Tenn., Dec. 31, 1862.

Melvin Parsons Meigs, from Milwaukee, Wis. Enlisted from Preparatory School, May 9, 1864, in Company F, 134th Illinois Infantry. Mustered out Oct. 25, 1864.

James W. Milner, from Chicago, Ill. Enlisted from the freshman class, Aug. 25, 1861, in Battery A, 1st Illinois Artillery. Mustered out Aug. 24, 1864. Hurt at Belmont. United States Commissioner of Fish and Fisheries, 1871. Died 1880.

George Franklin Neally, from South Northfield, Ill. Enlisted from freshman class, April 30, 1864, as Sergeant in Company F, 134th Illinois Infantry. Mustered out Oct. 25, 1864.

Lucas Nebeker, of Covington, Ind., enlisted from the Preparatory School in April, 1864, as corporal in Company F, of 134th Illinois Infantry and was mustered out Oct. 25, 1864.

Eugene Freer Oatman, from Sacramento, Cal. Enlisted from Preparatory School in Company F, 134th Illinois Infantry, April 30, 1864. Mustered out, Oct. 25, 1864.

Charles Kirkpatrick Offield, of Lewiston, Ill., in Preparatory School, 1863-64; enlisted as corporal in Company F, 134th Illinois Infantry, April 30, 1864, and was mustered out as sergeant, Oct. 25, 1864.

William R. Page, from Baltimore, Md. Enlisted from the sophomore class, Aug. 25, 1861, in Battery A, Chicago Light Artillery. Promoted to 2nd Lieutenant in 10th Missouri Infantry. Resigned December 1861. Lawyer in Chicago.

John Henry Page, from Baltimore, Md. Enlisted from the freshman class in Battery A, 1st Illinois Artillery, Aug. 25, 1861. Promoted to 2nd Lieutenant in 3d U. S. Infantry, Sept. 22, 1861. Brevetted Major for distinguished services at Fredericksburg. Brevetted Lieut. Col. for meritorious service at Gettysburg. Colonel 3d U. S. Infantry and Brig. Gen. of Volunteers during the war with Spain. Served with his regiment in the Philippines. Retired.

Fletcher A. Parker, from Northfield, Ill. In College, 1850-61. Enlisted Aug. 28, 1862, in Chicago Mercantile Battery. Discharged Feb.

29, 1864, for promotion to 1st Lieutenant St. Louis Heavy Artillery, and served through 1864-65.

George Washington Partlow, from Joliet, Ill. Enlisted from Preparatory School, May 4, 1864, in Company F, 134th Illinois. Mustered out Oct. 25, 1864.

James Roseman, from Mazon, Ill. Enlisted from Preparatory School in the 2d Iowa Infantry; was in battle at Wilson's Creek. Served also in 1st Arkansas Cavalry. Killed at Van Buren, Ark., 1864.

Alvah P. Searle, from Rock Island, Ill. Brother of E. J. and E. Q. Searle, '59 and '60. Enlisted from sophomore class, Aug. 27, 1861, in Company F, 8th Illinois Cavalry. Mustered out Sept. 28, 1864, as Sergeant. Lives at Schaller, Sac County, Ia.

Charles H. Shepley, from Chicago, Ill. Was in the Preparatory School. Enlisted July 30, 1861, as 1st Lieutenant, Company K, 19th Illinois Infantry. Promoted to Captain, Company I, Oct. 18, 1861. Died March 23, 1862.

Charles H. Simpson, of Evanston, Ill. In College, 1859-60. Paymaster in United States Army, with rank of Major, 1863-64. Died 1868.

Levi A. Sinclair, of Evanston, Ill. Student in Preparatory School, 1859-60. Enlisted Nov. 30, 1863, Company F, 8th Illinois Cavalry. Mustered out, July 17, 1865, as Corporal.

Charles E. Smith, of Evanston, Ill. Enlisted from sophomore class, July 16, 1861, Battery A, 1st Illinois Artillery. Mustered out, July 23, 1864, Corporal. Died 1901.

J. Martin Tracy, from Dwight, Ill. Enlisted June 17, 1861, in Company D, 19th Infantry. Later became Captain in 2d U. S. Colored Infantry. Was on detached duty at time of muster out.

Freegift Vanderpoort, from Sublette, Ill. Enlisted from freshman class, April 30, 1864, as 1st Sergeant, Company F, 134th Illinois Infantry. Promoted, May 31, to 2d Lieutenant. Mustered out, Oct. 25, 1864.

Edgar Emery Wead, from Peoria, Ill. Enlisted from sophomore class, April 30, 1864, in Company F, 134th Illinois Infantry. Died near Springfeld, Ill., Sept. 9, 1864.

Daniel Thomas Wilson, from Cazenovia, N. Y. Enlisted from freshman class, May 14, 1864, as Corporal in Company F, 134th Illinois Infantry. Mustered out, Oct. 25, 1864.

Benjamin Swena Winder, from La Moille, Ill. Enlisted from Preparatory School, May 10, 1864, in Company F, 134th Illinois Infantry. Mustered out, Oct. 25, 1864.

GRADUATES.

William Henry Harrison Adams, class of 1870. Enlisted Aug. 12, 1862, in Co. A, 111th Inf. as Sergeant; promoted to 1st Lieutenant, U. S. Colored Heavy Artillery; advanced to Captain and to Major. Died March, 1890.

William Sanford Arnold, class of 1876. Served in Co. K, 116th Indiana Volunteer Infantry, July 15, 1863 to March 2, 1864, and in Co. G, 151st Indiana Volunteer Infantry, Jan. 23, 1865 to Sept. 19, 1865. Professor in Puget Sound University, Tacoma, Wash.

Thomas Stribling Berry, class of 1872. Enlisted Aug. 15, 1862 in Co. D, 114th Ill. Inf. Elected First Lieutenant. Severely wounded June 10, 1864 and taken prisoner. Held in Confederate prisons at Mobile, Cohawby and Andersonville. Exchanged and sent to Annapolis, where he was discharged from the service. Re-entered the University in 1865. Methodist Episcopal Clergyman, 1870-77. President of Simpson Centenary College, Indianola, Ia., 1878-1880. Died in Feb. 1880, at Indianola, Ia.

Charles Cushman Bragdon. Enlisted as private in Co. F, 134th Ill. Inf., May 11, 1864; mustered out Oct. 25, 1864. Principal Lasell Seminary, 1874— Residence, Auburndale, Mass.

Almus Butterfield, Sergeant in Co. I, 140th Regiment Illinois Volunteers; enlisted April 28, 1864; mustered out Oct. 29, 1864. Died Feb. 1896.

John Jacob Crist, class of 1875. Served with Co. A, 1st Minnesota Regiment, from March 8, 1865, to July 14, 1865; Chaplain in the different posts. Clergyman. Died March, 1894, at Faribault, Minn.

Morton Culver, class of 1867. Enlisted May 12, 1864 in Co. A, 134th Ill. Inf. and served until October 25, when he was mustered out. Lieutenant in 1st Ill. Militia. Practiced law; Died Feb., 1899.

Lewis Parmenio Davis, class of 1872. Enlisted in 22d Michigan Inf., Aug. 9, 1862. Served as private, Sergeant-Major and Lieutenant; mustered out at close of war. Clergyman. Died July 1897, at Bay View, Michigan.

Robert Boal Edwards, class of 1872. Enlisted May 1, 1864, as Sergeant in Co. I, 141st, Ill. Vol. Inf. Discharged Oct. 10, 1864. Practiced law. Residence, Lacon, Ill.

Michael Finity, class of 1870. Enlisted Sept. 30, 1861, in Co. F, 13th Illinois Cavalry, and served through the war. Clergyman. Practicing law. Residence, Lajunta, Colo.

James William Haney, class of 1861. Captain in 72d Regiment.

Illinois Vols. Enlisted Aug. 21, 1862; resigned Oct. 16, 1862. Practiced law. Clergyman. Died April 1900.

John Milton Johnston, class of 1872. Enlisted Oct. 10, 1862, in 67th Regiment, Ohio Vol. Inf., as non-commissioned officer. Captured in hospital; honorably discharged July 17, 1863. Clergyman, 1871-79. Manufacturing optician since 1880. Resides in Chicago, Ill.

Matthias Sailor Kaufman, class of 1874. Enlisted Aug. 11, 1862, in Co. F, 115th Regiment, Illinois Vol. Inf. In the battle of Chickamauga, Sept. 20, 1863, and at Nashville, Tenn., Jan. 15, 1864. Mustered out as First Corporal, June 24, 1865. Resides at Fall River, Mass.

Henry Martin Kidder, class of 1859. Enlisted as private in 15th Illinois Cavalry, U. S. Volunteers, Dec. 15, 1862. Commissioned 2d Lieutenant, 1st Arkansas Cavalry, U. S. Vols., April 1, 1863. Commissioned Major, 5th Cavalry, U. S. Colored troops, March 16, 1865; Lieutenant-Colonel, Jan. 25, 1866; mustered out with regiment, March 16, 1866. War service was with the Army of the Frontier, Army of the Gulf, and in the Department of the Ohio. Was in the battle of Fayetteville and numerous skirmishes. Since the war, in business in Chicago. Residence, Evanston, Ill.

Charles Edward Lambert, class of 1875. Served three years in 12th Kan. Vol. in the War of the Rebellion. Seattle, Wash.

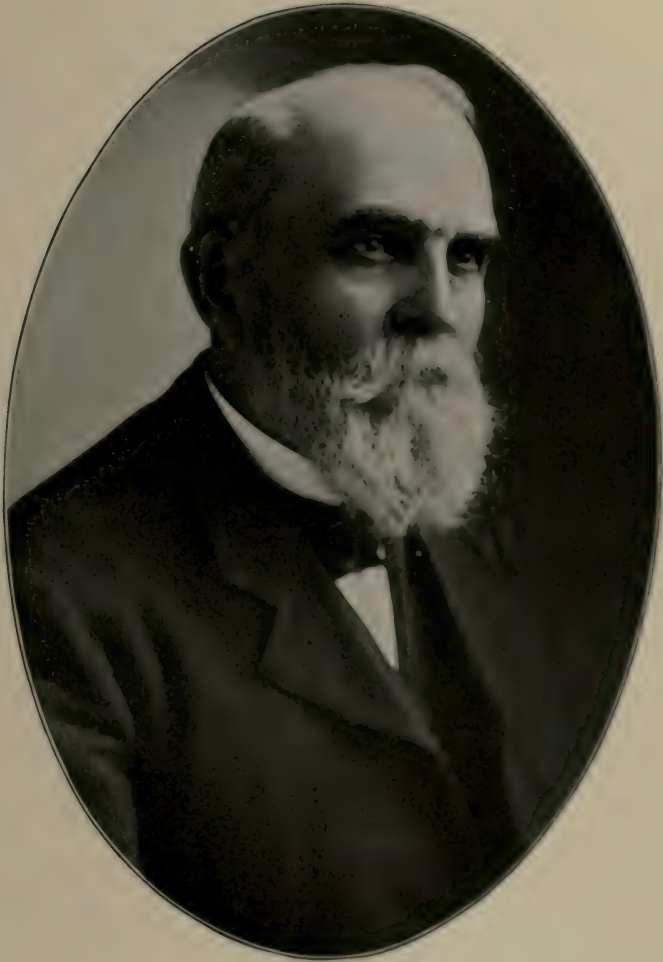
Albert Darwin Langworthy, class of 1870. Three months irregular service with 134th Reg. Ill. Vol. Infantry. Real Estate and loans. Residence, Chicago, Ill.

Draper Alonzo Lindsey, class of 1873. Enlisted in Co. A, 5th Kansas Infantry, in the fall of 1864, and served through one campaign while under age. Principal of public schools at Plainview, Minn., 1873-80. Residence, St. Paul, Minn.

Alphonso Clark Linn, class of 1860. Enlisted May 4, 1864, as Captain of Co. F, locally known as "University Guards," 134th Reg. Illinois Infantry. Died of typhoid fever in camp at Columbus, Ky., July 10, 1864.

William Alexander Lord, class of 1860. First Lieutenant 13th (renumbered 5th) Mo. Cavalry, Dec. 1861; resigned Aug. 16, 1862. Enlisted as Captain of Co. H, 14th Ill. Cavalry, Feb. 6, 1863; mustered out July 31, 1865. Became Major on staffs of Major-General George Stoneman and Brigadier-General G. W. Schofield. Was captured, but escaped after 13 days; walked two hundred miles to safety. Brevetted Brigadier-General for gallant conduct. Residence, Everett, Wash.

Isaac Williams McCasky, class of 1862. Enlisted Sept. 12, 1862, as Sergeant in Co. I, 87th Regiment of Indiana Volunteers; promoted to Sergeant Major; served 1862-64; severely wounded at Chickamauga, Sept. 20, 1863. Residence, Chicago, Ill.



ISAAC WILLIAMS McCASKY

Eli McClish, class of 1874. Enlisted Nov. 12, 1863, in Battery D, 1st Illinois Artillery, mustered out May 17, 1865. Went through siege of Atlanta, and with "Sherman to the sea." President of the University of the Pacific since 1896, San Jose, Cal.

Sanford Hosea McIntyre, class of 1871. Private in Company D of 11th Minn. Inf. through its entire time of service, something less than one year. Residence Perie, N. Y.

Henry Goodrich Meacham, class of 1862. Enlisted July 25, 1862, as Sergeant in Co. I, 88th Regiment Illinois Volunteers; promoted to 2d Lieutenant, Jan. 17, 1863. Died April 1863, at Murfreesboro, Tenn.

Amos Hearst Miller, class of 1871. Served in Company B, 13th Ill. Inf. Mustered in, May 24, 1861; promoted to Corporal, Oct. 1, 1861, and to Sergeant, March 26, 1863; mustered out, June 18, 1864. Served one year in Co. F, 2d Regiment of Hancock's Veteran Corps. Died, Jan. 1902.

Liston Houston Pearce, class of 1866. Served as Chaplain in 132d Ill. Inf. full term of regiment, five months. Clergyman. Residence, Baltimore, Md.

Henry Alonzo Pearsons, class of 1862. Enlisted as Private in Co. F, 8th Illinois Cavalry, Sept. 2, 1861; soon promoted to 1st Sergeant; 2nd Lieutenant, March 1, 1864; 1st Lieutenant, Jan. 5, 1865. Mustered out July 22, 1865. Since the war in real estate business, also loan broker and banker. Residence, Evanston, Ill.

Homer Alured Plimpton, class of 1860. Enlisted as private in Co. G, 39th Ill. Inf., 14 Aug. 1861; re-enlisted as veteran, 1 Jan. 1864; First Lieutenant, 29 Oct. 1864; Captain, 5 Dec. 1864; Major, 11 May 1865; Lieutenant-Colonel, 6 June 1865; mustered out as Major, 16 Dec. 1865. Residence, Riverside, Cal.

William H. H. Raleigh, class of 1860. Entered the Confederate Army, Jan. 1862. Served as Sergeant-Major, Brevet Lieutenant, and Adjutant in 1st Battalion Artillery, General Stonewall Jackson's and General Ewell's corps, 1862-65; brevetted Major at the close of war; was in nearly every fight from first seven days about Richmond to surrender of General Lee; wounded several times. Was one of the 6,500 who surrendered at Appomattox. Residence, Baltimore, Md.

Richard Dana Russell, class of 1871. First Lieutenant of Co. K, 83d Ill. Inf., 1862-65. Assistant Judge-Advocate of General Court Martial; Post Chaplain at Fort Donelson. Clergyman. Residence, Pomona, Cal.

Henry Thompson Scovill, class of 1869. Enlisted 13 Aug. 1862 in Co. K, 92d Illinois Infantry for three years' service; discharged 2 Feb. 1863 on account of disability. Residence, Evanston, Ill.

Elhanon John Searle, class of 1859. During senior year studied law under John L. Beveridge, Esq., Chicago, and from Nov. 1859 to March 1861, in the office of Abraham Lincoln and William H. Herndon, Springfield, Ill. Enlisted in Co. H, 10th Illinois Cavalry, 23 Sept. 1861; served as private to Dec. 1861; promoted to 1st Lieutenant; transferred and promoted to Captain Company M, 7 July 1862; Lieutenant-Colonel, in 1st Ark. Inf., Feb. 1863; mustered out 10 Aug. 1865; for several months provost marshal of a sub-military dept. and often served upon military commissions and courts martial. Lawyer ever since the war. Residence, Rock Island, Ill.

Elmore Quinn Searle, class of 1860. Enlisted in Company M, 10th Illinois Cavalry, 1 Nov. 1861. Served as Sergeant to date of discharge, 16 Aug. 1862. Discharged on account of disability contracted in service. Died in 1862 in Minnesota.

Edwin Ruthven Shrader, class of 1871. Enlisted in Co. F, 66th Ill. Sharpshooters, 10 Oct. 1861. Was in battles of Mt. Zion, Mo., Fort Henry, Fort Donelson, Shiloh, and the siege of Corinth. Sent home on account of sickness, 30 June 1862. Resides, Los Angeles, Cal.

Melville Cox Spaulding, class of 1860. Served in Co. A, 46th Iowa Infantry, from May 1865 to close of war. Residence, Columbus, O.

William Anson Spencer, class of 1861. Enlisted 3 Oct. 1861, as private in Co. F, 8th Ill. Cavalry. Became Chaplain, 8 Aug. 1863; mustered out 17 July 1865. Clergyman. Died, 1901.

Milton Cushing Springer, class of 1864. Enlisted 31 May 1864, as 1st Lieutenant in Co. F, 134th Illinois Infantry; Captain after death of Captain Linn, 10 July 1864; mustered out 25 Oct. 1864. Died Dec. 1890, at Wilmette, Ill.

George Egerton Strobbridge. Enlisted 2 May 1864, as 2d Lieutenant in Co. F, 134th Illinois Inf.; promoted to 1st Lieutenant, 10 July 1864; mustered out 25 Oct. 1865. Clergyman. Residence, New York, N. Y.

Thomas Ransom Strobbridge, class of 1867. Enlisted from sophomore class, 30 April 1864, as Corporal in Co. F, 134th Reg. of Ill. Inf. "University Guards." Mustered out 25 Oct. 1864.

David Sterrett, class of 1862. One year service with Co. C, 131st Pa. Inf. Lawyer, Washington, Pa.

Joseph Conable Thomas, class of 1866. Chaplain of 88th Illinois Volunteer Infantry for nearly three years, ending 9 June 1865. Clergyman. Residence, New York, N. Y.

Thomas Van Scoy, class of 1875. Served as private in Co. I, the 154th Regiment of the Indiana Volunteers, from 18 March 1865 to 4 Aug. 1865. Died at Helena, Mont., Feb. 1901.

Elbert Bartlett Wheeler, class of 1865. Enlisted as private in Co. F, 134th Ill. Inf., 6 May 1864; mustered out 25 Oct. 1864. Teacher, civil engineer and surveyor. Residence, Arlington Heights, Ill.

LIST OF THE HONORED DEAD.

Private Alfred R. Bailey, of Evanston, Ill. Died at Frederick City, Md., 8 July 1863.

Sergeant Harrison Huntington, of Lake Zurich, Ill. Died in prison at Danville, Va., 27 Feb. 1864.

Captain Alphonso C. Linn, of Lee Center, Ill. Died at Columbus, Ky., 10 July 1864.

Sergeant Eugene A. Lyford, of Port Byron, Ill. Killed at Stone River, Tenn., 31 Dec. 1862.

Lieutenant Henry G. Meacham, of Dunston, Ill. Died at Murfreesboro, Tenn., 1 April 1863.

Private James Roseman, of Mazon, Ill. Killed at Van Buren, Kan., in 1864.

Captain Charles H. Shepley, of Chicago, Ill. Died 25 March 1862.

Private Edgar E. Wead, of Peoria. Died near Springfield, Ill., Sept. 1864.

CHAPTER XVIII

THE NORTHWESTERN UNIVERSITY SETTLEMENT

WILLIAM HARD

FOR the readers of this chapter the history of the Northwestern University Settlement will be more interesting as a history of ideas than as a history of events. "The captains and the kings depart." That John Smith lived at the Northwestern University Settlement for nine months is a fact of small importance. The principles and ambitions which animated John Smith and his fellow residents constitute a philosophy which if I did not think important to the graduates and undergraduates of Northwestern University I would not spend time in elucidating.

During the last half century the universities of the world have stretched forth their hands into the life surrounding them. Few of these stretchings are more important than that which is represented by university settlements. The classics have been supplemented by the sciences. In the laboratories of both hemispheres scientific principles are discovered and developed which transmute themselves into machines and products and material progress and more comforts and more leisure and a nobler life.

Simultaneously the study of history in its broad, social aspects has won its way to recognition. The life of the peasant in the middle ages has become as important to us as the life of the prince. How men earned their living and how they spent their leisure time and what kind of human beings they were;—these questions detain us now, and while we are studying economic theory we study also the human beings whose lives compose that theory. In pur-

suings the doctrine of rent we do not forget the man who pays the rent. The vitalizing of history and economics are developments which cannot be neglected in any account of the settlement movement. If the humble peasant of the middle ages was important, so is the humble artisan of today. The university broadened as life broadened. In an era of democratic government and of universal suffrage the scope of the university began to expand and will continue to expand till it embraces all human activities.

Even before the settlement there came what is known as university extension. The universities began to send out lecturers who should carry to those beyond the pale of university training some of the knowledge which the universities had accumulated. The workingmen of London began to hear the best men from the storehouses of learning while they unfolded their gleanings of literature, of history, of science, of political economy. In university extension, however, there was little of personal interest, of personal charm, of personal assistance. When Charles Zeublin of Northwestern University went to live on the Northwest side of Chicago in 1891 and founded the Northwestern University Settlement he carried with him something better than lectures. He carried his own life.

In the middle of the last century the English Christian socialists like Charles Kingsley began to talk about the life of working people. They were well called Christians because they were filled with the Christian ideal of the equal worth of all human lives. The workingman had a human

life and it was of consequence to them. The connection between this ideal and missionary effort is clear. If all human lives are of consequence it is necessary to be interested in all human lives and to reach them.

In 1867 John Richard Green, the heroic historian of the English people, who wrote his history almost with the red drops of his fast-ebbing life-blood, was vicar of St. Philip's Church in Stepney in London. To him came Edward Denison from Oxford and requested permission to live and labor among the people of the parish. Shortly afterwards he died. But he had a distinguished successor, though in another parish. Arnold Toynbee was also an Oxford man. From Oxford had come the Methodist movement of the eighteenth century. From Oxford had likewise come the Anglican Catholic movement of the nineteenth century. The Episcopalian, like the Methodist, must look upon Oxford with reverence. It was the home of Newman and of Pusey just as it was the home of Wesley. As Oxford responded to religion of one kind so it responded to religion of another. Arnold Toynbee was as significant as any of the more strictly theological sons of the elder and more glamorous of the two great universities of England.

Toynbee went to Samuel A. Barnett, the Vicar of St. Jude's. After taking up his residence with him he lived but a short time. Still he lived long enough. He had written his book on the Industrial Revolution in England and he had sent home into the consciousness of many people the message that both democracy and religion demand a

personal effort toward the well-being of all members of society. Toynbee Hall, the first settlement in the world, was named after Arnold Toynbee by the vicar of the parish in which he had worked. Dr. Barnett recognized Toynbee as the spirit of the movement.

Charles Zeublin, after graduating from Northwestern University, went to Europe, visited Toynbee Hall, and came back to Chicago with the conviction that he himself must become a channel for a similar kind of work in his own city. Hull House was already in existence. It, too, owed its foundation to the ideas which Toynbee symbolized. It would have given many readers of this article an erroneous impression if it had been said simply that Charles Zeublin went to the Northwest Side and rented a few rooms and began to organize clubs and classes. The thing is deeper than that. It is not a sporadic exhibition of personal amiability and perhaps self-sacrifice. It has its roots deep in the genius of the age. It goes back to the idea of the expansion of university activity. It goes back to the conception of democracy and of the interdependence of all of us who live as men and women on this globe. Northwestern University would be poor indeed if it were so out of touch with the life that is now lived as to have no settlement.

The universities nowadays are founding schools of commerce. They rightly set up the claim that there is no kind of occupation for which a University training is not a desirable preliminary. Universities are also falling more



WILLIAM HARD



CHARLES ZEUBLIN

and more into the habit of having men from the outside come and lecture for them occasionally. Among all these approaches to all sides of life, however, there is none so vital as a settlement. By it there is an avenue opened between the great world of labor and the great world of accumulated knowledge. In a history of Northwestern University Settlement every word is wasted unless there is conveyed to the reader the idea that the settlement does not represent mere disconnected philanthropy, here to-day and gone to-morrow, but a deep, permanent movement which in this form or in some other does to-day and will for many, many days and years body forth the determination of a democratic society to bring all parts of itself, the highest and the lowest, into constant knowledge of each other, constant sympathy with each other and constant development together.

When Charles Zeublin came to the Northwest Side he settled on Division street. The details of his work need not be mentioned. They are not significant now. They and most of the details which lie in the archives of the settlement will be omitted to make room for more suggestive material. It should not be forgotten, however, that those of us who have lived in the clean, commodious, airy brick building now the home of the settlement have failed to taste the privations which confronted Charles Zeublin when with Mr. and Mrs. Clark Tisdell he moved into a few dark, squalid rooms on Division street and began to

organize clubs and classes for the people of the neighborhood.

He found a teeming life. The corner of Division street and Milwaukee avenue is near the center of what might be called New Warsaw. This New Warsaw is one of the largest Polish cities in the world. It has a well organized life of its own. It has large, strong churches. In its parochial schools Kosciusko and Washington face each other from opposite walls. It has already produced several of the most prominent politicians of Chicago. It has its vigorous social and philanthropic societies. The man who expects to find it destitute of organized life will be disappointed. Side by side with the Poles on the Northwest Side there are Germans, Scandinavians, Jews, Italians, Irishmen and many others. They are almost all of them Americans in process, but not yet in completion. The settlements have gradually found that their work lies as much in the development of composite American citizenship as in the opening up of opportunities for personal development to individuals.

Jealousy and suspicion between nationalities are not eradicated by common residence in an American city. "So you have seen the Holy Father?" said a Polish girl at the settlement one night. "Yes, I have." "You have been in his church?" "Yes." "What is it called?" "St. Peter's." "Where is it?" "In Rome." "Where is that?" "In Italy." "In Italy? Where the Italians come from?" "Yes." "Why did the Holy Father go there?" "Why,



EMMA WINNER ROGERS

he is an Italian." "The Holy Father an Italian? I guess not. I don't believe you were ever there."

The Settlement is one of the few places where representatives of different races come together to learn that they are now members of one common race.

Mr. Zeublin was loyally seconded by Mrs. Henry Wade Rogers. Mr. Hugh R. Wilson and Mr. W. A. Hamilton should also be mentioned among the early friends of the settlement. Many others did deeds worthy of record but they did not do them that they might be recorded and the development of the settlement spirit itself is a large enough subject for one article.

The first fruits of the settlement spirit were in the nature of clubs and classes. "Personal work" was here the motto. There were boys on the street who might be kept off the street and provided with occasional intellectual stimulation by courses in carpentry, hammock-netting, all kinds of manual work, gymnastics and American history. There were girls to whom sewing, embroidery and cooking, studied conscientiously, meant not only personal improvement but greater efficiency as daughters and later as wives and mothers. There were women, who, already mothers, found pleasure and profit in a new intercourse with one another. There were men to whom social clubs and debating clubs brought an impetus toward reasonable recreation and civic thinking. To these clubs and classes there were added lectures of many kinds and concerts both by "imported" and by "home talent."

Most of these things might be said to compose a kind of University extension brought down to the ground. The machinery was transferred from the University to the people who were in need of it. Objection was often made to settlements on the ground that they were just night schools, and that the work could be done better by the city schools opened for night work. Well, the city schools were not opened for night work on any such scale as to supply the demand, and the settlements brought to their field of labor one quality which the night schools could never have had. The settlements brought men and women who became every day citizens of the community in which they resided. This fact led to the development which will now be described.

It long ago became evident that for good people to support settlements and to live in settlements and to try to do something in the way of broadening mental horizons for children who began to labor in factories at the age of ten was in the nature of locking the stable door after the horse was stolen. Settlement people therefore became great enemies of child labor. In all the efforts to give Illinois good child labor laws and to prevent the young blood of Illinois from being weakened as soon as it began to flow settlement people have been prominent. Nor is child labor the only illustration. To open one park is the equivalent of opening many children's clubs in which beauty may be explained and inculcated. To secure a pure milk supply for the children is to bring them up healthy and strong enough to

stand less in need of future physical training. To agitate and stimulate the health department into a proper enforcement of sanitary laws is to preserve the neighbors of the settlement in mass from epidemic and contagion. To assist in the election of a good alderman is to check corruption at its source and to teach a lesson of good citizenship which goes farther than many dissertations.

It has inevitably happened therefore that settlements have begun to devote themselves as much to social and civic as to personal work. Each group of settlement residents is a vital spot in the community. In that spot you will find a convergence of economic and political questions. If there is a social need you will find it there discussed and you will find the means of meeting it there furthered. The settlement has become a kind of social investigation station and settlement residents can be regarded as social physicians constantly engaged in diagnosing and in attempting to alleviate social maladies. One of the residents of the Northwestern University Settlement is responsible, as much as any man can be said to be so, for the change in political sentiment by which the seventeenth ward has been given an honest representation in the city council. The Northwestern University Settlement was also the first institution to undertake in Chicago the work of distributing pasteurized milk for children in summer time. These activities are of an apparently wider kind than the personal work which has sometimes been the ideal of settlement residents and which aimed by personal intercourse to raise

the lower personality as far as possible toward the level of the higher.

In this ideal there has always been much self-consciousness and much snobbishness and much ridiculousness. No man or woman who ever did good work in a settlement without feeling that he had received more than he had given out. And the attempt to "elevate the masses," who are several millions strong, by sticking a few exquisitely cultivated persons here and there among them, was certainly a fair target for all the bolts of wit that were discharged at it. Something more extended, more general, more social was needed. The contributions which the settlements, Northwestern University Settlement among them, are making to such questions as proper tenement housing, large and small parks, play-grounds, the relations between labor and capital, honest municipal government, child labor, etc., are certainly of greater measurable value to the community. Settlement people know better than any other people the general needs of the working class which is the largest class in any community. This may be said without hesitation. In social legislation, in industrial difficulties the settlements are clearing houses of thought, of agitation and of progress. But the ideal of personal acquaintance and of personal devotion should not be thrown away for a moment. Its snobbishness and faddishness are only incidental. It itself is the heart of the settlement movement. If a man would go to a settlement and labor in good faith he must face the fact that he is

going to dry to do something for others, he must be willing to accept the same imputation of superior righteousness which the caviler casts upon the missionary, and he must in all humbleness of heart, deeming himself the least of all his brethren, yet take upon himself the task, as far as his strength permits, of laboring for his brethren through the heat of the day and the dead of the night. Without this feeling to live in a settlement is simply to take advantage of the labor of those who have had the real, effective desire to serve and who have made the settlements what they are often called, namely, the most interesting places in Chicago.

As the work of the Northwestern University settlement has expanded so has its material equipment. It now owns a lot at the corner of Noble and Augusta streets and on part of that lot, largely through the kindness of Mr. Milton Wilson, it has erected a building. On the other part of it there is a purpose, though not the money, to erect another building which by providing a gymnasium, an auditorium and a public bath will round out the service which ought to be rendered to the community.

After Mr. Zeublin left the settlement Mr. Tisdell remained for some time and then Mrs. Sly was the most prominent resident till Mr. Harry F. Ward was formally elected to the head residency. Mr. Ward was followed by Mr. William Hard, Mr. Hard by Mr. Russell Wilbur, and Mr. Wilbur by Mr. Raymond Robins. Mr. Robins last year requested the council, which is the gov-

erning board, to relieve him of the title of head resident. This was done and now the body of residents has no designated head. It governs itself by means of a "house meeting" which is clothed with all the authority formerly vested in the head resident. This experiment in democracy has worked admirably. No resident is superior to any other. None has authority over any other. All matters are decided by the house meeting and authority for the performance of any given duty is conferred by the house meeting upon the resident who seems best fitted and most available. The consequence has been less friction and more spontaneity.

The democracy of the arrangement is the key to the settlement spirit. The age in which we live is grasping the fact that a democratic government is just as strong and wholesome as the average level on which its voters live. Settlements bear witness to the fact that low wages are a social as well as a personal question. No democratic government can be indifferent to the physical environment in which its citizens learn to vote. Without democracy settlements would never have come into existence. It is the instinct to share the common lot, to be part of that lot, and if possible to improve it that drives people into the hotness and messiness of a crowded urban community in the twentieth century just as the desire of self-purification drove people in the sixth century out into the desert as monks. It is a more social ideal, it is usually a more philanthropic ideal, but it is at bottom a missionary democratic ideal. It is the saving of the self through the all.

And in the government of a settlement group such as there is at the Northwestern University settlement the purest kind of democracy and of individual liberty finds apt exponents and subjects.

If the history and ambition of the settlement can be put in a sentence, it is that democratic government in Chicago and everywhere else, may be fully successful by the production of citizens on all levels of life who may be fully capable of democratic citizenship.

CHAPTER XIX

REQUIREMENTS FOR ADMISSION TO THE COLLEGE

CHARLES BEACH ATWELL

WHEN Northwestern University opened the College of Liberal Arts for instruction of students in 1855, the faculty consisted of two professors, and ten students were registered during the first

year. These freshmen were at least fourteen years of age and had completed a course of preparatory study equivalent to three lessons a day through three school years. At the present time (1905) a freshman must be at least sixteen years of age and is required to have completed a four years' course of study averaging four lessons a day. This remarkable advance in the requirements for admission to the college has been gradually accomplished during the half century,—largely through the expanding of preparatory courses offered in the public high schools throughout the north central states. This development is due to a considerable extent to the pressure brought to bear upon secondary schools by the demand of college faculties for broader and more disciplinary preparatory studies.

The first published statement of requirements for admission to the College of Liberal Arts appeared in a "Circular of the Trustees and Faculty of the North-Western University" issued in 1856 wherein it is stated that the candidate for admission must be fourteen years of age and is required to pass certain examinations at the University. The original statement in regard to examinations required for admission follows:

ADMISSION

Candidates for admission to the Freshman class in the Classical Department will be examined in the following studies, viz :

MATHEMATICS.—Arithmetic — Thompson's Higher. Algebra (to Quadr. Eq.)—Loomis.

GREEK.—First Book—McClintock and Crooks. Grammar—Sophocles, or Anthon. Anabasis—Owen.

LATIN.—First Book—McClintock and Crooks. Grammar—Andrews and Stoddard. Cornelius Nepos—Arnold. Ciceronis Orationes, in Catilinam et pro Archaia Poeta. Caesar, (4 books). Virgilii Bucolica, et Aeneis, (4 books).

ENGLISH.—Grammar—Greene's Analysis. Geography. History, U. S.

It will be interesting to raise the question, how did these requirements compare with those of eastern colleges of that period? The tabulated outline of the requirements for admission of four institutions given under "Table I" will assist in answering the question.

TABLE I.—REQUIREMENTS FOR ADMISSION TO COLLEGE IN 1855-56.

| Subject | Harvard. | Yale. | Wesleyan. | Northwestern. |
|-----------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| English. | ..... | Grammar. | Grammar. | Grammar, Green's Analysis. |
| Mathematics. Arithmetic. Algebra. | Davies' Arithmetic. Euler's or Davies' to square root. Hill's First Lessons. | Higher Arithmetic. Day's to Quadratics. First two books of Euclid. | Arithmetic. Davies' First Lessons. | Higher Arithmetic. Loomis to Quadratics. |
| Geometry. | | | | |
| Foreign Language. Latin. | Grammar. Caesar's Commentaries. Cicero's Select Orations. Virgil (all). Composition. | Salust. Cicero's Select Orations. Virgil's Bucolics, Georgics, and six books of Aeneid. Composition. | Grammar. Anthon's Cicero. Virgil. Eight books of Aeneid. Composition. | Grammar. Arnold's Aepos. Caesar, four books. Cicero, the orations. Virgil, Bucolics and four books of Aeneid. |
| Greek. | Reader. Grammar. Composition. | Reader. Grammar, Xenophon Anabasis, 3 books. | Reader. Grammar. | Reader. Grammar. Xenophon's Anabasis. |
| Science. | Geography. Ancient. Modern. | Geography. | | Geography. |
| History. | Ancient. | | | United States. |

It is difficult to determine from this comparative statement whether Northwestern University followed more closely the requirements of Yale College than those of Wesleyan, the "mother of Methodist colleges in the United States." Assuming that the requirements in mathematics at Wesleyan and Northwestern were practically identical, the fundamental differences between the two sets of requirements are to the credit of Northwestern, which included examinations in the Greek of Xenophon's *Anabasis*, in the history of the United States and in geography, subjects not mentioned in the Wesleyan requirements at all. Of the four institutions Northwestern alone insisted upon the history of the United States as a requirement for admission.

The requirements thus far considered are those laid down for the classical course, but from the start other courses were contemplated. The original announcement of these courses made in 1856, was as follows:

"A literary course of four years equivalent to the usual Bachelor's course of other American colleges.

"A scientific course of four years in which the modern languages are substituted for Latin and Greek and the amount of mathematics and other scientific studies is increased.

"An eclectic course of four years in which students will be allowed, within a prescribed range, to pursue such studies as they may prefer.

"Also a course of University Lectures proper to meet

the wants of those students who may desire to extend their studies beyond the regular graduating course."

The literary course came to be known as the classical course leading to the degree of Bachelor of Arts. The proposed scientific course led to the degree of Bachelor of Philosophy, and soon was known as the Latin-Scientific course and later as the Philosophical course. Courses in modern languages and literature and in civil engineering were also developed later. It will be most convenient to consider the history of the requirements for admission to each of these courses separately:

THE CLASSICAL COURSE

Age. From the first the University has placed a minimum age limit upon entering students without regard to the course of studies to be pursued. In 1856 this was fourteen years; in 1873 it was raised to fifteen and in 1877 to sixteen years, where it remains.

English. A knowledge of advanced English grammar appears to have been the only requirement in this subject in 1856. In 1877-78 it was announced that "the examination in the history of the United States will be in writing and will serve also as a test of the candidate's knowledge of composition, orthography and punctuation." In 1890-91 under the administration of President Rogers the need of a more formal preparation in English was emphasized and elementary rhetoric became a requirement for admission to all courses, and it was announced in the Univer-

sity catalogue that in 1892 and thereafter preparation in a short course in English literature would be required of all candidates for admission, and the works of certain standard writers were named to be read and studied as the basis of the examination in English literature, which would take the form of an essay. From June, 1898, to September, 1902, the entrance examination in the English language was put in the form of an original composition on a single subject prescribed at the time. In marking the papers special stress was laid upon grammatical construction, good literary form, and accuracy of spelling.

The present requirement is that of the New England Commission and consists of one year's work in the English language covering spelling, punctuation, grammar, paragraphing, the fundamentals of rhetoric, reading and composition, besides two years' work in English literature.

History. An elementary course in the history of the United States was the only requirement under this head until 1866 when a brief course in Grecian and Roman history was added, making altogether a year's work in history. This was modified in 1900 to a year's work in Ancient history with a preference expressed for the history of Greece and Rome.

Mathematics. Advanced arithmetic, and algebra as far as quadratics satisfied the requirements under this head for ten years. In 1865-66 two books of Loomis's plane geometry were added and in 1868 this was made three books, and the requirement in algebra was ex-

tended to include quadratics. In 1874 all of plane geometry was required. In 1895 solid geometry was added and all reference to arithmetic dropped since it was no longer regarded as a high school study. The present requirement in algebra and geometry is considered the equivalent of two full studies each continued through a year and a half in an approved secondary school. It thus appears that the requirements in mathematics have more than doubled since the opening of the College.

Natural Science. Geography, defined in 1868 as including both ancient and modern, is the only topic of natural science found in the original list of requirements. In 1885-86 human anatomy and physiology appeared in the list. Later the geography requirement was changed to physical geography. From 1874 to 1898 a single term's work in one natural science (botany, physics, zoology) was also required. Prior to 1898 the work in science offered for admission to this course had seldom exceeded a term's work of twelve or fourteen weeks in any topic. Since 1900 the unit of requirement in all sciences has been one year's work in a class, meeting at least four times a week. In 1900 geography and human physiology being no longer regarded as secondary school topics were discontinued as requirements and a year's course in physiography was substituted with options in physics, biology and chemistry. In 1902 a year's work in physics accompanied by laboratory work, was made the requirement with physiography, biology and chemistry as options. By this provision every

student entering college is required to have had a laboratory course in science.

Latin. The original requirement in this subject was,— Grammar and lessons; Nepos; four books of Caesar's Gallic Wars; five orations of Cicero; the Bucolics and four books of the Aeneid of Virgil. In 1865 Arnold's Prose Composition was added and the requirement from Virgil made six books of the Aeneid or an equivalent. In 1873-74 seven orations of Cicero were required and eight books of Virgil, but this was soon reduced to six orations and six books with the Bucolics. Experience of several years led to the discontinuance of the requirement of the Bucolics except for sight reading.

Greek. Crosby's or Hadley's grammar, and the Anabasis of Xenophon constituted the requirement in this subject in 1855. How many books of the Anabasis were to be read is not stated in the circular of 1856, but in 1863-64 we find a definite requirement of two books of the Anabasis and two of Homer's Iliad which had hitherto been read in college classes only. A year later another book of the Anabasis is added and in 1865-66 Arnold's Greek Prose Composition is required. In 1869-70, the first year of President Haven's administration, three books of the Anabasis and three of the Iliad are required and this remained the standard until 1893 when the fourth book of the Anabasis was added and the topic was spread out to cover the work of three years.

TABLE II.—SHOWING REQUIREMENTS FOR ADMISSION TO A. B. COURSE.

| | 1855. | 1865. | 1875. | 1885. | 1895. | 1905. |
|-------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subjects. | | | | | | |
| English Language, Literature. | Grammar. | Grammar. | Grammar. Composition. | Grammar. Composition. | Grammar. Composition. The best English and American writers. | Grammar. Composition. The best English and American writers. |
| History. | United States. | Greece. Rome. | Greece. Rome. United States. | Greece. Rome. United States. | Greece. Rome. United States. | Ancient. (a year's work). |
| Mathematics. | Arithmetic. Algebra to quadratics. | Arithmetic. Algebra to quadratics. Plane Geometry. 2 books. | Arithmetic. Algebra through quadratics. Plane Geometry. | Arithmetic. Algebra through quadratics. Plane Geometry. | Algebra through quadratics. 1½ years. Solid Geometry. 1½ yrs. | Algebra through quadratics. 1½ years. Solid Geometry. 1½ yrs. |
| Science. | Geography. | Geography. | Geography. Ancient. Modern. Natural Philos. | Geography. Ancient. Modern. Natural Philos. Human Physiology. | Geography. Physical. One of these. Botany. Physics. 1-3 yr. Zoology. 1-3 yr. | Physics (1 yr.), or equivalent in a laboratory Science. |
| Foreign Languages. | Latin — Cæsar 4 books, Cicero 5 orations, Virgil 4 books, and Bucolics. Greek — Reader. Xenophon 2 books. | Latin — Cæsar 4 books, Cicero 5 orations, Virgil 6 books, Prose Composition. Greek — Xenophon 3 books, Homer 3 books. | Latin — Cæsar 4 books, Cicero 7 orations, Virgil 8 books, Prose Composition. Greek — Xenophon 3 books, Homer 3 books, Prose Composition. | Latin — Cæsar 4 books, Cicero 6 orations, Virgil 6 books, and Bucolics. Prose Composition. Greek — Xenophon 3 books, Homer 3 books, Prose Composition. | Latin — Cæsar 4 books, Cicero 6 orations, Virgil 6 books, Prose Composition and 2 years of Greek (a) (b) or French (a) (b) or German (a) (b) (c). | Four items from these, each year's work. Latin — (a) (b) (c) (d). Greek (a) (b) (c). French (a) (b) (c). German (a) (b) (c). |
| Optional. | | | | | | Three additional items from foreign language or these (each a year's work). Book F. Chemistry. Botany. Mineralogy. Zoology. Mathematics (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z). |

GRAPHIC COMPARISON OF REQUIREMENTS FOR ADMISSION, 1855 AND 1905.

| Subject. | Year. | Amount of Requirement. | No. of Terms. |
|-------------------|-------|------------------------|---------------|
| English— | 1855 | _____ | 2 |
| | 1905 | _____ | 9 |
| History— | 1855 | _____ | 1 |
| | 1905 | _____ | 3 |
| Mathematics— | 1855 | _____ | 5 |
| | 1905 | _____ | 5 |
| Science— | 1855 | _____ | 1 |
| | 1905 | _____ | 3 |
| Foreign Language— | 1855 | _____ | 15 |
| | 1905 | _____ | 12 |
| Options— | 1855 | _____ | 0 |
| | 1905 | _____ | 9 |
| All Subjects— | 1855 | _____ | 24 |
| | 1905 | _____ | 45 |

By *term* is meant a course of instruction running for twelve weeks.

It should be borne in mind that English grammar, the history of the United States, arithmetic and geography no longer appear in the list of requirements for admission to the college, but are regarded as requisites for admission to preparatory schools.

THE PHILOSOPHICAL COURSE.

A four years "scientific course" leading to the degree of Bachelor of Philosophy was announced in 1856 with admission requirements the same as for the classical course, omitting the classical languages and adding instead human physiology, natural philosophy and the history of England. The preparation thus described could have been made in two years. In 1859 it was announced that of those who proposed graduation in this course the amount of

Latin and Greek preparatory to the classical course would be required, thus making it necessary for the student to take elementary Latin and Greek as college studies and requiring at least four years of classical language in the so called "scientific course." In 1861 the entrance requirements were made the same as for the classical course omitting Greek only, thus bringing Latin into the list of required preparatory subjects and making the course "Latin-Scientific" a name officially applied to it in 1872-73. In this year natural philosophy was added to the requirements for the course. In 1889 one year of French was required and in 1890-91 the option of French or German was allowed.

In 1893 requirements for admission were placed in three groups:

A. English (Language and Literature) Mathematics (Algebra and Plane Geometry) Human Physiology, Physical Geography, History (Rome, Greece, United States.)

B. Elementary science, (Botany, Zoology, Physics, Astronomy, Geology, Chemistry, Drawing and History of England).

C. Foreign Languages, (Latin, Greek, French, German).

Candidates for the degree of Bachelor of Philosophy were required to present all subjects in group A, one subject in group B, (either Botany, Zoology or Physics) and five items from group C. In 1904 the requirements for admission and for graduation having become practically

the same for both the Philosophical and the Classical courses, the giving of the degree of Bachelor of Philosophy was discontinued.

TABLE III.—REQUIREMENTS FOR ADMISSION TO THE Ph. B. COURSE.

| | 1856. | 1865. | 1875. | 1885. | 1895. |
|---------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Subjects. English. Language. Literature. | Grammar. United States. England. | Grammar. Greece. Rome. United States. | Grammar. Com- position. Greece. Rome. United States. | Grammar. Com- position. Eng- lish and Ameri- can writers. Rome. United States. | Grammar. Rhet- oric. Composi- tion. English and American writers. Ancient United States. |
| History. | United States. England. | Greece. Rome. United States. | Greece. Rome. United States. | Rome. United States. | Ancient United States. |
| Mathematics. | Arithmetic. Al- gebra to quad- ratics. | Arithmetic. Al- gebra through quadratics. Plane Geome- try, 2 book i. | Arithmetic. Al- gebra through quadratics. Plane Geome- try. | Arithmetic. Al- gebra through quadratics. Plane Geome- try. | Algebra. through quadratics. Plane and Solid Geometry. |
| Science. | Geography. Nat- ural Philoso- phy. | Geography. | Geography. An- cient. Modern. Natural Philo- sophy. | Geography. An- cient. Modern. Natural Philo- sophy. Human Physiology. | One of these. Et- her any. Zoology, Physics. |
| Foreign Language. | | Latin — Caesar 4 books, Cicero 5 orations, Virgil 6 books. Ar- nold's prose. | Latin — Caesar 4 books, Cicero 5 orations, Virgil 6 books. Prose Composition. | Latin — Caesar 4 books, Cicero 5 orations, Virgil 6 books. Prose Composition. | 5 year - courses from these, Lat- in, Greek, Ger- man, French, Ger- man. |

This Course was merged into the A. B. Course in 1904.

COURSE IN ENGINEERING

In 1869-70 the College announced a course of study leading to the degree of Civil Engineer. It disappears from the published records in 1876 with the discontinuance of the College or School of Technology. The requirements for admission to this course are shown in "Table IV" without further comment. This line of study appears to have been replaced by the scientific course in 1877.

TABLE IV.—REQUIREMENTS FOR ADMISSION TO COURSE IN CIVIL ENGINEERING.

| Subjects. | 1869-70. | 1875-76. |
|--------------|-----------------------------------------------------|--------------------------------------------------------------------------|
| English. | Grammar. | Grammar. Composition. |
| History. | Grecian, Roman, United States. | United States. |
| Mathematics. | Algebra to Quadratics. Geometry, 3 books. | Arithmetic. Algebra thro. Quadratics. Plane Geometry. |
| Science. | Geography, Ancient and Modern. Science of Accounts. | Geography, Political and Physical. Natural Philosophy. Human Physiology. |

COURSE LEADING TO THE DEGREE OF BACHELOR OF LETTERS.

This course of study first appeared in the catalogue of 1873-74 and was known as a course in Modern Language. It was "intended for those students who do not wish to study the ancient languages, but do desire a thorough course in studies available in the common avocations of life." It was to be "characterized by the amount of time given to modern languages, by the amount of English liter-

ature offered, by the optional character of the higher mathematics, and by the omission of the ancient languages."

At first the requirements for admission to the course were quite meagre, but after ten years' trial they were gradually advanced until they became in number of topics and time required for preparation the equivalent of the requirements for the classical and the philosophical courses. "Table V" shows in some detail the variations in the requirements for admission to this course. The course was discontinued in 1904.

TABLE 7.—REQUIRED STUDIES FOR ADMISSION TO MODERN LANGUAGE COURSE.

| | 1873-74. | 1883-84. | 1892-94. | 1899-1900. |
|-----------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject. English. | Grammar. Composition. | Grammar. Composition. | Grammar. Composition, Rhetoric, English and American Authors. | Grammar. Composition, Rhetoric, English and American Authors. |
| History. | Grecian. Roman. United States. | Roman. United States. | Grecian and Roman, or General, United States, England. | Ancient or General, 1 yr. |
| Science. | Geography, Ancient, Modern, Natural Philosophy. | Geography, Ancient, Modern, Natural Philosophy. | Geography. Physics; 4 of these year courses: 1-3 yr. Zoology 1-3 yr. Physics 1-3 yr. Astronomy 1-3 yr. Geology 1-3 yr. Chemistry 1-3 yr. Drawing. | Physiography or Physics, 1 yr. |
| Mathematics. | Arithmetic, through Algebra through Quadratics, Plane Geometry. | Arithmetic, through Algebra through Quadratics, Plane Geometry. | Arithmetic. Algebra through Quadratics, Plane Geometry. | Algebra through Quadratics, Plane and Solid Geometry. |
| Foreign Language. (Group B) | French 1 yr. German 1 yr. | German 1 yr. | 3 of these year courses: Latin (a) (b) (c) Greek (a) (b). French (a) (b). German (a) (b). | 4 of these year courses: Latin (a) (b) (c) (d) Greek (a) (b). French (a) (b). German (a) (b). |
| Options. (Group C) | None. | None. | 1 of these year courses: Advanced Mathematics, English Literature, Physics, Chemistry, Earth and Atmospheric Science. B may be used for the time of C. | 3 of these year courses, or from B: Advanced Mathematics, Physics, Biology, Botany, Zoology, Chemistry, Physiology, History, English Literature, United States History and Civil Government. |

THE SCIENTIFIC COURSE.

As has already been said a scientific course was announced in the circular of 1856, but it developed into the Philosophical course leading to the degree of Bachelor of Philosophy.

In the University catalogue for the year 1876-77 requirements for admission to a course leading to the degree of Bachelor of Science were announced for the first time, and the course was described as follows:—"This course is designed for those who do not wish to study either Latin or Greek but at the same time desire to obtain the culture which the history, literature, and science taught in the University may afford. English, French, German, Chemistry, and Natural Philosophy are made prominent. It is intended to make the work of each of the four years in this course as severe as that demanded by any of the other courses."

An outline of the admission requirements for this course is given in Table VI. The preparation called for in 1877 could easily have been accomplished in a high school in two years. Five years later three years were required to complete the preparation and in 1891 the required studies covered a four years' course. In 1898 entrance requirements became uniform for all courses in the College.

TABLE VI.—REQUIREMENTS FOR ADMISSION TO THE SCIENTIFIC COURSE.

| Subject. | 1877. | 1885. | 1885. | 1905. |
|-------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language, Literature. | Grammar. Composition. | Grammar. Composition, Rhetoric, English and American Writers. | Grammar. Composition, Rhetoric, English and American Writers. | Grammar. Composition, Rhetoric, 1 yr. English and American Writers, 2 yrs. |
| History. | United States. | United States. | Grecian and Roman, or General, United States. | Ancient, 1 year. |
| Mathematics. | Arithmetic, especially Metric System. Algebra through Quadratics. Plane Geometry. | Arithmetic, especially Metric System. Algebra through Quadratics. Plane Geometry. | Algebra through Quadratics. Plane and Solid Geometry. | Algebra through Quadratics. Plane and Solid Geometry, 3 years. |
| Science. | Geography, Political and Physical. Natural Philosophy. Human Physiology. | Geography, Political, Natural, Human Physiology. Botany. Zoology. Physics. Astronomy. Geology. Chemistry. Drawing. History England. Civil Government, 1-3 year each. | Geography, Physical, Human Physiology, and 4 of these: Botany. Zoology. Physics. Astronomy. Geology. Chemistry. Drawing. History England. Civil Government, 1-3 year each. | Physics, 1 yr., or equivalent in a Laboratory Science. |
| Foreign Language. | None. | Latin Lessons. Caesar, 4 books. | Items from: Latin (a) (b) (c). Greek (a) (b) (c). French (a) (b) (c). German (a) (b) (c). Each item a year's work. | Items from: Latin (a) (b) (c). Greek (a) (b) (c). French (a) (b) (c). German (a) (b) (c). Each item a year's work. |
| Optional. | | Items from: Adv. Mathematics. Physics. Chemistry. Biology, or from Group of Foreign Languages. | Items from: Adv. Mathematics. Physics. Zoology. Chemistry. English History. American History. Civil Government. Political Economy. Mental Philosophy. Each a year's work. | Items from: Adv. Mathematics. Physics. Zoology. Chemistry. English History. American History. Civil Government. Political Economy. Mental Philosophy. Each a year's work. |

CHAPTER XX

THE CURRICULA

J. SCOTT CLARK

IN tracing the history of the courses that have been offered in the College of Liberal Arts during the last fifty years, it has been thought sufficient to confine attention principally to those two courses which have continued until the present day. During the first three years only the course leading to the degree of A. B., and known during the half-century as the Classical Course, was offered. The course leading to the degree of B. S., still known as the Scientific Course, was first offered for the college year of 1858-9. The course leading to the degree of Ph. B. was first offered for the year 1872-3, under the name of the Latin and Scientific Course. Beginning with the year 1885-6, it was called the Philosophical Course, a term that persisted till, by the action of the Faculty in 1903-4, the degree of Ph.B. was abolished, and the Philosophical Course, as a distinct grouping, ceased to exist. The course leading to the degree of B. L. was first offered for the year 1873-4, under the name of the Course in Modern Languages. In 1875-6 this name was changed to the Course in modern literature and art. In 1885-6 the word art was dropped and the course was continued till June, 1904.

In order to determine the character of either the B.Ph. or the B. L. course, it is necessary only to remember that the principal differences between the A.B. and the Ph.B. courses was the substitution of French or German for Greek in the latter, while the principal difference between the A. B. and the B. L. courses was the substitution of both

French and German in the latter for Greek and Latin in the former, with an increased amount of work in English, History, and a few other branches.

These four courses comprise the real work of the College of Liberal Arts, although in the year 1869-70 a course in Civil Engineering was offered. This course was continued till the close of 1875-6, but in 1873-4 it was called a course in Technology, with "sections" in Engineering, Chemistry, and Natural History. But, as this course was promptly discontinued and as there is no evidence that it was pursued or demanded by any considerable number of students, it may be ignored in this history.

Although the history of the two courses that have persisted is naturally given in tabular form, one difficulty faces us at the outset—the impossibility of determining the exact number of recitations per week of required or elective work during the early years; for it was not until the publication of the Catalogue for 1873-4—nearly twenty years after the founding of the University—that the number of term-hours was indicated. It is possible to approximate the amount of time given to Latin, Greek and Mathematics during the Freshman year, but beyond that all would be guess-work. From 1856 to 1873, therefore, we can only express the curriculum in figures indicating term courses. There is reason to believe that, during these years, most of the subjects, except English (Rhetoric) and Elocution, were in five-hour courses. The work in English and Elocution during these years was doubtless in one-hour

courses, while the Latin and Greek of the Sophomore and Junior years was, at least in some cases, in courses of three or four hours. From 1873 till 1897 the table is expressed in term-hours. Beginning with the change from terms to semesters, in the Autumn of 1897, the figures denote semester hours. As these changes in notation are carefully indicated at the heads of the respective columns, it is hoped that the necessary variations in terminology will not be found seriously confusing.

The scope of this chapter is strictly confined to undergraduate work. In determining the work offered by any department during a given year, courses marked "primarily for graduates" have been ignored. The graduate work of the College of Liberal Arts will be found treated elsewhere.

A word of explanation is also necessary concerning the terminology of certain departments. The term English is used throughout the table to include all work primarily rhetorical, that is, all work in composition and in original orations, unless this was definitely named in the catalogue under another head. Where certain work appears to have been a combination of Elocution and English, an effort has been made to divide equally between these two departments the hours so indicated. The term English is not used to indicate the work in English Literature. From the beginning, the work in Geology and Mineralogy was combined in one department. The result of this combination, since the establishment of a partially distinct department

of Mineralogy, in 1892-3, is to make the number of term hours or semester-hours offered by the combined departments very large. But inasmuch as Geology and Mineralogy are treated as one subject in the Catalogue for forty years, it has not seemed wise to separate them in tabulating the curriculum for recent years.

Under the term Zoology are included Physiology, Anatomy, and Biology, so far as these terms are used in the Catalogue. Under this head are also included several terms of lectures on "Structure and Function."

It has seemed wise, also, to tabulate under one head whatever has been offered in both Metaphysics proper and in Logic, while Moral and Social Philosophy has been combined with Christian Evidences, Theology, "Natural Theology," and such text books as Butler's Analogy. Under Civics and Law we include not only the specific subjects of International and Constitutional Law but whatever has been offered under the head of Civil Government, "Political Science," and in such text books as Lieber's "Civil Liberty."

It remains to make a few general observations on the tables. In the first place, it appears that the minimum requirement of 180 term-hours or 120 semester hours has not varied much during the half-century. For example, in 1873-4, the first year when the catalogue states the number of hours per week given to the different subjects, we find a total of 175 hours of work required and a probable list of electives aggregating 37 hours from which to choose the re-

maintaining five or more. In a few cases, during the early seventies, the number of week-hours for elective studies is not given, but has been determined approximately, and is marked with an interrogation mark.

The required studies in the Classical Course which have persisted throughout the entire fifty years are Mathematics, Latin, Greek and English, Chemistry continued as a required study for thirty years, Physics for thirty-five years, Astronomy for thirty years, Mineralogy and Geology for twenty-five, Philosophy and Logic for thirty-four, Ethics or Christian evidences for forty-eight, Political Economy for thirty-five. Civics and Law were required from 1858 to 1884. With the exception of eight years, irregularly distributed, History was required from 1855 to 1890. With the exception of seven years, Zoology was required from 1855 to 1890. With the exception of eleven years, English Literature was required from 1855 to 1890. Elocution was required continuously from 1868 to 1899, Botany from 1864 to 1880. French was required from 1865 to 1891, and German during the same period, with the exception of four years. Among elective studies, aside from the branches already named, Hebrew is noticeable for having been offered continuously since 1872. Another point of interest is the mention of the use of microscope in the work of Botany as early as 1863-4. Another, is that, during the college years 1873-4 and 1874-5, a course of lectures on "Habits and Methods"

was given by the President of the University, and all Freshmen were obliged to attend during their first term.

In the Scientific Course, the studies that have been uniformly required since 1858 are Mathematics, English, French and German. English Literature was required intermittently during twenty-four years. With the exception of three years during the Civil War, Chemistry and Physics were required up to 1894, when they were made semi-required, or *optional*. This term *optional* needs careful definition here. Beginning with the year 1891-2, certain work, such as the Greek, Latin, and Mathematics of the second year in the Classical Course and the French, German, Sciences, &c., of the Scientific Course were required only in so far as that the student must choose between two, three or four subjects. In order to distinguish such work from that purely elective and that specifically required, the word *optional* has been used in tabulating both general courses. For example, in 1891-2 and thereafter, the Freshman in the Classical Course must take Latin A, Greek A, and Mathematics A—each a five-hour study. But, in his second year, having obtained credit for these three required courses, he was permitted to substitute for either Latin B., Greek B., or Mathematics B any other study of an equal number of hours. Similarly, beginning with 1902-3, sciences and such studies as History and Political Economy have been named in groups numbering as high as seven year courses, the student being permitted to choose any two out of the seven. All cases where such an

option was permitted have been tabulated under the head of *optional*.

Perhaps the most noteworthy observation to be made upon the tables concerns the comparative amount of work offered by the different departments in 1855, as nearly as that can be determined, and the total amount of required, optional, and elective work offered by the respective departments in 1905. The contrast appears in the following tabulation:

| | 1855. | 1905. |
|---------------------------------|-------|-------|
| Mathematics | 45 | 86 |
| Latin | 42 | 38 |
| Greek | 42 | 34 |
| English | 1 | 36 |
| Elocution (1868) | 6 | 16 |
| English Literature (1866) | 4 | 32 |
| Chemistry | 5 | 32 |
| Physics | 5 | 56 |
| Geology | 5 | 96 |
| Zoology | 5 | 84 |
| Astronomy | 10 | 4 |
| Botany (1864) | 5 | 32 |
| Philosophy | 10 | 54 |
| Ethics, &c. | 10 | 10 |
| Civics, (1858) | 10 | 24 |
| Political Economy | 5 | 44 |
| History | 5 | 54 |

| | | |
|----------------------|----|----|
| French (1865) | 10 | 38 |
| German, (1865) | 10 | 52 |

The first circular of the University now extant describes the work for the year 1856-7. Our tabulation therefore omits the curriculum for the first year, 1855-6, although the Circular of 1856-7 gives the names of students enrolled in 1855, and although it may fairly be inferred that the course offered in that year did not differ very much from that offered in 1856-7. During the years 1871-2 and 1874-5 no catalogue was published. In making up the tabulations, it has been assumed that the course in each of these years was identical with that of the respective year before, and the figures have been so recorded.

Figures indicate term-courses, varying from one to five hours each.

| CLASSICAL COURSE. | Required—1856-7 | Required—1857-8 | Required—1858-9 | Required—1859-60 | Required—1860-1 | Required—1861-2 | Required—1862-3 |
|------------------------------|-----------------|-----------------|-----------------|------------------|-----------------|-----------------|-----------------|
| Mathematics..... | 9 | 9 | 9 | 9 | 7 | 7 | 6 |
| Latin | 9 | 9 | 8 | 8 | 9 | 9 | 9 |
| Greek | 9 | 9 | 8 | 8 | 8 | 8 | 8 |
| English | 1 | 1 | 7 | 12 | 12 | 12 | 12 |
| Elocution ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| English Literature | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| Chemistry | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| Physics | 1 | 1 | 2 | 2 | ..... | 1 | 3 |
| Astronomy | 2 | 2 | 2 | 2 | 1 | 1 | 1 |
| Mineralogy and Geology | 1 | 1 | 1 | 1 | 2 | 2 | 2 |
| Zoology | 1 | 1 | 1 | 1 | ..... | ..... | ..... |
| Botany ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Philosophy and Logic | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
| Ethics and Chr. Evid's | 2 | 2 | 2 | 2 | 2 | 3 | 2 |
| Civics and Law ..... | ..... | ..... | 1 | 1 | 2 | 2 | 2 |
| Political Economy | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| History | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Aesthetics | 1 | 1 | 1 | ..... | ..... | ..... | ..... |

Semester-hours.

CLASSICAL COURSE.

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|----|----|----|---|-----|----|----|---|----|----|---|----|----|----|----|----|----|----|----|------------------|
| Mathematics | 10 | 10 | 10 | 6 | 38 | 10 | 10 | 6 | 10 | 10 | 6 | 70 | 58 | 10 | 72 | 10 | 88 | 10 | 76 | Elective-1904-5 |
| Latin | 10 | 6 | 8 | 6 | 24 | 6 | 8 | 6 | 10 | 10 | 6 | 32 | 42 | 8 | 32 | 14 | 34 | 14 | 24 | Optional-1904-5 |
| Greek | 10 | 6 | 8 | 6 | 24 | 6 | 8 | 6 | 10 | 10 | 6 | 32 | 42 | 8 | 32 | 14 | 34 | 14 | 20 | Required-1904-5 |
| English (Rhetoric) | 4 | 4 | 4 | 4 | 24 | 4 | 4 | 4 | 10 | 10 | 6 | 20 | 28 | 6 | 20 | 6 | 16 | 6 | 30 | Elective-1903-4 |
| English | 4 | 4 | 4 | 4 | 12 | 4 | 4 | 4 | 10 | 10 | 6 | 16 | 20 | 6 | 16 | 4 | 16 | 4 | 40 | Optional-1903-4 |
| English Literature | 2 | 4 | 4 | 4 | 16 | 4 | 4 | 4 | 10 | 10 | 6 | 20 | 28 | 6 | 20 | 4 | 16 | 4 | 24 | Required-1903-4 |
| Chemistry | 2 | 4 | 4 | 4 | 32 | 2 | 2 | 2 | 10 | 10 | 6 | 32 | 44 | 4 | 30 | 4 | 30 | 4 | 40 | Elective-1902-3 |
| Physics | 2 | 4 | 4 | 4 | 32 | 2 | 2 | 2 | 10 | 10 | 6 | 32 | 44 | 4 | 30 | 4 | 30 | 4 | 24 | Optional-1902-3 |
| Mineralogy and Geology | 4 | 4 | 4 | 4 | 26 | 4 | 4 | 4 | 10 | 10 | 6 | 40 | 44 | 4 | 40 | 8 | 40 | 8 | 34 | Required-1902-3 |
| Astronomy | 4 | 4 | 4 | 4 | 100 | 4 | 4 | 4 | 10 | 10 | 6 | 98 | 84 | 4 | 8 | 12 | 84 | 12 | 84 | Elective-1901-2 |
| Zoology | 4 | 4 | 4 | 4 | 76 | 4 | 4 | 4 | 10 | 10 | 6 | 76 | 76 | 4 | 68 | 8 | 74 | 8 | 76 | Optional-1901-2 |
| Botany | 4 | 4 | 4 | 4 | 24 | 4 | 4 | 4 | 10 | 10 | 6 | 32 | 36 | 4 | 32 | 8 | 36 | 8 | 24 | Required-1901-2 |
| Philosophy and Logic | 2 | 4 | 4 | 4 | 26 | 2 | 2 | 2 | 10 | 10 | 6 | 38 | 36 | 4 | 36 | 6 | 36 | 6 | 20 | Elective-1900-01 |
| Ethics and Chr. Evid's | 2 | 4 | 4 | 4 | 34 | 2 | 2 | 2 | 10 | 10 | 6 | 34 | 30 | 2 | 30 | 2 | 30 | 2 | 20 | Optional-1900-01 |
| Political Economy | 2 | 4 | 4 | 4 | 10 | 2 | 2 | 2 | 10 | 10 | 6 | 12 | 12 | 2 | 12 | 2 | 12 | 2 | 20 | Required-1900-01 |
| History | 2 | 4 | 4 | 4 | 32 | 2 | 2 | 2 | 10 | 10 | 6 | 46 | 46 | 2 | 46 | 6 | 46 | 6 | 38 | Elective-1899-00 |
| Pedagogy | 2 | 4 | 4 | 4 | 48 | 2 | 2 | 2 | 10 | 10 | 6 | 44 | 44 | 2 | 44 | 6 | 44 | 6 | 48 | Optional-1899-00 |
| French | 2 | 4 | 4 | 4 | 6 | 2 | 2 | 2 | 10 | 10 | 6 | 18 | 18 | 2 | 18 | 6 | 18 | 6 | 24 | Required-1899-00 |
| German | 2 | 4 | 4 | 4 | 10 | 2 | 2 | 2 | 10 | 10 | 6 | 32 | 32 | 2 | 32 | 6 | 32 | 6 | 24 | Elective-1889-90 |
| Danish-Norwegian | 2 | 4 | 4 | 4 | 38 | 2 | 2 | 2 | 10 | 10 | 6 | 40 | 40 | 2 | 40 | 6 | 40 | 6 | 38 | Optional-1889-90 |
| Swedish | 2 | 4 | 4 | 4 | 8 | 2 | 2 | 2 | 10 | 10 | 6 | 8 | 8 | 2 | 8 | 6 | 8 | 6 | 24 | Required-1889-90 |
| Italian | 2 | 4 | 4 | 4 | 6 | 2 | 2 | 2 | 10 | 10 | 6 | 6 | 6 | 2 | 6 | 6 | 6 | 6 | 10 | Elective-1888-9 |
| Spanish | 2 | 4 | 4 | 4 | 23 | 2 | 2 | 2 | 10 | 10 | 6 | 6 | 6 | 2 | 6 | 6 | 6 | 6 | 10 | Optional-1888-9 |
| Music | 2 | 4 | 4 | 4 | 14 | 2 | 2 | 2 | 10 | 10 | 6 | 32 | 32 | 2 | 32 | 6 | 32 | 6 | 28 | Required-1888-9 |
| New Bible | 2 | 4 | 4 | 4 | 14 | 2 | 2 | 2 | 10 | 10 | 6 | 14 | 14 | 2 | 14 | 6 | 14 | 6 | 28 | Optional-1887-8 |
| Bible | 2 | 4 | 4 | 4 | 20 | 2 | 2 | 2 | 10 | 10 | 6 | 20 | 20 | 2 | 20 | 6 | 20 | 6 | 26 | Required-1887-8 |
| Aesthetics | 2 | 4 | 4 | 4 | 8 | 2 | 2 | 2 | 10 | 10 | 6 | 8 | 8 | 2 | 8 | 6 | 8 | 6 | 8 | Elective-1886-7 |
| Comp. Philology | 2 | 4 | 4 | 4 | 8 | 2 | 2 | 2 | 10 | 10 | 6 | 8 | 8 | 2 | 8 | 6 | 8 | 6 | 8 | Optional-1885-6 |
| Gothic | 2 | 4 | 4 | 4 | 8 | 2 | 2 | 2 | 10 | 10 | 6 | 8 | 8 | 2 | 8 | 6 | 8 | 6 | 8 | Required-1885-6 |
| Sanskrit | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 10 | 10 | 6 | 4 | 4 | 2 | 4 | 6 | 4 | 6 | 4 | Elective-1884-5 |
| Religions | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 10 | 10 | 6 | 4 | 4 | 2 | 4 | 6 | 4 | 6 | 4 | Optional-1883-4 |
| Habits and Methods | 2 | 4 | 4 | 4 | 8 | 2 | 2 | 2 | 10 | 10 | 6 | 8 | 8 | 2 | 8 | 6 | 8 | 6 | 8 | Required-1883-4 |
| Old or Mid. High German | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 10 | 10 | 6 | 4 | 4 | 2 | 4 | 6 | 4 | 6 | 4 | Elective-1882-3 |
| Physical Culture | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 10 | 10 | 6 | 4 | 4 | 2 | 4 | 6 | 4 | 6 | 4 | Optional-1881-2 |
| Icelandic | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 10 | 10 | 6 | 4 | 4 | 2 | 4 | 6 | 4 | 6 | 4 | Required-1881-2 |
| Assyrian and Aramaic | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 10 | 10 | 6 | 4 | 4 | 2 | 4 | 6 | 4 | 6 | 4 | Elective-1880-01 |

Semester-hours,

Numbers denote Term-hours

SCIENTIFIC COURSE.

| | Required-1888-9 | Elective-1889-90 | Required-1889-90 | Elective-1889-90 | Required-1890-91 | Elective-1890-91 | Required-1891-2 | Optional-1891-2 | Required-1892-3 | Optional-1892-3 | Required-1893-4 | Optional-1893-4 | Required-1894-5 | Optional-1894-5 | Required-1895-6 | Optional-1895-6 | Required-1896-7 | Optional-1896-7 | Required-1897-8 | Optional-1897-8 | Required-1898-9 | Optional-1898-9 | |
|------------------------------|-----------------|------------------|------------------|------------------|------------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--|
| Mathematics | 32 | | 32 | | 32 | 10 | 24 | | 24 | | 24 | | 15 | | 15 | | 15 | | 10 | | 10 | | |
| English | 9 | | 9 | | 13 | 2 | 12 | | 12 | | 12 | | 12 | | 12 | | 6 | | 4 | | 4 | | |
| English Literature | 6 | | 6 | | 6 | 2 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 4 | | 4 | | |
| History | 4 | | 4 | | 15 | 18 | 4 | 12 | | 12 | | 12 | | 12 | | 12 | | 6 | | 4 | | 4 | |
| Physics | 12 | | 12 | | 4 | 3 | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | |
| Chemistry | 12 | | 12 | | 12 | 12 | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | 12 | | |
| Astronomy | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |
| Mineralogy and Geology | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |
| Zoology | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |
| Philosophy and Logic | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |
| Political Economy | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |
| Political Science | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |
| French | 3 | | 3 | | 13 | 3 | 13 | | 13 | | 13 | | 13 | | 13 | | 13 | | 13 | | 13 | | |
| German | 15 | | 15 | | 9 | 15 | 9 | | 15 | | 15 | | 15 | | 15 | | 15 | | 15 | | 15 | | |
| Latin | 19 | | 19 | | 4 | 19 | 4 | | 19 | | 19 | | 19 | | 19 | | 19 | | 19 | | 19 | | |
| Public Administration | 6 | | 6 | | 6 | 6 | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | 6 | | |

For Electives in the Scientific Course in 1891-2 and thereafter, see tabular statement of the Chemical Course. The only Electives in those years beyond the studies specified in the table, were that a student must complete 120 Term-hours or 120 Semester-hours in order to obtain a degree.

Figures denote Semester-hours.

| SCIENTIFIC COURSE. | Required—1899-00 | Optional—1899-00 | Required—1900-01 | Optional—1900-01 | Required—1901-2 | Optional—1901-2 | Required—1902-3 | Optional—1902-3 | Required—1903-4 | Optional—1903-4 | Required—1904-5 | Optional—1904-5 |
|----------------------------|------------------|------------------|------------------|------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Mathematics | 10 | ..... | 10 | ..... | 10 | 8 | 10 | 8 | 10 | 8 | 10 | 8 |
| English | 6 | ..... | 6 | ..... | 6 | ..... | 6 | ..... | 6 | ..... | 6 | ..... |
| Elocution | | | | | | | | | | | | |
| English Literature | 2 | ..... | 2 | ..... | 2 | 6 | 4 | ..... | 4 | ..... | 4 | ..... |
| Physics | | 8 | ..... | 8 | ..... | 8 | ..... | 8 | ..... | 8 | ..... | 8 |
| Chemistry | | 8 | ..... | 8 | ..... | 8 | ..... | 8 | ..... | 8 | ..... | 8 |
| Zoology | | 8 | ..... | 8 | ..... | 8 | ..... | 8 | ..... | 8 | ..... | 8 |
| Philosophy and Logic | | | | | 6 | ..... | ..... | ..... | 6 | ..... | ..... | 6 |
| French | | | | | | | | | | | | |
| German | | | 8 | ..... | 8 | ..... | ..... | ..... | ..... | ..... | 8 | ..... |
| Botany | | | | 6 | ..... | ..... | ..... | 6 | ..... | ..... | ..... | 6 |
| Geology and Min. | | | | 12 | ..... | 12 | ..... | 12 | ..... | 12 | ..... | 12 |
| Political Economy | | | | | | | | 6 | ..... | 6 | ..... | ..... |
| History | | | | | | | | 6 | ..... | 6 | ..... | 6 |
| Ethics | | | | | | | | 6 | 2 | ..... | ..... | ..... |

APPENDIX
COLLEGE FACULTY

| | |
|-----------------------------------|-------------------|
| Abel Stevens (never served) | 1854-1857 |
| Henry S. Noyes | 1854-1872 |
| William D. Godman | 1854-1860 |
| Randolph Sinks Foster | 1856-1860 |
| Daniel Bonbright | 1856- |
| James V. Z. Blaney | 1857-1869 |
| Henry Bannister | 1860-1869 |
| John Dempster | 1861-1863 |
| Oliver Marcy | 1862-1898 |
| Miner Raymond | 1864-1867 |
| Louis Kistler | 1864-1877 |
| David H. Wheeler | 1866-1876 |
| Robert McLean Cumnock | 1868- |
| Erastus O. Haven | 1869-1872 |
| Francis D. Hemenway | 1869-1871 |
| C. Gilbert Wheeler | 1869-1870 |
| Julius F. Kellogg | 1869-1894 |
| Robert Baird | 1869-1905 |
| N. Gray Bartlett | 1870-1871 |
| Charles H. Fowler | 1872-1876 |
| Henry S. Carhart | 1872-1886 |
| Charles W. Pearson | 1872-1902 |
| Herbert Franklin Fisk | 1873- |
| Frances E. Willard | 1873-1874 |
| Joseph G. Allyn | 1873-1876 |
| Oscar Mayo | 1873-1876 |
| Ellen M. Soulé | 1874-1877 |
| Lyman C. Cooley | 1875-1877 |
| Oren E. Locke | 1876-1891 |
| Jane M. Bancroft | 1877-1885 |
| Joseph Cummings | 1881-1890 |
| John Harper Long | 1881-1882, 1884-5 |
| Robert D. Sheppard | 1885- |
| Abram V. E. Young | 1885- |
| Marshall D. Ewell | 1885-1890 |
| Rena A. Michaels | 1885-1891 |
| Charles Sumner Cook | 1887-1892 |
| George W. Hough | 1887- |
| Charles B. Atwell | 1889- |
| Eliakim H. Moore | 1889-1892 |
| Henry Wade Rogers | 1890-1900 |
| James Taft Hatfield | 1890- |

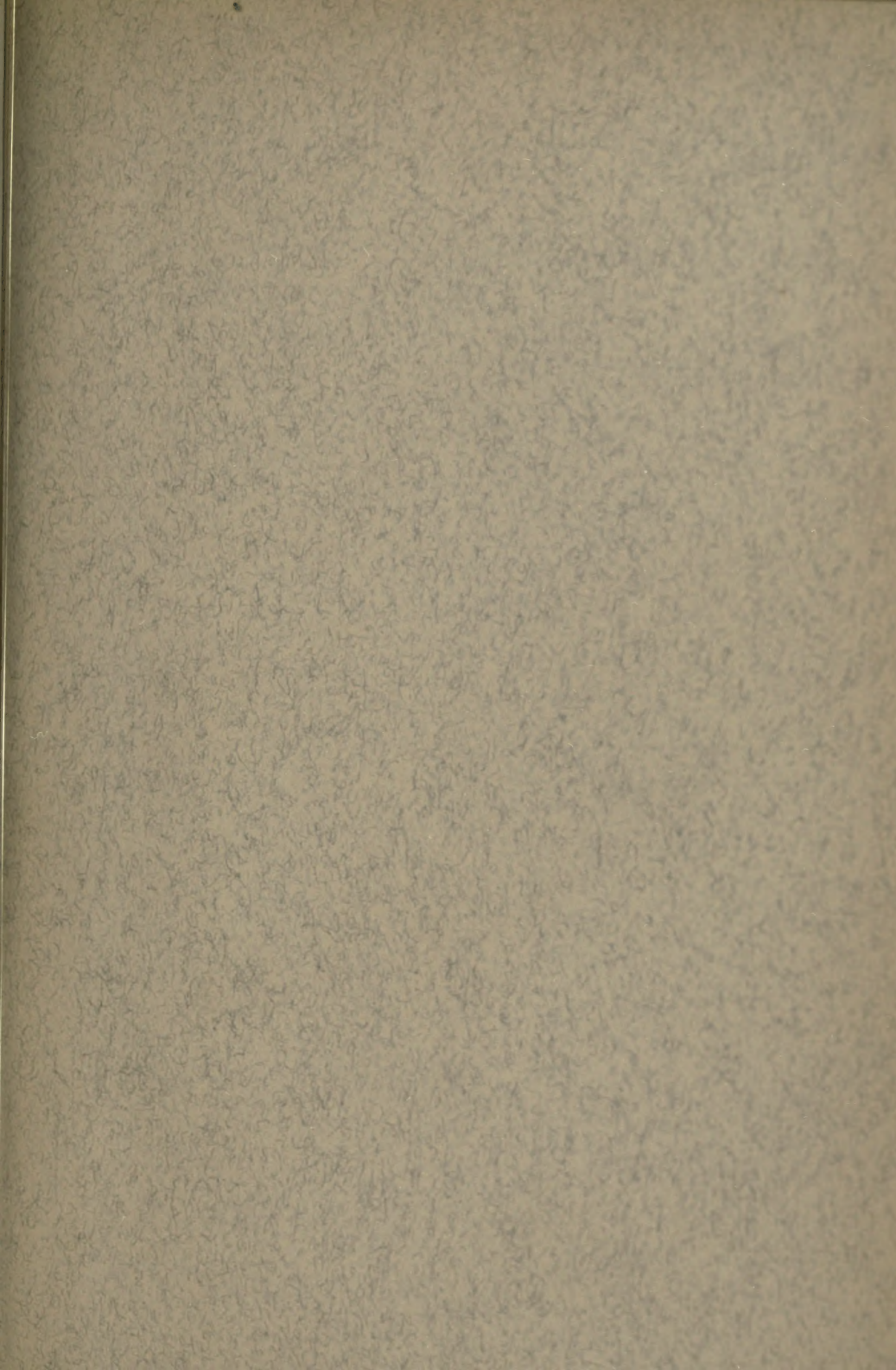
| | |
|-------------------------------|--------------|
| Charles Horswell | 1891-1902 |
| George H. Horswell | 1891-1894 |
| Emily Huntington Miller | 1891-1900 |
| George Albert Coe | 1891- |
| Emily F. Wheeler | 1891-1897 |
| Charles F. Bradley | 1891-1901 |
| Albert Ericson | 1891- |
| Charles Joseph Little | 1891- |
| Peter C. Lutkin | 1891- |
| John Adams Scott | 1891-3, 1896 |
| Nels E. Simonsen | 1891- |
| Milton S. Terry | 1891-9 |
| J. Scott Clark | 1892- |
| Henry Crew | 1892- |
| John Henry Gray | 1892- |
| Henry Clay Stanclift | 1892- |
| Henry Seely White | 1892-1905 |
| Alja Robinson Crook | 1893- |
| Harry J. Furber | 1893-4 |
| Hiram B. Loomis | 1893-6 |
| Henry Cohn | 1893-1900 |
| Thomas Franklin Holgate | 1893- |
| Arthur Herbert Wilde | 1893- |
| William Caldwell | 1894-1903 |
| Edwin G. Conklin | 1894-5 |
| William Albert Locy | 1896- |
| Olin Hanson Basquin | 1901- |
| Edouard Paul Baillot | 1897- |
| Omera Floyd Long | 1897- |
| George Oliver Curme | 1897- |
| James Alton James | 1897- |
| Mary Harriott Norris | 1898-9 |
| Anna Maude Bowen | 1899-1900 |
| Ulysses Sherman Grant | 1899- |
| Amos William Patten | 1899- |
| Martha Foote Crow | 1900- |
| John Edward George | 1900-5 |
| Walter Dill Scott | 1900- |
| Robert R. Tatnall | 1901- |
| Edmund Janes James | 1902-4 |
| Ashley Horace Thorndike | 1902- |

INSTRUCTORS.

| | |
|------------------------------|-----------|
| Alphonso C. Linn | 1860-4 |
| Edgar Frisbie | 1866-8 |
| Wilbur F. Yocum | 1868-9 |
| Karl Schou | 1870-01 |
| Kate A. Jackson | 1873-5 |
| E. R. Shrader | 1873-4 |
| Mrs. E. O. Brown | 1874-8 |
| C. Copinger | 1874-5 |
| Jennie M. Gillespie | 1874-6 |
| Catharine A. Merriman | 1877- |
| Catharine Beal | 1878-89 |
| Frederic J. Parsons | 1886-7 |
| Lodilla Ambrose | 1888- |
| Joseph R. Taylor | 1890-1 |
| George W. Schmidt | 1891-3 |
| William E. Smyser | 1891-2 |
| Peter S. Stollhofen | 1891-2 |
| Monroe Vayhinger | 1891-3 |
| Philip Greiner | 1891-4 |
| Samuel Weir | 1892-4 |
| Burleigh S. Annis | 1893-6 |
| Harry M. Kelley | 1893-4 |
| Charles LeBeaud | 1893-4 |
| John H. Huddilston | 1893-5 |
| Edward A. Bechtel | 1894-7 |
| Charles Waldo Foreman | 1894-7 |
| Mary L. Freeman | 1894-1904 |
| Walter S. Watson | 1894-5 |
| Leonidas R. Higgins | 1895-6 |
| Winfield S. Nickerson | 1895-6 |
| Maurice A. Bigelow | 1896-8 |
| Herbert Govert Keppel | 1896- |
| Samuel D. Gloss | 1898-1902 |
| Henry LeDaum | 1897-1904 |
| Henry Freeman Stecker | 1897-1900 |
| Horace Snyder | 1898-1901 |
| Edwin A. Greenlaw | 1898-1903 |
| Norman Dwight Harris | 1898-9 |
| Charles M. Hollister | 1898-1902 |
| Paul Gustav Adolf Busse..... | 1904- |

| | |
|--------------------------------|-------------------|
| Charles A. Eggert | 1899-1900 |
| Charles Hill | 1899-1900, 1901-4 |
| Roy Gaston Flickinger | 1899-1901 |
| Louis M. Ward | 1899-1900 |
| Olin Clay Kellogg | 1900- |
| George Edward | 1900- |
| Willard Kimball Clement | 1900-2 |
| Martin Schutze | 1900-1 |
| Burke Smith | 1900-1 |
| Marcus Simpson | 1900-4 |
| Robert Edward Wilson | 1900-3, 1905- |
| John Price Odell | 1901- |
| Eugene I. McCormac | 1901-2 |
| Horace Butterworth | 1902-3 |
| James Newton Pearce | 1902-5 |
| Charles M. Stuart | 1902 |
| Elizabeth Hunt | 1902 |
| James Field Willard | 1902-4 |
| Herman Churchill | 1903- |
| William Abbott Oldfather | 1903- |
| John Wesley Young | 1903-5 |
| Frederic Shipp Deibler | 1904-5 |
| Alphonso de Salvio | 1904- |
| Harold Clark Goddard | 1904- |
| James Walter Goldthwait | 1904- |
| Julius Wm. Adolphe Kuhne | 1904- |
| James Wm. Putnam | 1904- |
| Royal Brunson Way | 1904- |
| Eugene H. Harper | 1904- |





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