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US · CLASS · ROOMS
ND · ATHLETICS · · BY
ALTER · CAMP
ND · L · S · WELCH

AMERICAN · UNIVERSITY · SERIES

See p. 87

My dear Kit:

No language can offer, nor can man fashion, a more sincere tribute than "I love you."

— Roy

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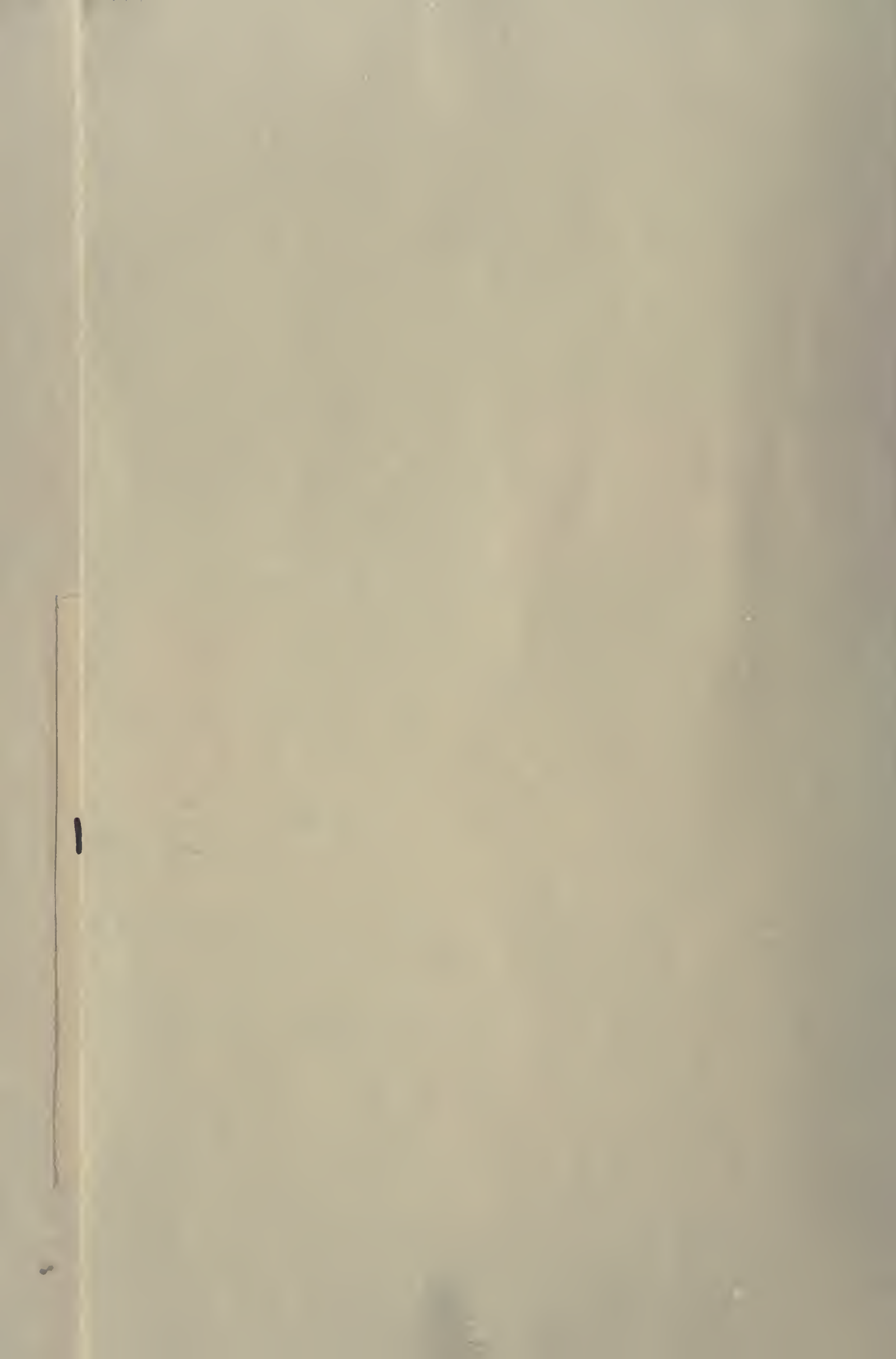

Kathryn Bleer[illegible]

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Yours truly
Timothy Dwight

YALE

Her Campus, Class-Rooms, and Athletics

BY

LEWIS SHELDON WELCH

AND

WALTER CAMP

WITH INTRODUCTION

BY SAMUEL J. ELDER

Illustrated

BOSTON

L. C. PAGE AND COMPANY

(INCORPORATED)

1899

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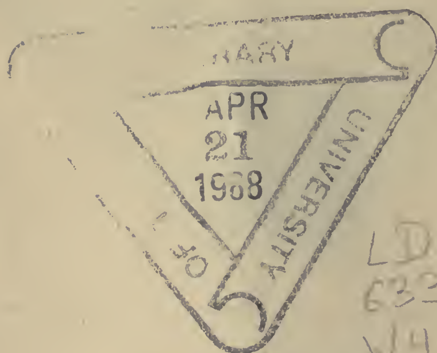

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ACKNOWLEDGMENTS

THE third of the three divisions of this book, the story of Yale life on the field and river, is told by one who has been a part of it since it has taken its very large place in the College and University. The other author must here confess his responsibility for that contained in the other two divisions, but he cannot claim the credit that may attach to certain chapters. Many will recognize in the chapter on the Academic Department the researches and condensations of Prof. John C. Schwab of the Academic Faculty. Prof. Robert N. Corwin of the Scientific School Faculty has shown the methods and the ideals of that Department, in the chapter on the Scientific School. The sketch of the Art School is made by its Director, Prof. John F. Weir. In the chapter on the Divinity School, the Rev. Herbert J. Wyckoff has given his impressions of its spirit and plan in teaching theology; while the material for the sketch of the Medical School was carefully prepared by Mr. John F. Burnham of that Department. In the first division of the book, the chapter on Debating comes from one who has been leader in its revival at Yale, Walter Haven Clark of the Class of 1896.

It is not possible to specifically acknowledge very material and indispensable assistance given by others, officers and graduates, who have willingly taken much

work upon themselves in friendly good-will for the book. May their labor not have been in vain.

For historical references, particularly in the tables, constant use has been made of the late William L. Kingsley's "Yale College," whose two large volumes cover almost everything one can think of down through the first three quarters of this century; and Professor Dexter's "Yale University," which carries the story of the institution down to the end of the Porter Administration in a condensed, clear, and most reliable form. Although this book is in an entirely different field, acknowledgment should also be made for the help received from the very thoughtful study of Yale prepared by Professor Hadley a few years ago. For the data of many of the periodicals and some society statistics, Bagg's "Four Years at Yale" has been used.

L. S. W.

Professor George J. Brush
Formerly Director of the Sheffield Scientific School

THE POINT OF VIEW.

YALE is a place for work. Our old friend of remote graduation reluctantly admitted it, when he said, "The College would be a pleasant place to live in, if it were not for its religious and literary exercises." He doubtless succeeded in a measure in removing for himself these drawbacks, but it is not much of a hazard to say that he was busy; for few who go to Yale and stay are not. The student is held steadily to a reasonable measure of mental effort, whether or no he went to New Haven to learn from his teachers and his books. In his life with his fellows he is held as steadily and more relentlessly to some kind or other of labor. Otherwise he is not of that life. There are few exceptions to this rule.

Yale, as the place of work, is primarily the place of study and effort and training, and research, too. As to just how this workshop of the mind is outfitted, catalogues and reports give specifications in plenty. But it may not be without interest, to those who really want to know about the place, to see some of those facts, in form other than the catalogue, and so as to be understood by those who do not follow in detail the march of the army of education.

And so this book, in one of its divisions, tells of the systems and ideals of education in the different departments of the University, and supplements that with something

about the different teachers and investigators in certain general departments of learning, showing how they co-operate in the Graduate School, to lead those who are pushing out beyond the common confines of a liberal education into their chosen fields. Such a sketch is bound to be only suggestive, but there is much to suggest.

Those who come to work in Yale must live in Yale, and with their work they must have their play; and they make for themselves whole departments of Yale instruction, learning and teaching how to live together so as to get and give the most. So first we go to the campus where they live — into the Society of Yale — and try to tell you something about that. Then we go into their courses and laboratories and museums — into the Workshop of Yale. And from work to play, as it is in life — to the field, to the river, to the gymnasium, where there is another side of the Yale education. Upon the relative importance of these three ways of teaching young men and of letting young men teach one another, it is unnecessary to make declaration. In each are its innumerable opportunities, for him with strong and open heart and ready mind.

Yale is very much like other colleges and universities in many ways, but in other ways it is unlike any. The place has its own character, grown out of two hundred years of life, and we have tried to suggest it. Students are in many ways like other young men of equal age and the same positions in life, and they are very different in many ways. In the points of identity we are not interested. We do not consider them altogether strange creatures, neither to be explained nor especially located in the Divine economy, as some preach; but

they would be the strangest sort of creatures, if under the conditions of campus life they did not make a little world of their own, with many points of departure from the rest of the world. Some of these we try to show. There are possibilities in the influences of that little world which may well be matched against powers and spheres of influence that fill more columns in the newspapers and a hundred times more pages of history. Order that little world as it may be ordered, not only in the class-room, but on the Fence, on the field, and on the window-seat, and that which goes into many columns and pages may therefore be much more worthy the record.

Yale is one of the brotherhood of colleges. Some will have it that she is particularly the national institution of America; but this is not the place for claims. It is enough to say that she is one of those whom God has called to light and lead a people. She may, with others, bend the higher course of a national force, which shall be greater than the world has yet seen. She is set among a people whose riches overflow; whose muscles are tense; whose heart is restless with a sense of might and responsibility; among whom the thoughtful are anxious only that a power without parallel may be wisely applied for the blessing of the world. With her allies Yale stands up, yet prayerfully, to her godlike work; their sympathy and co-operation she asks, and to them, as they labor to the same end, she offers her good-will and sends her hopes. Can there be among these co-workers any wrangling, or bitterness, or jealousy, or suspicion, without an outrage to the feelings of every patriot scholar? This book does not speak particularly of Yale's relations to Harvard, or Princeton, or Colum-

bia, or Cornell, or to the great universities of the West and the South. It is assumed that every rational man shall think of these institutions as related by the common ties of a high and holy responsibility. Every other feeling is so petty, so unworthy, that it can never be more than temporary. It is surely not worth the record.

Except in athletics, where the history is complete, the body of this book is a story of modern Yale, a history of our own times. The past is drawn on only as it seemed necessary to set forth the present. But, for those who desire a book of reference, chronological tables have been arranged, covering not only the history of the College and the different departments, but with records of attendance and of scholarship, figures of sectional representations and a table of gifts, marking the stream of generosities which made possible the beginning of Yale and her history. On the side of strictly student life, the histories of institutions which are particularly characteristic of it have been given in condensed form. These include the history of periodicals and publications, of all sorts of societies, of intercollegiate debating contests, the origin of customs, and the story of the growth of Yale's voluntary religious work.

Within a little more than a decade, the University has come out of the College, numbers of students have more than doubled, equipment of great value has been added, teachers and instructors to the number of twice the old force have been enlisted for the greater work. Some of the older men have gone, — lights of Yale, leaders in learning. Others have labored on in their footsteps to honor and usefulness. And of these things,

this book tries to set down some of those more easy of record.

It is not attempted to characterize the administration of the President, under whose leadership these things have come about. Since the facts are here, such readers as the book may have, will easily reach their own conclusions. But, while we have been putting these facts together, the end is foretold by the President himself of his own work. When the Corporation of Yale reluctantly accepted the fact that the second Dwight administration would close with the academic year 1898–99, they put certain things on record which are well worth the reproduction here: —

"The Committee, to which the President's letter of resignation was referred by the Corporation, respectfully reports, recommending the adoption of the following preamble and resolutions:

"Whereas, at a meeting of the Corporation held November 17th, 1898, the revered and distinguished President of the University, in a written communication, laid before it the resignation of his office, to take effect at the end of the current academic year, in view of the fact that he had reached the age of seventy years, and had long set for himself that limit to his administration;

"And Whereas, urgent representations on the part of the Corporation and of its committee have failed to persuade him to postpone, as the Fellows would unanimously desire, the date at which he proposed that his resignation should take effect;

"Therefore, Resolved: That the Corporation, in deference to President Dwight's matured decision and the reasons for it existing in his own mind, reluctantly accepts his resignation in accordance with its terms.

"Resolved, further: That in the judgment of the Corporation, the administration of President Dwight has abundantly

vindicated the wisdom of those who, twelve and a half years ago, at a critical moment in the history of this institution, called him to undertake it, and it will be a memorable period of that history in all future time. Entering upon his office just as the transition from College to University became an accomplished fact, he has guided the development of the new conditions and relations with courage, skill, patience, and resolution. During this eventful period, the endowments entrusted to the Corporation have more than doubled in amount; new buildings have been erected of more than two millions of dollars in value; the annual income of the Corporation for all purposes has increased more than one hundred and fifty per cent; the number of officers and instructors has increased very nearly 125 per cent, and the number of students in all departments nearly 135 per cent. Nor do these figures more than proportionately indicate the advances which have been made in all directions.

"In the progress thus exhibited, the personal character and personal service of President Dwight have been a most significant factor, and with noteworthy disinterestedness and devotion he himself has given the University considerably more than $100,000, or more than twice the amount of the remuneration to which his office was entitled.

"The members of the Corporation, in this retrospect, mindful withal of the many years in which Dr. Dwight was a diligent, a scholarly, and a sympathetic instructor, and of the grateful remembrance in which he is held by his students, find it difficult adequately to express their appreciation of his efforts in behalf of the various departments of the University or their personal regard for him. They desire, however, to place upon their records, and to give to the alumni and the public, at least this testimony to what he has accomplished, in justice to themselves, to the several Faculties, and to the general feeling of the city and the commonwealth, in the midst of which he has lived and wrought a great public service with eminent integrity, fidelity, and success. Into the well-earned retirement which he has

chosen there will follow him the heartfelt wish of them all that his remaining days may be tranquil, that his life may be prolonged, that he may richly enjoy every possible recompense of an honored and a useful career."

It was a remarkable coincidence that the same meeting of the Corporation which was called upon to hear the reading of the President's resignation should have also been informed that he who had more than any other man made the Sheffield Scientific School of Yale University had felt it necessary to decline further active service. This is how the Fellows voiced their feelings concerning the significance of the close of the Brush administration: —

"This body receives and accepts, with profound regret, the resignation of Prof. George J. Brush as Director of the Sheffield Scientific School. In so doing, however, it desires to put on record its regard for him as a scholar, as a teacher, and as a man, and furthermore its appreciation of the great work which he has accomplished during his long term of service. From the date of his induction into his professorship in 1855, he has given himself up, with untiring energy, to the cause of education in this institution, and has brought to its service both scientific and business qualifications of the highest order. It is to his unwearied and unselfish efforts that the department of the University of which he has been the head owes largely its development and prosperity. The success that has crowned his efforts is as visible to all as it is gratifying to us, and must be to him; for it is seldom the case that it is permitted to any one to witness during his own lifetime results so conspicuous of ability, energy, and unswerving devotion to a high ideal. The Scientific School, which owes so much to him for its present flourishing condition, is a monument of his labors that speaks more strongly than can any words of ours; yet we should feel that we had been unfaithful to our own convictions, if we did not

ourselves bear testimony to the unselfishness, the zeal, and the efficiency which he has uniformly displayed during his more than forty years' connection with the University. Our good wishes will continue to follow him in his retirement, attended with the hope and belief that the inspiration which has enabled him to accomplish so great results with means so inadequate will remain with those who succeed to his cares and responsibilities."

For Professor Brush a natural successor has been found, and the beginning of the directorate of Prof. Russell H. Chittenden has promised a future consistent with a splendid past. As for the Presidency, the way in which the alumni and the country at large have viewed the task of selecting a successor to President Dwight, has shown a general recognition of an opportunity for Yale and for education which it is hard, if at all possible, to parallel.

And so an era in Yale has closed. That is the point of view. And how is it with Yale as she reaches the close of this era? She has changed many ways and forms of life; indeed, is constantly experimenting. While the plates for this book were being cast, the ancient and honorable society of Phi Beta Kappa took the almost revolutionary step of refusing to be altogether bound by the marking book in the selection of its members; the Faculty diminished by one half the great January feast of the beautiful; in more mundane matters, the "Record" editors declared that only Seniors were competent trustees of their paper, and "News" editors sought to save life by giving each contributor only a part of the paper to prepare, and not all of it, thereby changing immemorial custom. And may this healthy restlessness continue, no matter with how much disadvantage to the historian.

The changes that mean much are the slower ones; and by telling of these and of the points which do not change, which mean the more, we hope that the pages on the Campus, which follow, will somewhat suggest the manner of life and the state of health of Yale, as she comes to her two hundredth birthday.

PART I

THE YALE CAMPUS

By LEWIS SHELDON WELCH

YALE.

CHAPTER I.

AS TO MAKING A YALE MAN.

MR. JOHN KENDRICK BANGS, according to his report to a learned society in New Haven, has a young son who always asks his father to bring back to him, from whatever point his travels take him, a peculiar product of the place. Just before Mr. Bangs took a trip to the South, two years or so ago, he received the usual final orders from his boy, and obeyed by carrying back an alligator to the banks of the Hudson. When Mr. Bangs started a little later for New Haven to deliver a lecture before the Phi Beta Kappa Society, the usual parting conversation with the youth took this form: —

"Where are you going, Papa?"

"To New Haven, my boy."

"What do they make at New Haven, Papa?"

"Yale men, my son."

"Bring me one, Papa."

Because he already had an alligator, and for other reasons, the father declined to accept this commission.

Mr. Bangs, besides commending himself to his audience, suggested a study, which he did not further develop that night. Its treatment might have partially

come under his subject of the evening — a study of humor — but the best of it would not have found place there. A plain tale may set in order some of the points in the making of a Yale man.

The writer has in mind one of the sons of Yale who used to like to study out the relations of the place to the boys who went into it and the "boys" who keep a place in it till snows of years crown them and the three or four-score mark is past. This particular young fellow used to say that he woke up to the idea of being a part of the place called Yale, one night in the Fall term of Freshman year as he walked across the Green. It was a little after the close of the football season, and about the beginning of that other strenuous period, examination week. The youth never satisfactorily explained the significance of time and place. But some boys get that feeling in some such definite way and others have no definite ideas on the subject at all. It is worth while speaking of it, just to notice what came before and after it.

This youth was about the usual kind of a Freshman, and could not claim to have seen or done or been anything out of the ordinary. He had gone to the College school at his own home, and so it was his first bit of foreign residence, of association with any place but his own town, and with any immediate friends but those of his own neighborhood.

Like thousands of other boys he had been told about Yale, and had read about it, and looked forward to the time when he should go there. Like most of the others of those thousands, he felt a perfect stranger when he reached New Haven and first pressed his feet against the sand and the dock-weeds of the historic

Phelps Gateway

square. There were friends at the College, young men he had known at home; but what were they to him now, or he to them? This was a different world.

He had begun to live in this new world with reasonable dispatch, not declining the opportunities to learn the place and the men who made the place. Let us go with him through a few of these opportunities, and let him tell us how they made him feel and how he finally came to be a Yale man, by going through college and then by getting out of it and then by getting back into Yale in a rational way. It will be a rambling canter through the course, but afterwards we will come back and see more of special parts of it.

CHAPTER II.

THE INITIATION.

THE associations of Yale began to be very real to this Freshman on his first night in New Haven, when the Juniors, whom he conceived as a set of deities of a kindly disposition, had marched along under his window, giving the Yale cheer with the words of his own class at the end.

It was an invitation to come out to the Hopkins Grammar School lot and become part of his first class formation, for that was the night of the "rush." In the "old days" (fifteen years ago more or less) this rush was *really* a rush. Present day formalities are, comparatively, the most gentle ceremonies. Then Sophomores and Freshmen met in a truly glorious strife. It was not in modern extended order. It was an attack after the old tactics, intensified a thousand fold. Each class was in the most perfect sardine formation. The members did not hold each other's arms; they put their arms around each other's bodies. They backed each other up so perfectly, that the different files not only stepped together, but had to breathe together, — that is, if it was before the meeting with the enemy and there was opportunity to breathe at all.

It was called a "push rush." It cemented the classes. When these two bodies of men, knit together

as tightly as woven cloth, moving slowly, but just as fast as a hundred or more young men can move in absolute unison, with no space between them, met their "friends the enemy" coming in the same formation from the opposite direction, there was at once an actual and physical unity most cohesive, in each of those two classes.

This Freshman we have picked out was in the second row of his Class when the prearranged collision came. He stationed himself behind a future Captain of the University football team, and closely enveloped his sturdy form. The first line, and most of the second line, and all of the third line were formed very much of this same football material, and the same was true of the front ranks of the Sophomores, as far as they had football material to go around.

They did not have much of that kind of material, and in those days of royal, man-hating class jealousies we of the Freshman Class used to say that they had little of any kind of material. As individuals we were fond of many of them, but as a class we truly despised them. But they were together, those Sophomores that night, and when the collision came, as we have said, this Freshman found himself in the midst of amalgamated forces, and he was made at once to feel not only that he was a part of his class, but undoubtedly that he was many parts of the Class, and of the College, which was present in full ranks on the old Grammar school lot.

And so he had had this fine old heroic dose of Yale organization. And immediately thereafter he had joined again the bruised and sore members of his class around

the wrestling ring, and stayed with them through the fence rush. This was a magnificent example of a fight, which lacked all the elements of personal malice. The simple law of the fence rush was that the Freshmen form two or three abreast on the sidewalk just in front of the Grammar School, and then keep together on the sidewalk from there to Elm Street, a distance of one short block. They were given no rights as combatants, although some incidental privileges of that estate were always appropriated. They were supposed — and when we say that they were supposed, we mean that there was a common law to that effect, more binding than Federal statute — simply to keep on that sidewalk close to the fence. If two or three Sophomores literally lit upon them and tried to throw them into the street, they were simply to hold on to the fence until either their arms or the fence or the connection between them was ingloriously broken by superior force. When any of these things happened, they expected to find themselves out in the street. If on their feet, they were lucky. The attentions of the Sophomores were no evidence of ill-will, but simply a definite proposition on their part that the Class of Eighty-eight was superior to the Class of Eighty-nine.

There was no inclination in that proceeding to assume either the defensive or offensive attitude, in the usual ways of manly man. The Freshmen simply returned to the sidewalk and the fence with all speed, and continued the progression toward Elm Street. If they had been wise, they had put their hats in their pockets or still more obscure portions of their habiliments, and had provided themselves with old and

tough coats, turned inside out. The attentions to the dress of the Freshmen on the part of the Sophomores did not carry reciprocity privileges, but these were sometimes claimed with success.

It was a glorious struggle. Three or four of the lustiest Freshmen would gather about some very strong fence post and hold on to it and each other. By that act of course they defied the whole Sophomore class. It was an organized effort to do what self-respecting Freshmen were supposed to do if self-respecting Sophomores could not stop them, — that is, to stay on the sidewalk. Flank and rear attacks on this group would generally result in a delightful scrimmage, followed by a general and an accelerated movement toward the street, which ended well beyond the middle of the highway, usually with the downfall of about three-fourths of the attacking and defending parties. Sometimes the post went with the group.

This particular experience, of which I am writing, resulted in the levelling of two entire fences and the weakening of most of the rest of the line. It was one of the last fence rushes that Yale ever saw. The push rush went out two years later at the gentle request of the Faculty, and the same year marks the last of the fierce fence rushes. The custom lingered in a modified form until 1892.

Of course the Freshmen kept staggering back to the sidewalk, moving on foot by foot along the Fence, and they would not give it up until they reached Elm Street. It was impossible for them to always keep on the walk, and it was impossible for the Sophomores to prevent them from staying on it a large part of the

time and reaching the end of their journey, dirty, tattered, tired, jubilant.

They gave a pretty good cheer for sub-Freshmen after the push rush. They gave a good deal better one when they came to Elm Street. And then a good many of them, happier than they had been since they came to this strange place called New Haven, went over to the corner of Chapel and College Streets, to the old Fence, the smooth rail Fence, and hovered around that sacred institution, thinking that somehow or other they had a right to be at least near it, for they had done something as a class; that is, they had fought hard. There were warlike Juniors on hand who bade them seize their heritage, saying that it was now due, for there are many men on the Yale campus, as in every other station in life, who spend most of their energies in making trouble. One may be thankful that there are also peace-makers. Others of the majestic upper classes came to them and bade them go quietly home and get into no trouble. And this these Freshmen did.

There is still the Grammar School Rush, so called, on the night before college opens, but it is confined to a rally of the Freshman class, and a series of wrestling matches between the strong men of the two classes. It shakes the newcomers together a bit, but it is not as thorough an initiation into the great society of Yale as the "barbaric" ways of old.

The Sheff Freshmen (by which is meant the Freshmen of the Scientific School) have a similar set of wrestling matches on the first Saturday night of the term in some vacant lot on Orange Street or Whitney Avenue. The rally and marching of the classes, par-

ticularly of the Juniors — for Sheff has a three year course and no Sophomore class — is a rather more formidable ceremony than the gathering of the clans on the Hopkins Grammar School lot, and in former years this battle had many of the heroic features of the old academic ceremonies, like "shirting."

CHAPTER III.

THE SENSE OF MEMBERSHIP.

OF all the other usual class experiences which this Freshman had gone through, none quite so quickly as this had made him feel at home at Yale. But all of them together, — the shirt rush at the field, which is now but a memory; the sitting together in Chapel; the class meetings for election of officers, when all the athletic gods of the place spoke, and we listened like mortals who had been admitted to Olympus for a few brief moments; the sad gathering for the passing of resolutions for one of the best who had dropped from the ranks; the recitation-room and the class-room at Dwight Hall; some talking with upper class men about Sophomore societies; the Eating Club — these all had brought a comfortable feeling of being no longer a stranger.

Of course he went to the great football games and cheered there, and that seemed to be like subscribing to a little more stock. Lamar had made his run and snatched a victory that fall that seemed to have already been won for Yale by the almost heroic efforts of freshly broken youngsters, and so in desperation all Yale had been drawn together, and there was much of the bitter-sweet to share in common. But, for all these and many other pleasant things, like the beginning of friendships, if something had happened to take that young Freshman from Yale at almost any time in

the first two months, it would not have been an irreparable loss to him. If such fate had crossed his path any time after the close of the fall term, it would have seemed almost more than a boy could bear.

As I said, this young fellow never knew how it happened. I presume a Glee club group was sauntering across the green, singing a Yale song which he was just beginning to love. He said the word "Yale" came into his mind, "or," he added, "came into me and thrilled me from my head to my feet. It came over me then, for the first time, what this connection was which I had made. I turned around and looked at the place, — saw the long row of lights in the old Brick Row, and felt as if I had some sort of a kinship with the men who were studying around those lamps, or smoking, chatting, singing, on those window-seats. The Chapel clock struck the three-quarters, — badly out of tune, as usual, — and clanked in the hard air against the walls of Durfee. But it was the Yale clock striking; it was striking for me as one of the 'Yale men.'"

Youthful sentiment a good deal overdone, you may say. But the writer does not ask any one to endorse his own experiences. It is his particular business to set them down here. He does not choose other men's experiences, because he knows less about them. The autobiography may not be of any particular interest to any one else, but it's honest autobiography.

I was very young then and worshipful of the athlete, and I thought of the eleven which had fought so valiantly that fall and of the teams which should go out of the old Gym when another athletic season opened. The thought gave me much the feeling of

the healthy American when he sees his troops going to the front. I thought of those who had been here before; how much they had left of fame to the place, and this I could share. I was joined to Yale, and Yale had been gathering her forces, and adding strength to strength, since long years before America was a nation.

This feeling grows very peculiarly. At first one enters the old place as from the outside, and feels wonderfully grateful, as for something added, something new and greater in his life. Later it becomes one's life. Once more it may nearly go out of that life, and still again it takes its place — this time its true place as an integral part of character-making experience.

The last stage comes at a longer or shorter time after graduation. The time of absorption in Yale is of course the time one is living in Yale. Let us follow it along with more or less care, taking the trip through the academic course as the most typical.

CHAPTER IV.

LIVING ONLY IN YALE.

BY the end of Freshman year one has finished those repressing experiences which were intended by the inscrutable wisdom of tradition to take all vain-glory out of men. They accomplished well their object. The process made youth feel that they were at the outset nothing; and that it depended entirely upon themselves whether they ever should be anything. Then comes at once the year when one must himself apply those disciplinary measures, to which before he had been subject. This does him some harm and the men under him much good. In the days of hazing, now gone by, both effects were much more marked than in these times of the simple denial of privileges, like cane carrying before Washington's birthday, dancing at the Prom, and sitting on the Fence.

The old ways made on the whole a disagreeable creature of the Sophomore. As Yale individuals, you and I in our second academic year were obnoxious people. The sense of lordship over the Freshman class and the fact that those above us began to take us into the privileges of the Yale world, gave us a feeling of importance that was most trying to others. We felt ourselves full-fledged Yale men; felt that we were beginning to know quite a good deal. Our hands were set against our neighbors; the Juniors had no great use for us; the

Seniors were on too great heights to heed much for us. The Freshmen feared us — happy thought!

But we became absorbed in the new world; and though we grew unpleasant to others we still were doing some work, making ourselves a part of the place. This process went very speedily on. How swift are the transitions and the successes and the rewards of college life! The term is over before we hardly realize it is under way. The race for the prize, the competition for the team, the struggle for an editorship, fiercely maintained, is rushed speedily to a close.

There are some things which make Junior year better than any other. One is firmly established in the Yale family, and he is a great deal more than a year older than in Sophomore year. Development is very fast, and there dawns the consciousness of ignorance which brings appreciation of those about one who do know something. Yale has begun to seem a very, very pleasant place. Friends have worn off their first strangeness, have exploited their weaknesses as well as their virtues, and begun to draw near you.

As members of the College, of the University, you begin to feel that Yale is already trusting you. Responsibilities come. The election of the Junior promenade committee, the guardians of the great social week at Yale, is a feature of almost the first week of Junior year. It is a swift rush of time from then to the election of new boards on the papers. To be sure that is far along in February, but what is the fall term, with the football season, and examinations, more than a day and a night? And what is January, with the Prom girl coming and going in it?

Junior year is called jolly, care-free, but it has only

been tasted, when these duties come, and, while they sober, they give satisfaction.

On the side of College work, the attractive point is that one is then first appealed to on the ground of his intellectual ambitions and passions, or particular inclinations. These young men really do want to know something in particular fairly well.

The year would be voted the pleasantest of all except for one thing. Time is hurrying toward the last honors and rewards of college life. Senior society elections are ahead. Half of the class are hoping for some share in the honors of tap-day. They cannot altogether get it out of their minds that it may come, and with this the fear that it may not come. The men who have taken some position, by which even a modest man may know that he may be expected to receive an election, will comfortably settle for themselves, wondering who among their friends will go with them to one particular society rather than to another, and who may be left out.

It is, on the whole, all taken in good part, and there is much every-day manliness, and much sweet charitableness, and wholesome, broad friendship gains in strength. Yet, things are uncertain, and fear and hope and suspicion do steal across these sunny, careless skies of college life. These peculiar societies with the rewards which they administer, and the disappointments which they inflict, the happiness and the sadness of them, and their errors, are all a kind of foretaste of the life which is now getting nearer to the college man.

Men cry, "Enlarge these societies; if they are so much to those who are in them, why not make them as much to more?" Perhaps some day a prophet will

arise who can give men in multitudes what now it is possible to impart to only a few together. Perhaps some order will arise whereby it will be easy to exclude the principle of honor and of special distinction ; but until such a day does come the Senior societies will be accounted part only of the common order, and an unusually effective illustration of many good points in universal practices.

If you have not lost the slender thread of the argument you will remember that we are trying to follow the Yale man, and the making of him. Certainly in this intense Junior year, he is more than ever absorbed by his college, which is altogether his life. He may have begun — though very few begin thus early — to travel on the long, laborious path that will lead him to some professional or peculiarly intellectual goal, and so anticipation of the things which are before him may be working into his life, and he, through them, slowly working out into the life of the world. But unless this is so, or he be unhappily entangled in love, he is really conscious of very little that is going on outside the domain of Yale. When he travels in vacation he is on the lookout for Yale men, or when he meets and makes friends outside the college it is two to one they are from some other college.

He is beginning to get a very distorted view of the relation of things, — there is no question about that, — but he is enjoying life. Things are just snapping. His nature is full of fine thirsts, and he is constantly satisfying them. He rises to the most enthusiastic worship of the great minds, which he now really begins to touch. He is learning in clear lines philosophies and systems, and men who are masters of them. How hope-

lessly blind are the statesmen and the cabinets and congresses of the world, who fall down in stupid ignorance of fundamental truths!

The athletes of older days were heroic, but the achievements of individuals of his day show almost superhuman organization and system. He is proud to be in college with such men as the captains and the players of his time. Barring breakfast and the restriction of Chapel, meal-taking is a mental and spiritual refreshment. There is not anything quite so delightful as an evening at his eating club.

And there is Prom. All the glory thereof is a part of his life. The beauty of the Republic is here foregathering, because the Juniors, that is, his class, rise to the opportunities of a most superior promenade. The arrangements for that year surpassed in their general scope and management of details anything of which the social managers of former years dreamed. That rule about the order of hacks going down Meadow Street is a piece of legislation of unique importance.

With an entirely unusual spirit and much original ability, the new editorial boards have taken up their duties. Here are innovations which publishers are beginning to inquire about. This policy of the "News" is going to work a revolution in college sentiment, and make a different place of Yale altogether. The "Lit." has at last set a real standard. The college is reading the "Courant" again, and the "Record" is actually laughable.

These convictions are all as they should be. If there are those whose experiences are not consistent with them, let them look to their health. Mayhap, they have not the same athletic victories to stimulate them.

Let them unburden their souls to an Adee, or be so fortunate as to sit near a Curtiss in the grand-stand when the score begins to turn against Yale. If in any other respects that which is under the auspices of their class does not furnish ground for this satisfaction and enthusiasm and exhilaration let them reform things. Then will their class become more than right, and they who made it so will have the more to make them happy Juniors.

CHAPTER V.

RUNNING YALE AS SENIOR.

AND so, quite gloriously and hopefully, the Yale man comes into the estate of Senior year. Then he possesses the land. The years before have altogether absorbed him into the Yale life. As a Senior, he absorbs the Yale life. In his own consciousness he is that life, or, by all odds, the very largest and most important part of it. His activities, in whatever direction they have gradually developed, are now manifold, and absorbing to a degree to which he very likely will not attain in after life.

It may be that he is studying "snappy" courses and devoting nine-tenths of his time to the enjoyment of life; but he is doing that in a more diverse and consistent and absorbing way than he is ever likely to again. If he be an industrious college man he is certainly doing a great variety of things, and of course generally doing them from the position of commanding officer. He has all sorts of connections, editorial, social, athletic, and literary. It is not at all surprising that the thought grows in these boys, or men, that they are carrying Yale. They are.

Through it all, the best things of college life are coming to their fruit, — friendship, sense of individual power, the fine enthusiasms of the campus, association with the sympathetic, human, manly members of the Faculty.

Something has been said about the disturbance of society elections in Junior year. The effect of this disturbance has sometimes been projected well into Senior year. There is less of that effect now — indeed, little of it. Those in and out of societies mingle freely in all kinds of class enterprise. There is a better philosophy, a truer view of the situation. A society election is recognized much less as the *sine qua non* of a college course. It is a fortunate incident of the course for him to whom it has come. Those to whom it has not come find more and more compensations.

An able, manly fellow who graduated within the last two years has first expressed, as far as I have seen, the conditions of Senior year as it is nowadays lived by the wholesome men of the class. He himself did not receive one of the Senior society elections and his omission in the list has been made the text of more than one sharp rebuke for the societies. The theme of his class oration was the supreme value of what a man has in himself, and its infinite superiority to anything he may acquire, — a good, healthy theme for a Class oration. What he said of particular application to this Senior year at Yale ran thus: —

"If the general effect of any college education is to emphasize the value of individual effort, this Yale Course especially shows in what line that effort should be directed. It serves to correct the popular theory of success. The conditions which exist here, during the first three years, are similar in a measure to those of the actual world. There are prizes and rewards and distinctions. An intense competition for these begins from the day we enter as Freshmen.

"But in the fourth year comes a cessation from this striving.

THE OLD SENIOR FENCE

Before taking up the fiercer struggle of the real world, we stop a moment and have a chance to get our true bearings. Senior year is a platform raised above the past and future from which we are enabled to see things in their right relations. The curtain is drawn aside, that calmly and without prejudice we may estimate the difference between true and false success.

"For what do we value a man in this Senior year, this final analysis? Not for his prizes and rewards. Some one among us may have won the highest distinction attainable and be little honored as he is viewed from this vantage ground.

When freed from the artificial restraints imposed by the competition for external prizes, we do not honor a man for what he has gotten, but for what he is.

"This Senior year shows the insignificance of getting as compared with being. An inexorable force compels the public opinion of the Class to rank its members not according to their acquisitions, but their worth. We grant a distinct superiority to manhood. The members of the Class with a vital power within themselves form a society above the societies. They constitute a Phi Beta Kappa of Character. And from this college experience we may reasonably infer that when society at large stops without bias to put an estimate on us, it will not be on the basis of what we have gotten, which is incidental, but of what we are, which is intrinsic."

It is trite enough to say how speedily this year burns itself out, — how quickly the sad, full days of June are on. Perhaps it is just as well not to go through all this Commencement business again. Those are rather lumpy days to go back into. I know if I ever went over it again it would be very hard to find me after I had taken my diploma. This good-bying does no good to anybody.

CHAPTER VI.

GETTING OUT OF YALE—AND INTO IT AGAIN.

BUT it is all over at last, and perhaps you say, "Here is your full-fledged Yale man out in the world." This is generally far from true.

It may be that he sails out of this port into life's sea on an even keel, and steadily and slowly makes his voyage, his course consistently projecting all the real influences of college life, and drawing them in gradually and surely, to make an effective part of his character as a man of business, of letters, of law, of divinity; as a man among men, as a neighbor, as a friend. Happy he is if this can be truly said of him. There are some exasperatingly even temperaments who, I have no doubt, pursue such a course.

Most Yale men have what may — with all propriety — be called the devil's own time, at just this stage. Those next few months, that year, perhaps several years after that time, have been called the disillusionizing period. That is a sad term with some truth in it and a great quantity of pernicious error. Even if one calls it the period of readjustment to normal, universal experiences and conditions, the term is often taken to mean more than it ought to mean.

A man who has been through college ought to retain the best of it. If one goes out from Yale with the idea that he must then learn to be "practical," by which is generally meant that theories and ideals must

be relegated principally to academic memories, — why did he ever go to Yale, — that is, why did he live there? There might have been many good reasons for studying there, but that is a different matter. If a man goes out from college willing to leave his enthusiasms and ideals as soon as they clash with what are called practical conditions, he has literally thrown away the best ammunition he has gathered.

The man is equally a fool who is willing, as soon as he has left the ideal conditions of campus life, to believe that he has ceased to meet men who are ready to meet him on the best planes on which men can meet; who has not accepted his college education as teaching him that men are most to be moved from their better sides, that they prefer to be appealed to on grounds of a little clearer reason or higher truth than those to which they are used; who does not believe that in this land of ours the best rewards in any line, either direct or final, will come to him who stands sturdily and cheerfully for what he knows is truth, and for what he feels is right.

I once heard a young woman say, as she came away from high school graduating ceremonies, that she loved to go to them and listen to the orators and the essayists, because of the spirit with which they attacked all the dire problems of creation. She called it an "uncrushed spirit." An uncrushed, uncrushable spirit seems to me the best legacy of a well-ordered course at Yale College.

But we were talking of those few months or years immediately following graduation, when one passes out of a life surrounded with ideal creations and goes into life as it is. It goes without saying that

there must be a change. Our Yale man heard very much in the lecture-room and read more of the conditions of life's problems, but he does not know them; and it takes a strong man not to feel utter powerlessness when he begins to seriously consider into what particular collection of those altogether strange conditions he will steer the little craft, whose lines are his heart's hopes, and whose masts and spars and sails he has cut at such infinite pains.

And with this honest doubt and confusion comes, if one will let it come, an overwhelming sense of loneliness. There is for many a feeling of loss in the time immediately following graduation, whose keenness it is hard to overstate. The end — the final closing for all time — of that life on the campus seems beyond accepting. The separation from those of kindred tastes and hopes and ideals and the clash with the coldest, hardest facts of the workaday world make a shock that leaves one for the time weak of spirit. It is hard to still believe the world a friend and the men you meet good fellows. College seems to have tricked you and the world to offer no excuse for effort and no ground for hope.

There is great temptation to be a cynic, which is to cease to be a Yale man. This is the time of which we spoke when one may come so near to losing all connection with his college. The danger is not for all, but it is for many. It is for a longer or a shorter time, according to temperament.

It surely sooner or later draws to its close, if one keeps a stout heart and learns to be humble. He need give up nothing but some measure of his own ignorance. How blind he was! He at last finds many a

fellow sailor travelling according to his own precious chart. These are good fellows he is with. He gets on his keel again and learns how to look out for the storms. He does not give up the idea of carrying all the sail he can, but he does not try to fight with nature. He is not heading in just the direction which he first took. He believes in currents that favor him rather than in fighting when one need not fight. Again he looks on the world as his friend. The faith of youth, which was once threatened, has won him the victory.

And so he goes back reverently and sanely to the place where that faith was born and nourished. He begins consciously to draw on the strength there. Once he became a part of Yale; now Yale has become a part of him.

Just after graduation I sometimes listened to addresses at alumni dinners and smiled at their enthusiasm. In my wisdom I said they meant nothing. It was only a dallying in the pleasant places of memory. There was nothing that had to do with a real present.

A year or two ago, I went to the general dinner of the Alumni, and heard a sturdy alumnus, who had been more than a quarter of a century out on life's sea, speak, with his heart in his words, of the great strength that came to him, and to his classmates, as they felt that they were a part of the brotherhood of Yale; that men whom they loved and admired had an interest in them; that there were friends ready to reach out a hand if they failed; that there were voices ready with a "Well done," when their part was played as it should be played. Young as I was, I had a conviction of the truth of what he was saying, and I had that convic-

tion reinforced as I watched the faces of strong, old men.

Thus, as the years go on, one may really come into the heritage of Yale. It is not only the cherishing of the memory of those ideal years, but it is a real drawing of strength from the associations of the institution. One feels the fellowship of the saints and the goodly devils of two hundred years. He looks to those who hold the present trust of the life of Yale in their hands, not with envy, but with hope and with encouragement. He sees in old and ever young Yale the possibilities of yet undreamed power and usefulness in the years that are to come, and gladly does what little he may to prepare her for her future. And the closer he keeps to his Alma Mater and the more he does for her, the more she continues to do for him.

And now, if you think it worth your while, look with me at some of the institutions of this place called Yale.

The Old Fence Corner

CHAPTER VII.

THE FIGHT TO SAVE THE FENCE.

IN the spring of 1888, the Rev. Joseph H. Twichell of Hartford brought into a meeting of the Yale Corporation a strongly worded request to save the Yale Fence. This request came from the undergraduates of the University, in solemn mass meeting assembled, and from no less than twenty-one hundred graduates in various and nearly all parts of the world.

It was the report of a gift of one hundred odd thousand dollars for a building on the Fence corner, that had started this remarkable petition. Whether the condition of location was really definitely made by the donor, or whether it was possible to reach and influence the donor, or to move the governors of hungry Yale, were points on which students and graduates had diverse opinions or no opinions at all. Of one thing they were sure, that there was hardly a spot in New Haven quite so attractive as the corner of Chapel and College Streets.

That corner had a border of low fence with two round rails. Those round rails had some paint on them, but most of that which had once and again at long intervals been given them was scattered in infinitesimal portions among the trousers of generations of Yale men. Back of that fence was a stretch of bare ground, trod by the sons of Eli from time immemorial. Over all were the arching elms, which had withstood the bonfires of

victories from at least as far back as the first race won against Harvard, when Mr. Twichell himself pulled an oar; which had shaded innumerable concourses both formal and impromptu; which had sifted the harmonies and moonbeamed the sentiments of a thousand summer evenings; which had guarded the home-comings of the sons of Yale from the time they first sat in fifties or in hundreds, with trembling and great joy, on the newly won rails, till they gathered feeble and few, at fourscore, for their last reunion.

That was the kind of spot which the Yale youth of eighteen or the Yale youth of eighty did not propose to surrender without a fight in the last ditch. The mechanical equipments of the Academical Department, the ordinary three-dimension problem of teaching large numbers of men, meant nothing to them compared with the meaning of the fence. Land was valuable, but land could be bought. Not all the money in the world could buy a Yale Fence. New Haven was growing and Chapel Street was more and more a busy thoroughfare. The Fence corner was becoming a most public place. Whatever a Yale student did, from smoking a cigarette to a formal transfer of Fence rights, or the cremations in quantity of barrels or Brick Row blinds, was unfortunately before the public eye. The Yale youth, of eighteen or eighty, declared the growth and development of the city along that particular thoroughfare a mere accident of environment which should not have any radical effect on the life of such an institution as the Fence. The Fence was Yale, he said, in miniature, and sometimes in life size. It had not been growing for two hundred years just to get out of the way of the trade on Chapel Street. As to some pedestrians' great embarrassment

walking down the sidewalk in front of a row of two or three hundred young men squatted on those rails — well, no harm ever came of it, and even so there were other streets to walk on.

In short, there were to the mind of the Yale youth of various ages, no real objections to the Fence. On the other hand its existence was to them indispensable. On the mere ground of convenience, few people who lived on the campus, or who had lived there, could understand how they could get along without such a common meeting place. From the middle of April to the end of the summer term, from the first Wednesday night of "the thirteenth week after Commencement" until well towards the end of the fall season, it was the one place to be sure of finding any one. Students do not much live in their rooms. They sleep there some and arrive and depart at a few uncertain intervals during the day. During the outdoor season it is rather the exception than the rule to find one of them at his stated abode.

But you could go to the Fence and be moderately sure to find within a reasonable length of time the most peripatetic individual. When one is looking for the bull's eye of all interrogation points of the campus, to wit, the Inspector of grounds and buildings, the best direction that can be given is to stand in the middle of the campus and wait for him to go by. In the same way, whomever you were looking for, the surest way was to sit on the Fence and watch and wait.

And what were the graduates to do when they came back to reunions? From as far away as the lower corner of the Green they could see the old Fence corner. Reviving and stimulating as it was, it was still more

valuable as a standing and definite assurance to any home-coming son of Yale that he would there find any and all of those of his particular company who were in New Haven. He did not have to know where they roomed. He did not have to consult any register in the Library. He had only to put his package anywhere he pleased and go to the Fence and wait for developments. It is not a great wonder that his feeling towards the plan of digging up those ancient posts, of leaving those sacred rails the prey of memorabilia vultures, of digging a cellar in those sacred sands, or putting brick and mortar where elm-trees stood, was something short of enthusiasm. And as yet he is far from accustoming himself with resignation to the sight of the architecture of Osborn Hall, in place of that famous old stamping ground, which had come first to his view, for generations, as he returned to New Haven. Habit still has its way, and he even now pathetically pulls out some preserved section of the old Fence and sets it upright on the hard pavement of the corner, or perches himself on the steps of Osborn Hall and gathers his friends around him there. The instinct for the place was strong; even stronger was the sense of its eternal fitness for all the informal occasions when the children of Eli gathered themselves together.

Those who worked the hardest to save that old Fence corner for just as many years as in the material possibility of things it could be saved, believed that it was the most tangible evidence and instrument of the best thing of Yale. They believed that it formed at once the opportunity for and inspiration of the democratic community life of the place. They considered that the most important character of Yale was its cha-

racter as a social institution, as a place where a young man was put in particularly happy and valuable relations to a lot of other young men of as diverse traits as the confines of America could furnish.

They believed it of inestimable value to perpetuate the idea that whatever the antecedents of a young man who came to New Haven, he stood or fell there, lived quietly by himself, or rose to the various activities of the place, according to the evidence which he could give of character and ability and the amount of industry which he used in the application of them to the objects in which the community of Yale were interested.

They held, not for the purpose of display in after-dinner oratory, but as strong convictions in regard to the most interesting place in which four years of their life had ever been spent, that this spirit had made possible the achievements of Yale as an institution in such contests as come before the public eye, and of Yale individuals, in as far as their life at New Haven had been taken into their character.

These men saw in the Fence life a realization of the social life of pure democracy. Men of all tastes and modes of life were there together. They sat on the common rail, and the only mark of division was the mark of the arbitrary line of time which divided the classes.

It was said by those who advised against any agitation that this Fence life would be transplanted into the interior of the campus, where it would be more peculiarly and particularly Yale and not a common and public place. To which it was replied that you could not transplant institutions quite as readily as trees, and that the

power of cohesion for Yale life in that old Fence was in the famous traditions and the wealth of story gathered around it. A man who sat on his class Fence there, sat where whole Yale regiments had rested themselves before. When Sophomore orators turned over to the Freshman class there a few sections of that Fence, that made their class guardian of something which all the men of Yale from time immemorial had at one time in their college career counted the most valuable of their possessions. The glorious bonfires had there blazed out the story of victory after victory. Class had there been pitted against class in battle royal. In older days the Fence had determined the battle-line between town and gown. Long after the sharpness of this old animosity had worn away, the Fence had marked the limit of direct municipal authority. When the blue-coated agents of that authority were first allowed within those limits fifteen years or so ago, the feeling that they were invaders made the most peaceable souls yearn to greet them with water pitchers and bootjacks. In later years police officers have lived upon the campus, but their conduct has never been such as to arouse a spirit of rebellion. They have shown such infinite tact and a sense of the fitness of things by choosing where they should be and where they should not be, that the most conservative academics have given them the right hand of fellowship.

The old Fence went. That hardly needs the record. Petitions and traditions availed not. President Dwight told the Fence Committee that it was the sense of the Corporation meeting that the improbability of lightning striking twice in the same place (a phenomenon which the President paused to explain by citing the observation

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of the small boy that it did n't have to) should lead them to decline the proposition to defy it this time. Yale was not anxious to have it repeat the phenomenon in this instance. The idea of the President probably was that if Yale ever took down the lightning rod which had the reputation of ever standing and of ever slanting towards the great banks with their silver and gold linings, the luck might turn the wrong way.

Along the front of Durfee and down the Chapel walk in a semi-circular swing is the Fence of modern Yale. Here the main rights and privileges of the older institution are maintained. Its use is very considerable. On the warmer summer evenings you will find some two hundred sitting and standing along the line, and of late one or the other or both of the Glee Clubs have been very regular in leading good congregational singing there. The new Fence does not gather the Sheff men as the old Fence did, and it does not now gather the graduates, particularly those of the older classes, nearly as much. It is to be doubted if even those who have left Yale since the old Fence died will ever use this to such an extent as the old Fence was used by graduates.

But neither of these things was to be expected. Sheff and Academic must in the future come together by some other means than an institution which had thus been made peculiarly one of the Academic Department. That is one of the problems of the future, and one of the great ones. The man who can solve the question of holding together the great University in any such way as the old college held together, will prove his title to the highest talent of organization. Perhaps some day Sheff and Academic will have courses of the same

length, and then a union on the line of the same common institutions will be easier.

The University Club supplies this common meeting-place, for some purposes, to a limited number of men of the upper classes of the Academic and Scientific Departments, its membership being about one hundred and fifty. In its quarters, at the corner of York and Chapel Streets, which have recently been improved, it offers excellent club facilities to its members. Radical changes and very great expansion would be required to allow it to meet to any considerable degree the demand for a common rallying-point for the under-graduates.

As for the returning graduate, his need can be supplied in some ways even better than the old Fence supplied it. But another chapter treats of the possibilities of the Graduates' Club.

CHAPTER VIII.

LIVING AND WORKING BY CLASSES.

THE time will come when the names of the faithful Class Secretaries of Yale will be enshrined on some roll of honor, and their statues adorn the length and breadth of a great University Hall. This bronze company would not require a niche and pedestal for every class. Far from it. There are class secretaries, and others who go by the name. Those who are secretaries do more than any other individuals to hold Yale together, and that is the University's debt to them. As to what they accomplish for their classes, in the way of preserving very bright memories and keeping all down the years the elbow touch of the recitation room, the Fence, the Chapel pew, and the banquet hall, the classes themselves know.

It would be a very good thing to start such a roll of honor or gallery of heroes soon. Then would it be a source of great inspiration to him who is chosen hereafter to bear the burdens and receive the maledictions that go with the secretaryship, to play his part like a faithful slave and a true hero, continuing the all-the-year-round hunt for those who seek the reputation of being "the most elusive living graduate," and serving back for the curse words that come by mail fresh bulletins of events sad and happy, of arrivals and departures, of marriages and givings in marriage, of the winnings

of gold and of office, of honorable penury and glory-giving defeat.

The University is beholden to them for their work of organization and inspiration, because the word "together" is the great word at Yale. In the opinion of those who are simple enough to think that a college education is most important for its effect on character, and who are vain enough to think that there is no place on the footstool with as many favorable influences for the development of character as the place they call Yale, it sums up the best things of Yale life.

It implies all those qualities which come to the surface in individuals when Yale as Yale is making her great efforts. It means endless, painstaking perseverance the whole year round and four years together; faith that nothing can weaken, and a will unbreakable. It means all the noblest manifestations of college life, which more than balance in the scale against the unworthy things which go with this "mass play," as Professor Perrin calls it, and of which his speech elsewhere quoted speaks with such detail and with such definiteness and force as to make it idle to develop the idea further. It means besides this the opportunity for every one to get into the work, and the inspiration to do his part of it well, and carries with it the promise that there shall be recognition of that work well done and an opportunity for still larger work.

And so the preservation of the class as the unit of the Yale organization is a thing very highly to be prized, and is a thing to which the greatest attention is given at Yale. There are all kinds of class functions common to colleges. It seems to me doubtful that there is any other college where so many of them are

combined, and where are all the great activities of the place run so generally along the class lines.

Men study together for two years in the Academic Department and for one year in Sheff before there is any appreciable break along the elective lines. For two hundred or more days in the year Yale College is gathered by classes in Battell Chapel; and when the students conduct their own religious services under their own voluntary organization, their prayer meetings and their Bible study meetings are by classes. Of course, they row and play football and baseball by classes. They loaf by classes, squatting together on the Fence rails. Again, in the College, and as a feature quite peculiar and most important, they break into secret societies by classes. They run their college journals by classes. They take up the various customs and privileges of college life, from the carrying of a cane and the wearing of a silk hat to the perfect liberties of top spinning and "nigger baby," by classes. One of the latest developments of debating is by classes. The Freshman Union followed the formation of the Union itself, and as one of the most promising evidences of social reform, as well as of debating interests, the Sophomore Wigwam came into being.

This list of class activities, spiritual, physical, and social, would be practically complete if we could say that Yale men ate by classes. They do not do that while they are in Yale very much. They have just one class supper before they graduate, which is only a moderately successful institution. They used to have another class feast, about which there was nothing moderate whatever, to wit, the annual entertainment of Harvard at baseball in Freshman year, a custom that

has worthily passed into the traditions. In older time there were annual jubilees, but there seems to have been some good reason for the death of this convention.

While a sister institution is seeking to revive class feeling by class suppers, the Yale class spirit, seemingly content with the variety of its activities on the campus, has in later years developed the innovation of frequently recurring class meetings, whenever any particular event could bring a considerable number of the class together in New Haven or New York or any other good Yale centre. This is entirely apart from the stated feasts of triennial and sexennial and decennial and quin-decennial and vigintennial and quarter-centennial and trigintennial and all the others up to the sixtieth.

May it thus ever be, and more so, prays the devout Yale man. If not more so, how are we going to gather our increasing families around the class hearthstone and feel it natural to Bill and Jack and Bob them? That should be the method of salute, but a most torturing one is it and one to be abhorred, unless most natural. It cannot be natural without even increased means of mixture. You occasionally find young men nowadays who speak of knowing all the class, as though that were something to be remarked upon. It should be something to be remarked upon, in language drawn reverently from the imprecatory Psalms, when this is not so.

Men will say that these things are impossible as the University grows. To which it is proper to reply, in the first place, that we are not concerned with people who use the word "impossible," which has never been a favorite one at Yale and ought never to be. Secondly, we are not now treating of university growth, or any

Yale Infirmary

Yale University Club

of those things which require general statement, or of those feelings which rejoice in totals. We are talking about class feeling as it gloriously exists at Yale College, and as it is growing to exist more gloriously in lusty Sheff. In other words, we are talking about that which made and which makes Yale so much of a thing and so dear a thing to you and to me and to all of us.

This being towards the end of the century, and Yale now entering the period of preparation for her two hundredth birthday, it is proper to report how things are in respect to class feeling and the community life of Yale.

They are good, in spite of it all. By in spite of it all, if I can explain this sentence backwards, I mean in spite of an environing element which has not been ordered with much, if any, regard to the community life of Yale. As it seems to the writer, the development of Yale materially has either ignored Yale socially, or has assumed that Yale socially is unimpressionable; that the spirit of the place will persist under all circumstances. But it is not the purpose of this chapter to go into this controversy. Those who believe most strongly that to follow a strictly business line in the renting of rooms, and thus in a measure reproduce the money line of the outside world on the Yale campus, is to injure Yale democracy, and those who have criticised because this is largely done without any evidence on the part of the distinguished Governors of Yale that the act troubles them at all, or is accomplished with regret, are still to be found as willing as any to recognize in the Yale of to-day the splendid persistence of the old qualities of discipline and organization and *esprit de corps* and fair play with a chance for all.

They join hands with those most perfectly satisfied in all things that are done, in hailing New Yale as still Old Yale; but they do not like to see an element enter the situation which threatens an idol of Yale, — her Democracy. And just as they hope to see the lack in the society equipment of the college made good and the unfavorable conditions of the present removed, so with much hope they look to a future wherein the campus of Yale, however closely it may be pressed and surrounded by a busy, developing city, may realize in its own particular life and in the material conditions of that life, the principles of a true democracy.

What has this to do with classes? The whole subject is touched when we touch one end of it. But back to the first and the better part of this sentence. It is well, it was reported, with the class spirit and the community spirit of Yale. Yes, the Yale which labored and even floundered as it took on great size and tried to move along its old ways at the same time, is getting used to itself, and the old ways and the New Yale are adapting themselves to each other. There were years when the class feeling perceptibly weakened; when men were cynical and scornful about their classmates, and liked to join in a cheap wit at the expense of class sentiment, or affected a superior philosophy which avoids the dangers of gush. A favorite conversational pastime of the college for a few years not so long ago was the dissection of all those without the immediate group of dissectors, with particular reference to faults and vices. Those who received the most attention were those with whom they were thrown into the closest relations in Yale's social life, to wit, their classmates, and those others in whom they were compelled to take a more or

less real interest, the leaders of Yale in her athletic life. There was a precocious maturity, a worldly wisdom, which affected the healthy Yale stomach as some horrible perversion of color affects the most susceptible artist. Alumni met undergraduates on trains or in hotels in other towns and listened to their incisive wit at the cost of their classmates or their College, or their dull grumble of reproach about captains and coaches, as long as they could tolerate it, and then asked themselves if they had really met representative Yale men. They probably had met fairly representative Yale men. Some of the choicest spirits that came to the University at this time of transition became temporarily dyspeptic. There was something in the air wrong in those days. There are some traces of it left, but on the whole Yale has pulled herself together.

The conditions are as different in the present time, of which I am writing with some detail, from those of a few years ago, as were the athletics of the football season of 1897 from those of the few years preceding. To those who know Yale athletics this will seem a strong statement. It is true.

It is impossible to trace the development of the class spirit at Yale with any degree of definiteness. It varies. Sometimes it is wholesome from start to finish. Again it passes through diseased stages. Some classes are weakened by internal strife, of which the scars are not healed even at graduation, or until even the second or third reunion. Of course, a steady and natural development is the best. But even when that is the way, it is not unlikely to be severely shaken by the excitement and disappointments and sometimes bitterness that follows the society elections in the spring of Junior

year. This in a well-ordered class will wear off when Senior year is well under way.

As a rule it is safe to say that the more solid satisfaction is taken in class reunions after the first or second gathering, by those who really wish to enjoy their fellows and find out about them and live it over with them again. The second reunion is, I am sure, much more calculated to carry out these objects than the first. The enthusiasm is not worn off, but some of the gunpowder has burned out. It is in the better sense of the word a rather more mellow occasion.

But each one, I fancy, brings its own particular blessing with it, and none goes by without leaving with him who properly takes it a more realizing sense of the really valuable things which he found at Yale. The more sensibly and earnestly and worthily he has lived his life after graduation, the more he has taken up the opportunities of his particular situation in life, with the more zest, as the writer's observation goes, does he seem to return to these friendship feasts and observation points. The stronger his life has been, whether in large or small sphere, the more he seems to appreciate what flowed into it from Yale. It seems to me quite safe to say also that the less does he regret that it is all over and the less does he say that he can never be as happy again, or indulge in any of those unhealthy feelings; but rather the more, as he looks back, does he appreciate the preparation which Yale gave him for just those things which he is now doing, and which have the more meaning for him and the more satisfaction for him because to a greater or less extent he learned to appreciate the relations of things at Yale, and learned what really makes life worth the living.

Battell Chapel

CHAPTER IX.

IN BATTELL CHAPEL.

THERE is nothing in Yale College much more worth the while joining in than the Doxology at the end of the Sunday morning service in Battell Chapel. It is about the heartiest expression of religious feeling that one can find. If it has been preceded by a sermon from some manly, magnetic, and forceful preacher, the effect is all the more soul-satisfying. If it has followed one of those mornings in Chapel which are more frequent than one likes to confess (although less common now than in the older days), then this Doxology singing is all the more striking and more thought-provoking than in the first case. The only other religious exercises to compare with it will be found in the purely voluntary student assemblies in Dwight Hall, which is the home of the greatest part of the real religious life of the institution.

But you may miss the Doxology and you may miss the Sunday night meeting, and you may happen into an ordinary week day Chapel service. There is at least an even chance, under those circumstances, that you will go away with peculiar feelings about the religious susceptibilities and possibilities of the Yale student. You will see an audience of twelve or thirteen hundred men, with perhaps half of them shot into the hall and rushed into their seats between nine and eleven minutes after eight, 8.10 being the time set for

the beginning of the service. Half of them have not gone through a decent toilet, and the variety extends all the way from a mackintosh and a pair of rubber boots, which are two out of three pieces of the attire of the student who wakes at eight and one-half minutes past eight, to the sweater costume, which may, after all, be the all day habit of its wearer. They nearly all have their books for their first recitation, and not a few of them, unless so near one of the Faculty sentinel's eyes as to make it unwise, are willing to consult them at special or at all times during divine service. If they are so forehanded or so reckless as to be callous to their text-books, they have quite likely gathered in the morning paper; in not a few cases, and, in so far as that is safe to do, they devour its contents.

If a sociable dog is lingering about Chapel between 8.05 and 8.10, the chances are against his being outside after 8.10. Nobody in particular calls him in, but there is a general air of hospitality through all the stream of worshippers, and he will flow innocently along with them and into the centre aisle.

As to the services themselves, the students take part in them to a very limited degree. Their congregational singing is done principally by proxy, to wit, by the choir, which performs that service much more acceptably now than it used to. The writer has in mind a class which was rather noted for its strong religious feeling, whose general influence was reformatory as to matters moral, and which did a great deal towards perfecting and strengthening the organization of the Y. M. C. A. of Yale. One of their favorite campus melodies was made of the last lines of a chant which had been sung with such persistence and trying

regularity in Chapel as to be divested altogether of religious meaning and to pass into the realm of humor. Every now and then you would hear from the Senior Fence, and ever and anon now rises from the class banquet board wherever it is spread, these few words: —

"Soon shall the trumpet sound and we shall rise to immortality.
Amen. Amen. Amen. Amen."

The passage is rendered with a particular ferocity which makes it in the distance somewhat resemble the Greek yell. The song is joined in zealously by all, whatever their religious natures. It would be hard to convince any of them of impropriety, much less of flippancy or sacrilege, in this amusement. There are no sacred associations with that particular chant sung in that particular way.

The members of another class, with an excellent reputation for piety, would often salute one of their members, a tenor soloist of the choir, with the passage, rendered in excellent time and tone, —

"Who is the King of Glory?"

The reply was always the tenor's name, which lent itself particularly well to the peculiar intonation. This was the effect of painful persistency in this chant by the choir of their day.

But there has been a Musical Department at Yale since then, and there is more attention to the choir, and that part of the service is more like worship.

There is another improvement in the arrangement of the Chapel, which has removed visitors from the back gallery, increasing classes having occupied all the room there. Only six or eight years ago it was usual for a third of the congregation, particularly at Prom

time or any festive occasion, to rise with the choir and then turn around, back to the pulpit and face to the gallery. This inspection of the fair faces of the visitors was, of course, as thoroughly discourteous as it was irreverent. The temptation is removed by locating visitors in the transept.

A moderately respectful attention is paid to the prayer by half or two-thirds of the audience, but it is always better for any one's impressions to keep his own eyes closed.

The President, following immemorial custom, walks down the centre aisle, the Seniors waiting to bow him out. This bowing ceremony is a very pretty thing in theory, and because it is a custom would as well be observed. As an impressive demonstration of respect of authority it fails in some points, when one notices the exquisite nicety of calculation by which those rows of heads go down, touching the nap but not the body of the cloth itself on the President's back, and the lack of any distance between the President and those who have fallen in line behind him.

It may be that the average visitor will observe less of these incidents and be impressed more by the general features of the occasion. The gathering of twelve or thirteen hundred young men every morning, as around a great family altar; the conduct of prayers by their official head, the President of the University, and thus the daily emphasis of the dependence on God and the aim of the institution, cherished from its foundation, to strengthen the bulwarks of religion — it may be that these considerations will greatly move the onlooker. It will depend entirely upon his temperament. Many will forget that these men are there

because they have to be there, while to others it is impossible to overlook this feature or to fail to see the effects of it. To them such religious worship is not worthy of the name, and they say that a college that can support voluntarily such religious life as Yale has in her student organization has least of all excuse for this compulsion.

Sunday morning offers less chance for the critic of the compulsory system. It is later in the day. The students have no immediate duties before them. They have all slept long, and generally feel in good humor. The service is not a long or tedious one except on rare occasions, and the custom of bringing the best preachers obtainable from other cities brings the students together in expectancy of something worth listening to. If the preacher be a Drummond or a Watson, you will scan the audience in vain for evidence of restlessness in this compulsory service. On the contrary, you will envy the preacher his opportunity of playing upon the sentiments of such highstrung and yet finely poised natures as are before him, and of appealing to the ideals and aspirations of men of fine parts, of best impulses, and of spirits unwarped and unwearied. These men will talk about that sermon for days and weeks afterwards. Is n't it, then, rather fanciful, you may ask, to believe that the ultimate effect is any less upon them because they must be in their seats or suffer certain penalties? If the preacher has once gained his audience, and gained a hearing from them, are they not as ready then for anything he may give them, as though they came of their own accord? To which your believer in religious elective freedom will reply that those on whom any permanent

effects are produced would be in the Chapel that day of their own choice, to worship under such auspices and under such guidance; that proper effort can so order the exercises of the Sunday morning Chapel as to crowd the building on almost every Sunday; that the resultant atmosphere of spontaneous religious feeling would intensify many times good effects which now have to break through the barrier set up by compulsion.

Now and then some champion of the existing regulation of religious service at Yale will talk eloquently of the social effect of the bringing together of Yale College in one general exercise every morning. The mere collection of the members of this department under one roof strengthens the community life; the division in the sitting makes the class tie the stronger. A Cornell man, witnessing recently the Sunday morning Chapel, told the writer that he considered it one of the finest things at Yale. Yale was together before his eyes, and all the traditions of her organization and of her spirit of unity seemed to be expressed there before him.

But he who argues for compulsory religious service as a means of cementing the social unity of Yale will bring upon his head the vials of fierce wrath. That religion should be used merely as a part of a system of organization is abhorrent to those who take this problem seriously.

"If you want to get your Yale family together in the morning," protested an indignant member of one of the recent classes of Yale, who now wears the cloth most becomingly, "don't drive them with a lash to church and tell them to get together in the name of

God. Rather than to apply such a theory you would better rip out the seats of Battell Chapel and put in breakfast tables, and make every man in the Academic Department take half an hour for his morning meal. And let it be one which will give him quiet satisfaction of spirit instead of moving him to profanity. Such a course would far more conduce to the material interests of Yale social life, and the spiritual welfare of her sons, than a morning round-up in the name of religion."

A very strong argument in favor of the system of compulsory chapel is that afforded by the votes of the classes as they graduate. The records of the class-books for years back show that Seniors, closing their four years of compulsory chapel, have voted strongly in favor of the continuance of the system. One man, in commenting on his vote, expressed his view of the problem in this way: "The chapel habit is not hard to acquire." That view does not show profound consideration of the problem, but the votes on the question are generally given in a serious mood and after much thought.

What might be done with a changed order of service is of course problematical, although there are great possibilities of improvement in that direction. Should the means ever be found to ensure reverence, the opposition to compulsory prayers would generally surrender.

CHAPTER X.

IN THE YALE YOUNG MEN'S CHRISTIAN ASSOCIATION.

BUT back to the spirit of the Doxology; back to the Sunday evening meeting. Let us trouble no more the waters of controversy. It is Yale that we are going through, and we would fain tell you what you may find there.

We were talking at one of our class reunions about somebody we had known in college, whose career thereafter did not come up to Yale ideals.

"I always thought him rather weak," said one, "but he lived a fairly decent life at college."

"That is not so strange," said another. "He was easily influenced, and all the influences of his friends and of his life here were good. In fact, the influences for almost anybody at Yale are good unless he deliberately chooses to have them otherwise. The man who can't lead a pretty decent sort of a life at this place is n't liable to anywhere else."

The sentiment was unanimously ratified by the company. It is a sentiment that is ratified by fact and experience. There are exceptions. Men will turn their faces steadily away from that which is for their own and everybody else's good, and which is crowded upon them on every side, for a whole course at Yale, and will come to full consciousness afterwards and make their lives very useful and noble under much less favorable conditions than they found in their

college course. There are still more who steer wildly for one or two or three years before they get their bearings and their ballast.

But, on the whole, the men who have got it in them to appreciate good things and the right kind of people, and who are capable of trying to realize in their own lives and character any ideal, are quite apt to give abundant evidence thereof early in their college course.

The Freshman has not yet reached New Haven before he has been made aware of a student organization which is ready to welcome him and aid him in many ways in getting on his sea legs. The handbook sent out by the Yale Young Men's Christian Association is sent to every member of the incoming classes of the two undergraduate departments long before the opening of the fall term. It is a compact compendium of main facts about Yale and New Haven which the new collegian should have in his possession at the earliest opportunity. The college cheer, in accurate Greek, is duly set forth. The text-books to be needed at once are described. The names of his Class Faculty and their departments are told him; the location of the Library and something about its contents and rules, and how to get to the Yale Field; the equipment of the Yale Gymnasium and the rules thereof, and something about the stores and wonders of the Peabody Museum; how athletics and glee clubs and Commons are run; where he may go if he is sick, and what are his college papers; the calendar of the college year, and the list of places worth knowing about in New Haven and near the city. It is not only a list of things to do and to see, but it has a list of things a Freshman would better not do, if he wishes to live in

peace in this new country of Yale, whose laws are peculiar, and of the inflexibility of the statutes of the Medes and Persians.

Of course he is also told of the Yale Young Men's Christian Association itself, which sends him the book and which has its home in Dwight Hall. The college generally calls the whole organization and its activities Dwight Hall, although the name is now inadequate since the Sheffield Department has taken a home of its own over on College Street. The various divisions of its busy work are briefly given with the names of its officers. In the lists he recognizes those which he has frequently seen before, if he has begun to follow Yale annals: men of editorial boards and Promenade committees and debating teams and nines and elevens and eights, and those on society lists; for the fact is most worth noting, because most significant, of all the facts of Yale's religious life, that those of influence and leadership in the college world and those who man the student religious organizations are in very many cases identical.

It is very likely that this practical introduction to Yale and the Yale Young Men's Christian Association is not the first time that the influences of Yale's religious life have reached the prospective Freshman. There is something very direct, straightforward, and manly about the busy activities of this religious work of Yale. In the days of fierce campaigning for the under-class societies, it was not uncommon to argue with preparatory school youth, and even pledge them to one of the Sophomore societies a year or more before they could be initiated therein. This unhealthy, head-swelling system has gone by, and a much better

The Old Library

Dwight Hall

system of campaigning has been substituted therefor. This campaigning is in the interest of the greater society of all Yale, to which every other society is subordinate. The campaign is in the interest of the better side of the life of this great society, in the interest of the moral health of the community, and the welfare of its individual members.

The men who conduct these campaigns — the deputations, as they are officially known in the Young Men's Christian Association — are those who come out of the heat and dust of the daily fray and know what availeth therein and what is a handicap. They are managers, captains, editors. As they talk at the preparatory school, they preach no sophomoric sermons on virtue and vice. They tell about life on the campus as it is. They let their hearers know that there is no tradition of the place which asks a man to give up one tithe of his independence or to relax by one turn the lines of principle, however tightly drawn. They dispel certain illusions about the possibilities of wide ranging in the early part of the course. They tell what you and I, who have followed Yale life in the last decade or two, know, — that there is at New Haven an already high and a steadily developing ideal of the soldier and the gentleman; that the place is very happily conditioned for strengthening and developing ideals, and offers a peculiar opportunity to one who is attracted by the thought of being useful in making more firm good influences. They add in frankness, these Yale campaigners, that there is quite another side of Yale life, which one can easily find; but the advice is given to those not otherwise influenced, that if they are willing to wander that way, or

are unwilling to make a reasonable effort not to, it were better, for their own satisfaction, not to go to Yale, a place where public sentiment is strongly against the student of lax morals and is allowing less and less margin to the overdrinker.

This public standard, by the way, on the question of personal habits, is on the first point about what it has been for a good many years. Lines seemed to weaken a little here, as they did elsewhere, a few years ago, when Yale was wobbling and laboring under the burden of suddenly increased numbers and a large inflow of wealth. But that is now, as it has been, and rather more pronounced than before. As to excessive drinking, there is really very little of it. There is a great deal less of it than there was fifteen years ago. And these Dwight Hall deputations, as they are called, tell the facts about these things and do very good work.

But they can reach directly only a limited number. The handbook of which we were speaking goes to all. Two special invitations are given the Freshman in this book. One is to use Dwight Hall as headquarters until he is settled. He can leave his valise there, and there he can consult a long list of boarding-houses, and hear about them from a committee who have laboriously inspected them and who can reveal such mysteries as may be revealed from without. The assistance in solving this mighty question of where shall the Freshman sleep and eat is most practical and valuable.

Another invitation is to come with the rest of his Class on the first Friday night of the term to Dwight Hall and meet the upper class men and the Faculty who conduct and care most for it. This reception itself is an eye-opener to those who have taken as

news of Yale any small fraction of the wonderful reports on it, which are now and then set before a curious reading public by journals, whose aim is, for various reasons, to exploit the sin of the world. If Yale opens into hell, as earnest persons have said, it opens with wonderful arts. Here, on this first Friday night, is as choice a company as you can gather from the ranks of the Yale army; and they are welcoming the incoming youth in a spirit of the most straightforward and courteous hospitality, in the name of religion, but without any parading of it. It must be a genius who is bluffing so. How can such stuff be written! But there will always be "much talk without." Let it rattle on.

This seems to be a good crowd to be with. "Yes," says the occasional critic, who sees things all out of true on the campus; "so good that many men join it and work with it all through their course, who have no more religion than a war politician." The dig was made in the writer's own time, by an honest commentator, that there was underground connection between Dwight Hall and one of the Senior societies.

It would take an over-zealous advocate to say that hypocrites are not to be found at Yale. It is a simple record of fact also, that there are few places on the footstool where they are more quickly found out and where their estate should excite more pity.

But let us go with the Freshman a day or two longer, — through his first Sunday at Yale. This first Sunday is Communion Sunday in the college church, and those who wish come to Dwight Hall at a quarter before ten that morning for a preparatory service. Then comes the regular Chapel service, with commu-

nion service following for those who are church members. In the academic class entering Yale in the fall of 1898, the church membership list was seventy per cent of the class. A recent graduating class of two hundred had one hundred and sixty-four church members. And while statistics are being given, it may as well be set down that the membership of the Young Men's Christian Association of Yale, which leads in numbers the college associations of the world, was last year thirteen hundred. Nine-tenths of this membership is drawn from the Academic and Scientific departments, whose total enrolment last year was seventeen hundred and eighty-four. Thus two out of three of the undergraduates of Yale are members of the voluntary religious organization of the University. And for one thing more in the way of figures, which mean something, though far from everything, more than half of this total in the Young Men's Christian Association was made of active members, that is, of church members, who were to a greater or less extent working members of the Association.

Our Freshman has his Sunday afternoon to himself. If he gets quickly into the ways of the place, he takes a long walk, and his going and coming will be peaceful, even though he be a Freshman. A company of Seniors in frock coats and high hats may recognize him on Hillhouse Avenue and obsequiously bend low. There is nothing worse than that. After dinner or supper — the habit varies with the landlords and ladies of New Haven, and thereby makes a double dinner possible for the student who properly orders his social connections — the general religious meeting in Dwight Hall is opened at twenty minutes before seven. It is

the popular religious gathering of the week, and, being under the auspices of the Young Men's Christian Association, is purely voluntary. The attendance averages four hundred, and frequently crowds the big room in Dwight Hall and the hallway adjoining and the ante-room on the farther side until it is impossible to pass through either. The opening night of the year means a great crowd, with many Freshmen there.

With a list so very well chosen all the year around, one can hardly go into particulars about any one speaker. But the man on the platform the first night is very sure to be one who will have the ears and some access to the hearts of the hearers. Who are some of these men who come from almost everywhere to talk to the young men of Yale? They are of all denominations and of all Christian creeds, — men of heart and head. Drummond was there ten years ago, and for more than one day. He stayed on at Yale, from Sunday to Monday, and through to another Sunday, and then for a week again. I think I am right in times. It was not the date or limit of that visit that made its impression on those in College then. We felt him among us for months and years afterwards. You can still find Drummond at Yale. And Moody. He comes and comes again; sometimes for a Sunday evening, and often for longer. He loves to strike sturdily at the manhood of Yale, and that manhood answers his simple appeal, because it is from the heart to the heart; spiritful, and with that overwhelming earnestness born of a creed that sees the realities of Heaven and Hell, and hears the clear word of Revelation, and knows and lives the power of love. George Gordon, too, is a Sunday night talker at Dwight Hall.

His philosophy and his theology, his imagination and his heart — a good deal of all of them can flow under the stimulus of that earnest, enthusiastic roomful of young men. Twichell, of Hartford, is often there. He has rowed for Yale and fought for Yale in the old days when the town ever threatened the gown. He was a fighting chaplain of the Civil War, and has rejoiced as few have rejoiced to live to see the day when there is neither North nor South. He has his army story always, and his college story; but more, the personal magnetism of an orator, who quickly makes that audience feel his affection for them. Of such timber is this company of Sunday night talkers at Yale. McKenzie, of Cambridge, is also there; Burrell, of New York; Tucker, of Dartmouth; Behrends, of Brooklyn; Vincent, of Topeka; Richards, of Plainfield, and a long list of men of the Faculty who get nearest to students.

President Dwight himself is now and again on that platform. He keeps very near to the religious life of the place, not only by address, but by counsel and by generous gift. His name heads a score of different lists of contributors to different branches of religious work. There is also another side of his giving which is so closely affiliated with this work that it is worth while speaking of it here.

It is often remarked that the President is not so near to the students as in the older days. It is true as to the great body of them; but he is not distant from any whom he can help, and his personal benefactions, made where they can never be known, are almost innumerable. It is in no small measure due to the President's kindness towards, and interest in, so many

students, that he is always so enthusiastically greeted by the undergraduates when he comes in contact with them. They would naturally acclaim him with some spirit as the head of Yale, and they doubtless feel the value of his large services to the University; but a belief in his personal interest in them, despite his practical separation from them in all but the formal exercises of Chapel, explains the intense enthusiasm which has met him at such gatherings as the war meeting in the spring of 1898.

This Freshman's first Sunday is our legitimate theme. Back to it and him. He has had a genuine taste of Yale's religion; and then at half-past seven, or about as soon as that first Sunday evening meeting is over, he goes to the Freshman room on the first floor of the building. To this meeting every member of the Class is especially invited. Here the Freshmen are told how to conduct their regular Class prayer meetings, are given explanatory and straightforward talks on the religious life of the place and the organization of it, and those who are ready to take their part actively therein are enlisted in the service. The meeting is at once well contained and impressive. It is a good starter. Thereafter the Freshman, like the others, holds his weekly meeting on Sunday noon, just after Chapel, and studies his Bible on Wednesday evenings.

The plan of the whole organization of the student life at Yale, particularly in the Academic Department, in things social and athletic, as well as religious, is to train and try men before giving them power. The Freshmen do not elect class deacons. These religious leaders — four in number for each academic class, three

for each class in Sheff — are not chosen until the beginning of the second year at Yale. Their class religious interests are in the mean while cared for by a committee appointed from their own number by the superior officers of the Young Men's Christian Association, on the basis of information gathered from preparatory schools. The members of this committee are not infrequently continued permanently in office as class deacons; but this is not necessary, and the choice of outsiders is not at all uncommon.

The class deacon system makes the working machinery of the voluntary religious life of the place. The office of deacon existed in the first century of Yale's life. The deacon of the close of the nineteenth century is an end-of-the-century development. The class deacon of to-day is usually a class leader. Piety is not the only requisite for the office. The list for the last fifteen or twenty years back has many of the names most known and most favorably known in the social life of Yale of that period. Just when the change came it availeth not to set down. I do not know just when. But I greatly honor the wisdom of Yale's religious officers, who laid down the rule and enforced it, until it became an axiom, that only the best men whom the Class could produce were the ones worthy of the office. As the choices were made from year to year, the traditions of the office grew in reputation. As the religious organization of Yale began its swift development in the eighties, the responsibilities of office-holding became a constantly increasing demand for a high order of ability and character.

It was when the present system was still developing and at a rather critical period of its history, that the

men who were in control, being of virile character and energetic spirit, took things so firmly in hand and worked their good pleasure, which was always for the public weal, so unerringly, that the flippant began to talk of the "Dwight Hall Machine," the "Oligarchy," the "O. D. P.," whatever that may have been. The Fence gossip had it that an under-class deacon who broke orders or disturbed or threatened the success of the general plan was sure of decapitation, whether the Constitution provided for the process or not. The notion of an admixture of politics and religion so took possession of the minds of some of the members of a class that graduated less than eleven years ago, that they were moved to fight on principle anything which the "Dwight Hall Crowd" wanted. They were known as the Holy Pokers. The entire class was drawn into one or the other camp, as leaders of the class formed the nucleus of each. Meeting after meeting divided along the lines of Dwight Hall and Holy Poker. Sophomore societies took sides, and Sophomore society feeling in those days ran well beyond the second year. The social life of the class was not a little broken by the ungodly schism. It has passed into the forgottens now, both for that particular class and for the college, and there is little to suggest it in modern conditions.

The deacons from all the classes are the governors. With the President, a Senior, are vice-presidents from the departments, and a permanent graduate secretary. The interests under the charge of these officers are so many and so diverse that it is no wonder that the Freshman is not considered ready to choose officers to conduct them for at least a twelvemonth after

he comes to New Haven. These activities may be briefly enumerated without regard to their character as class or department or association work.

Leaders and subjects are to be provided for the four academic class prayer-meetings and the one in Sheff each Sunday noon. These gather a total of about two hundred each week. A special committee must arrange the leaders and courses for seven Bible study classes meeting Wednesday night. Four of these are for the academic classes, led by picked men from each class; one is for the Scientific School, led by some member of that department; and there are three others, normal, training, and graduate, of which the last two are conducted by graduates or members of the Faculty. From two hundred to two hundred and fifty students and graduates are thus occupied in serious, systematic, helpful study every week.

The work of the Deputation Committee has already been characterized. Twenty-two different deputations were sent out in the year 1897–8, including fifty different men. The students take plenty of exercise in sturdy work, and the report of the City Missions Committee is always one of the most important of the year's records. This covers the work of supplying Bible teachers at missions, speakers at meetings under the auspices of the Church Army, the conduct of meetings at the railroad Young Men's Christian Association, and the holding of out-of-door services and jail services. It also includes the conduct of a permanent mission in one of the tenement districts, which is known as the Yale Mission. It has a good practical system of work, and will begin the year 1899 in a new building, especially erected for it, at a cost of ten

thousand dollars, gathered by subscription among undergraduates, graduates, and Faculty. This city mission work is done by over a hundred students. Another work of the same general nature is done by the Boys' Club, which is conducted by members of the Freshman class. This also draws about one hundred students into the service.

Besides all this, a Foreign Missions Committee and the Volunteer Band, the latter made up of those who have offered their services for the foreign field, encourage by special meetings a general interest in the subject, and drill those who are planning to do this kind of work in a systematic course of study of the foreign field. These young fellows also send speakers to churches in and about New Haven and in different parts of the State. Fifty-five places were visited in this way in the year 1897–8 and ninety-one talks were given. At the Third International Convention of the Student Volunteer Movement for Foreign Missions, held in Cleveland in February, 1898, twenty-seven students were present from the Academic and Scientific Departments of Yale.

A mission Sunday School carried on entirely by the students, and independent of any of the city churches, except the College church, contributed in 1898 from bona fide collections $51.55 to the Connecticut Institute for the Blind. The Superintendent of the Bethany mission in 1897–8 was the University Football Manager. He reported an attendance of over one hundred, and running up towards two hundred about the Christmas season. Not the least feature of this school is a series of entertainments, for which any students with a talent for entertaining by song or

otherwise freely give their service. This work is systematically supervised.

And there are still committees to report. Mr. Moody's Northfield conference is the rallying-point of many Yale men every year, and a committee gathers these men during the year and provides for their quarters and special life there. Yale has usually the largest delegation. Another working body is called the Committee on Systematic Giving. This committee reported in the Association Record for 1898 that it had not secured as much money as it wanted — a familiar conclusion for Yale money gatherers. It raised eleven hundred dollars up to the first of May, but wanted seventeen hundred dollars, — twelve hundred dollars for the support of a Yale Missionary in Japan and five hundred dollars for the Boys' Club.

The name of one of Yale's earliest and most powerful friends is perpetuated among other ways by the Berkeley Association, which is the organization of the Episcopal students. The members meet Friday evenings in Dwight Hall for evening service, or to listen to an address from some clergyman or member of the Faculty.

To keep all the different branches of this work in harmonious activity, a superintendent, known as a general secretary, is chosen annually from the lists of recent graduates. The personnel of the general secretaries, since the foundation of the office in the year 1886, has been of a quality very sure to stimulate the work of the undergraduate officers. The election is made by the Graduate Committee, the permanent body of control of the Association, and is ratified by the undergraduate members and by the Corporation of the University. The secretary has permanent quarters in

Dwight Hall and regular office hours there. Those who have held this office up to the present time are: Chauncey W. Goodrich, '86, 1886-87; William L. Phelps, '87, 1887-88; A. Alonzo Stagg, '88, 1888-90; Clifford W. Barnes, '89, 1890-92; Henry T. Fowler, '90, 1892-94; William H. Sallmon, '94, 1894-97; Thomas F. Archbald, '96, 1897-98.

It will go without the saying of it that the power of this general secretary is very great, and the facts will bear out the saying, that they have quite invariably made their usefulness equal with their power. Mr. Sallmon, who served for the longest term of any, left a record of activity and development of the system, that justifies the very high place accorded him among the religious workers of modern Yale.

We started with the Freshman entering Yale and his first Sunday therein. Some of the religious life to which that first Sunday introduced him, and in which his later experience may have led him, has been plainly told. It is rather a long tale, but there is much to say. If one desires the whole story in the most compact form, there is another way of putting it. This was chosen by Dwight L. Moody in a brief interview, to which he submitted at a time when the University was the subject of much adverse talk in a certain weekly paper. This was his summary of the case: —

"I have been pretty well acquainted with Yale for twenty years, and I have never seen the University in as good a condition religiously as it is now. My oldest son graduated here, and if my other son, who is now in the Freshman Class, gets as much good out of Yale as his brother did, I shall have reason to thank God through time and eternity."

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CHAPTER XI.

THE PROM AND THE PROM VISITOR.

THE specifications of the Junior Promenade of Yale can be easily given, although they are of comparatively no value for the understanding of the subject. The institution's outlines may be plotted ; but the informing spirit of the season must have indwelt with the reader by experience of the occasion itself or some allied interest, in order to secure an appreciation thereof.

The Promenade itself, never called anything but the Prom, is in theory a reception given to their friends by the Junior Class of the College, and is the outgrowth of the old Wooden Spoon celebration. It is really a university function, under the particular auspices of the Junior Class. The committee controlling it is chosen by them early in their fall term. For many years, since the Scientific School has grown so great and its members have played important parts in such university affairs as athletics, there has been agitation for the election of certain men of the Scientific School to this committee. One may expect to see this suggestion adopted, and thus a long step taken towards greater Yale unity, when the School adopts the four-year course. Whether that will be soon or never, it is not given me to say. Many of the outside friends of the school, very many of its graduates, and nearly all the undergraduates want it. The governing board of these last

years of the century seem strongly determined to prevent any consideration of such a change for the present. The ordinary reasons given for the change by the student or graduate are connected with just such incidents of college life as the Promenade. They believe it would open to the Sheff men a large part of the education which is given outside the curriculum by such a university as Yale.

But as it is, the committee of nine are all Junior academics, and they are happy ones. A position on the committee is generally rated a considerable social honor. It is almost entirely a question of personal popularity, which is one reason why Promenades cost so much. The committee's plans for that one Tuesday night call for an outlay of upwards of five thousand dollars. A part of it, twenty to thirty per cent, is the cost of inexperience, and the expensiveness of one-year control, which is not necessarily an argument for any other system. There is money enough to spend. In the old days the Freshmen, who were then, as now, carefully excluded from the floor the night of the ball, were taxed most extortionately for its support. The approximate bank accounts of the different members of the class were known to the committee in a wondrously short time, and it was considered quite within the proprieties to secure subscriptions of from five to ten tickets each (at $3.00 per ticket), though he who subscribed them could use but one, and that for the doubtful privileges of a spectator and the opportunity to take part in the football practice about the "stag counter" at supper time.

The evolution of the college code of ethics, or the increasing sources of revenue from increasing classes,

has stricken the Freshmen from the subscription lists of the committee. Incidentally the opportunities are thus diminished for the purchase of tickets by any one who had from twenty-five cents to a dollar, according to the state of the market, and who did not mind going to a function where he or she was not supposed to be desired. There is no great credit in elimination of Freshmen when the only difficulty of the committee is an embarrassment of riches. But anything which keeps down the crowd of stags, who must be fed from one to four suppers apiece, relieves the occasion of a certain excitement which comes from expecting an outbreak of hungry men. These are days of milder manners, perhaps. Time was when the construction and equipment of a room for serving the suppers to stags required the outlay of all the military and engineering skill the committee could command. The Second Regiment armory, where the Proms of ten years have been given, has elbow room and opportunities for seclusion. It was different, when the Hyperion Theatre was engaged for this function. I remember a supper whose service was entirely interrupted for half an hour or more, as the result of a direct attack by rebellious Freshmen on the commissary train of Italian waiters, carrying enormous salvers over their heads, and proceeding in single file from the base of supplies to the boxes and dancing floor.

The quartermaster of the committee at once sought the caterer, who had come himself from New York to superintend this difficult contract. He was not in the kitchen; he was not on the floor. He was nowhere in the gallery. Discovered at last in the farthest corner of the topmost box of the theatre, he fell on his knees

before the astonished Junior, and calling on Heaven to witness his agony, thus summarized the state of manners at Connecticut's ancient seat of learning:

"You hire me to feed nine hundert ladies und gentlemen, and you attack me mit a tausend volves."

The Junior Prom was originally held in February, cheerfully varying the monotony of the long winter term near its central point. The Faculty recently ordered it back to within the first two weeks of that term, to the end that the continuity of intellectual effort might be the less interfered with. The great reception itself was held on Wednesday, and the incidental functions of the season completely filled the preceding Monday and Tuesday. The Faculty said in 1893 that two days were enough of a social season, and to that end named Tuesday night as Prom night. And now the regular functions, the Glee Club concert, the Senior, Junior, and Sophomore germans, all come within those two nights; but the various teas and receptions and small germans which are a part of the social machinery of the season, do not find place in those already crowded forty-eight hours, and the "trouble" begins, as some of the distinguished professors would put it, on the Saturday night before. One result is a much greater show of female loveliness in Battell Chapel on Prom Sunday. The Sheff dances, which are given in the society houses of the Scientific Department, and the Junior Fraternity dances, given in outside halls, are on Saturday night, and are established parts of Prom week. On Monday and Tuesday these same Sheff societies give receptions, while one or two large teas are offered by New Haven people for the purpose of still further acquainting the Prom vis-

itors with themselves; for only a limited few have ever seen each other before, coming as they do from all quarters of the land. Receptions in students' rooms in the campus, ordered often on a very handsome plan, were once common but were later discouraged by the Faculty. Something of the kind persistently survives, for small receptions on the campus are constantly being given during these three days.

People who hunt solutions with figures say that Yale's annual entertainment of the "Prom Girl" cannot cost less than forty or fifty thousand dollars, from which it is at once argued that sumptuary laws are in order. While there is no difference of opinion as to the undesirability of any undue display of wealth, the campaign for Prom reform cannot be carried to any great length until it is shown that it is not possible to really participate in the gayeties of the occasion, without spending a great deal, which is not now the case. The reformers will also gain a better hearing when they give up the remarkable assumption that a student who invites a young lady to the Prom is supposed to pay the travelling and hotel expenses of this young lady and her chaperon. There is every year more or less effective work by the students themselves towards the reduction of expenses. The committee members pass an annual vote to send no flowers to their own partners, and they ask the rest of the college to follow their example, which request is fairly well honored. They hedge about the auction sale of boxes with various restrictive conditions to prevent the price of the choice of positions from running into three figures; but here they meet the insurmountable obstacles of a fierce demand and a limited supply. As long as there are young men sent

to college with unlimited allowances or with special privileges of drafts for special occasions, the work of keeping their money in their pockets will always be difficult.

The writer once attempted to tell the graduates of Yale something about Yale's January visitor. It was just after she had gone. The utter failure to even approach the subject may carry with it to the reader's mind some suggestions of the position which the Prom Girl holds in the eyes of Yale. This is how he "fell down":

"Mr. Bromley has written wondrous things — all true — about the 'Girls in Blue.' The closing sentences of his toast are frequent and always welcome guests at the hour of reflection. They people the smoke clouds with visions the former Laureate should have seen before he wrote sundry lines. At their bidding forms of loveliness appear in the embers' glow in the costly, untaxed palaces of modern Yale, while under the roofs of the humbler student homes of primitive days their influence prevails to make the thumping radiator (at the cooling-off hour) a thing melodious, a kind of curfew, or a sweet-toned call to silent worship of that which is divine.

"But why think of them now? How can one not think of them now? Would not Mr. Bromley's own lips move unconsciously in the rendering of them, if he had moved across the campus on one of those snapping January afternoons of the first half of the second week after the first Tuesday in term time? Perhaps he would write another 'Girls in Blue, — Years After,' with some particular paragraph for the 'Prom Girl,' which would forever after be the classic of the second term for all that part of Yale which was in any way susceptible and had therefore gone into debt.

"But we have no Prom Girl in literature yet, unless we have overlooked her in some of those alleged portrayals of campus

life which sometimes sell well and which we don't read. It makes not much difference whether or no she ever comes upon our shelves, so long as she comes before our eyes every year, — that is, it makes very little difference to those of us whom the gods favor with abiding-places near the fountain of youth. To you who go from Mother Yale to a mother lode in Klondike, or to the peculiar pursuits of 'greater' cities, it may seem different, and to you it might be very pleasant to behold a word picture of this one challenger by whom alone Yale is ever and consistently overcome.

"We are not going to give one. There is no genius in our ranks. Nor is it possible at such a time to take up the task. It calls for freedom and cheer and inspiration. And now we are hanging our harps upon the willows. For while we write, she goes, and the heart of Yale is sad. And all the University is in thrall — to her, and — to others. To landlords and landladies; to tailors; to them also that deal in fine linen and in kidskins and dogskins; to violet-mongers; to the monopolist who works the endless chain of hacks, and to many others. And the committee treasurer, as such, alone has left a bank account worth the book-keeping, and knows not how he may properly annihilate it. And at this in soberer moments you and I grieve and we will grieve again. We have some things to say in time. Sir Elihu's treasury department needs a permanent secretary, and all these various occasions of incomes and outgoes may yet harmoniously —

"Please forgive us. To-morrow is soon enough for reform. Yale is not yet herself. In twenty-four hours more her sons will shade their classic brows with those bandless and bacterial slouch hats and be ready for the serious business of life. To-day is the day of sad and sleepy good-byes and sweet reflections."

These Prom girls, these girls in blue, are a part of Yale, — a very important part. Why not hear of them now from one who really could describe them? We

shall not hear from Mr. Bromley again on any of those themes of which Yale was glad to make him the orator. While this little volume is a-making his voice has been hushed. Hardly was it used more effectively than in these closing lines of his speech at the New York Yale dinner, given, ten years or more ago, to the rowing master of the Blue, Mr. Robert J. Cook: —

"If I were to violate custom by alluding to the toast, I should try to say something about those unnamed and unnumbered 'Girls in Blue,' — Yale's sweethearts, wives, and mothers. We are mistaken if we think we read all of history in books, or that we can see through any printed records the real springs of the world's movements. It is not statecraft, or commerce, or trade, or steam, or lightning, but love that makes the world go round. On a public occasion like this it is upon the altar of friendship, of college friendship, deepest of all, that we lay our offerings. But none of us forgets that there is still a holier shrine, to which we come unsandalled and alone. It is there that we get our truest inspirations, our highest purposes, our best resolves.

"If we think we see all there is of this great drama in the movement of Kings, Presidents, Cabinets, Parliaments, and Senates, or in the march of armies across the stage, we deceive ourselves. The 'Girls' are there at the wings. It is for the gentle flutter of their approval and not for the hoarse applause of the world in front, that the actors work and the play goes on. Once in a while a 'Girl' comes out and speaks her lines, — Miriam takes up her timbrel; Deborah marches against Sisera; the Queen of Sheba parades before Solomon; a swarthy Egyptian Queen paralyzes Rome; Joan of Arc saves France; Elizabeth leads England to the highest places among the nations; Victoria comes to her jubilee year no less loved by her own people than honored by all the world.

"But the part of these and their like in making history is infinitesimal compared with the countless army of girls in all

colors, of all ages and all climes, who walk invisible between the lines with fingers on their lips. I turn the leaves of my Triennial, and forth there issues a long procession of heroes, statesmen, sages, poets, philosophers, divines, who have helped to make the world wiser and all life sweeter. They are Yale's 'Boys in Blue' — all honor to them!

"Is it idle fancy that I catch the rustle of muslin and lace and hear the flutter of wings invisible, as a great host of unnamed 'Girls in Blue' float out from between the Triennial's lines, making the air fragrant with tender influences and pure examples? 'Girls in Blue!' Our color! Color of the starlit vault above us and the deep sea that wraps us round. Color in which Bob Cook first dipped his dripping oar; color that fluttered in ribbon and scarf, when he first crossed the line. They are 'Our Girls' who wear it, sweethearts, wives, and mothers; forever sweet, forever young, forever ours."

CHAPTER XII.

YALE JOURNALISM.

ALUMNI who have been back to Yale for a decennial or perhaps a quindecennial, can hardly read present day discussions of Yale journalism with satisfaction. If they were the editors of their time they will much less relish what is said to the glory of the present, which is almost invariably based on the ridicule of the past. The efforts at paper making of those times are treated at best with sympathy, and are generally considered useful as furnishing a background for braver deeds of days of light. At a banquet of the "Yale News" in the spring of 1898, one of the younger members of the Faculty, who was on the "Lit." board of his day, chose to illustrate the change of ten years towards accuracy and respectable typography, by giving a report of a meeting in Dwight Hall as it would appear now, and as it would have appeared ten years before. Here is the report which the "News" would give now, according to Professor Phelps: —

"In Dwight Hall last evening the Rev. G. Middleton Pratt delivered an address on the subject of Christian fortitude. He said among other things that youth was the period of greatest temptation, and that men in themselves were not sufficiently strong to fight with their sins. What was needed was additional force, the force of Christianity. Christianity is a perfect force. It is the only safeguard for youth. Before the address,

Mr. G. Parker sang a baritone solo, 'Calvary.' One hundred additional names were added to the list of the Y. M. C. A. Any student may become a member by paying the initiation fee and by signing the Constitution."

This well-informed critic thought that the attempt to set forth these simple facts would have resulted in his own time, ten years before, about like this: —

"In Dwight Hall last evening the Rev. G. Middletown Prance delivered a dress on the subject of Christian fortunes. He said among other things of youth that the period of greater temptation was not those men who were efficiently strong to fight with their sons. What was needed was additional force, the force of Christianity. Christianity is a perfect farce. It is the only signboard for South. Before the address, Mr. Grand Ville Porker sang a baritone solo, 'Cavalry.' One hundred additional names were anted to the list of the Y. W. C. A. Any student may became a member by paying the initiation free and by singing the Constitution."

Considering the mental calibre of men who are now successful lawyers, doctors, teachers, business men — seldom newspaper workers — the writer dislikes to say that this picture of their efforts at newspaper making is accurate. It does recall a good many things that did happen and do not happen. The venerable "Lit." in an issue at about that same time spelled Matthew with one *t*, and thereupon one of the Senior editors of the "News" stayed an extra half hour in his office. Editorials were in hand in plenty, written by contributors, on the orthodox topics. But this Senior felt that he could afford to disturb the order of things. The Sophomores could as well be told a day later that the "News" felt it necessary to remind them of Freshman year debts,

even if that meant pushing over still another day the eighth appeal to the Seniors to answer the statisticians' questions, and caused a general demoralization of the program of the second page, which stood in order for as far ahead as an industrious consultation with old files could erect it, according to inviolable traditions which varied less than the stars in their courses. This over-zealous editor assumed the prerogatives of a radical chairman, brushed this heap of regulars aside, and considered the degeneracy of the "oldest college periodical" with the largest calibred projectiles which the President's English affords. Then he went to Mory's and talked it all over quietly and confidentially but most seriously, with those who were fitted to give the first twists to public problems. His well-earned rest was a long one. He had just finished a noon breakfast when the "News" was distributed. He lit his pipe and opened the paper with the satisfaction of a victorious general contemplating the scenes of his army's successful fight. And he found his leading editorial so hopelessly pied as to leave only one point clear — that the "News" had attempted to criticise the "Lit." for a typographical error.

There was no great reason then why such things should not happen, though the foreman and the printing-house proof-reader would generally stop the worst of them. The lack of system and lack of interest that made the breaks possible and left the daily paper of the college as stale as a catalogue, as far as news was concerned, was due to the feeling that the process of getting on the "News," which for years has been one of the most arduous enterprises to which Yale industry is subjected, entitled the successful competitor

to a comparative rest — with an hour of so-called proof-reading now and then, or an evening of putting together such chronicles of history and digests of the news columns of the outside press for the preceding forty-eight hours, or week, or month, as the contributors had furnished. The men who wanted editorships, — there were always plenty of them, — would find out everything that was going on. The chairman of the Senior Board and the business manager were the only editors who worked. The former generally overworked.

Every effort to raise the standard of the paper from the days of which Professor Phelps spoke to the present have been handicapped by the persistent presence of this feeling, that editorship does not mean work and responsibility, but only occasional and perfunctory superintendence, and the prerogatives and emoluments of office.

The "News" was founded only in 1878, and lived its first months as an anonymous anti-society publication. This was a discreditable piece of cowardice, of course. It is to be regretted, however, that, for nearly all the time since it has been openly published by a responsible board of editors, it has seldom ventured to assert in legitimate ways the absolute independence of those early days. For long years it wore not one collar, but many. The "News" did not discuss the athletic situation; it expressed the opinions of the athletic managers. Social matters were treated, if at all, not from the standpoint of general Yale interest, but according to the desires of those who controlled things social. The Faculty might be criticised on some points, on which the students were in practical unanimity of opposition.

This was not a conscious surrender of independence by any means. Had the editors been questioned, they would have told you that it was the business of a Yale paper to support Yale interests; and that the people respectively in control of those interests knew what was best and were actuated only by a desire to advance the welfare of Yale. If you admitted the general accuracy of the last part of their reply, but answered that it had nothing to do with the case, your position would not have been intelligible.

Within the last five years some very sturdy blows have been struck against this theory by the "News" itself. The manliness and courage which have been shown in this direction make one of the best grounds for belief that the "News" is taking its place. It does not seem to me enough to say, as many say, and as I humbly believe they truly say, that no Yale man need fear to match Yale's daily paper against any similar sheet on the Continent. Its development as a real newspaper and its improvement in literary form are not, valuable as they are, its most hopeful signs. It is coming to its rightful place as the independent recorder, exponent and critic of the things that are done at Yale. The quality of the men who have of late been gathered into its editorial board and who have worked so hard for the upbuilding of the paper, is the best guarantee of its future along this line. The changes in the methods of competition for an editorship, which are still very onerous, but which do not so much discourage the efforts of those who are best qualified for an editorial position, work to this same end.

There is hardly a paper published which has a constituency so eager to listen to it. Its power is very

great, which makes it worth the while to look thus somewhat in detail at the conditions with which it is contending in its development into an ideal product of Yale brains and character. Its editors are fighting their own problems out after the Yale way, and much credit is due them. When the work shall all be done, no one of them will regret any effort he has made.

The principle of equal opportunity is applied relentlessly and, as some think, to an extreme, in the competition for "News" editorships. The trial time lasts for eighteen weeks, and at the end of each of these contests from one to three editors are taken from each class. There are nine editors of the "News;" the rest, who are subordinate to them, are associate editors. The full number is recruited gradually from the beginning of Freshman Year to the middle of Junior Year, when the Seniors give over the paper to their successors. The competition for these places is unrestricted, save by membership in the academic or scientific department; the whole class may try for all the places open to that class. On the first day of the competition all the way from thirty to seventy students gather in the "News" office to receive general instructions from the chairman as to what is expected of them and what it is costly and unwise to do. The increasing list of don'ts, issued by "News" chairmen, and the size of penalties attached thereto, is one of the most cheerful signs of the times. If the chairman be zealous, he makes these gatherings of the candidates quite frequent, and works in as many individual interviews as he can.

At the beginning of the race there are from five to fifteen candidates for every place, and for three or four weeks this stout-hearted and sleepless army holds the

news centres of Yale in a state of siege. "Heeler" is the word at first contemptuously applied to the man who undertook the day and night drudgery of a competition for "News" editorship. The word is no longer slang, nor does it imply any reproach. One does not try for the "News;" he heels the "News." So it is with the "Record" and the "Courant," and even with the august "Lit." The campus swarms with these heelers in the first half of the competition, and it is not surprising that the association president or athletic captain soon follows in the wake of railroad officers, on the occasion of accidents. College officers treat them with scant courtesy, and it has come to be the way with many professors, to serve notice on the "News" that any information in their possession will be at once forwarded to their office, provided they be allowed to sleep, eat, and work free from the note book and the interrogations of the heeler. So an index expurgatorius is posted on the "News" bulletin board, and some unnecessary labor is saved.

The heeler nuisance comes from the fact that each of these contributors is supposed, for all or a large part of his time of trial, to cover the entire field of Yale. Large public events are often excepted, being assigned to special "News" editors, but the great mass of an ordinary day's detailed happenings have to come into his net in one form or another. If they do not, some one will gain on him in the reports of work done, which are turned in every night by the editor-in-charge on extensive blanks, prepared expressly for the purpose. The basis of calculation is the length of the article in words; but this may be increased or even doubled, trebled, or quadrupled by its peculiar excellence of construction

or by its character as a scoop. The nightly credit of the active heeler will run from eight hundred to two thousand words.

The plan of expecting every one to report everything means that the main material for the "News" is gathered from five to ten times over every night; that the contributor who has any hope of success must put from five to ten hours daily on this single college activity, which is of course at the expense of almost every other college interest and to the danger of his stand and his health. Reforms which have been executed within recent years by such men as Stokes, the Masons, and Day, point the line of evolution of the future. Frequent examinations early in the competition, on the basis of knowledge of the campus and of the history of Yale, news sense, and ability to put the English language together into clear and creditable form, will cut down the surplusage of would-be editors, leaving the same equal opportunity for those who show capacity for the work. The reservation for editors themselves of the important events of the day will relieve the apprentice from attempting work for which he has yet to show his fitness, and will reduce the gross total of the day's labor, which must be divided by two or three to make the work sane. This latter result of a diminished total of work will be still further accomplished by the assigning of heelers to special pieces of work, in which they may receive considerable superintendence from the editors, and to which they may give more time and thought. The "News" itself has blazed the way for reform along these lines. As it pushes on the work, it makes itself stronger with the college community, attracts better men into the com-

petition for editorships, and still further justifies the things which are said in its favor by independent critics.

The " News " is much more of the life of Yale than the average newspaper is of the life of its community. Its power, when it chooses to exercise it, is far greater. Whatever is before it, yet to attain unto, it has at least a clean record. It has not been given to persecution or offensive personality; it has not yielded to the temptation to say nasty or smart things about " foreign powers," just to please the fire-eaters of the campus; except in such inconsequential formalities as an official report of the condition of the crew, which no one can understand, it honors well the last half of the Yale motto.

But there are other papers which are also of the life of Yale as well as being peculiar and effective parts of the Yale self-education. I remember that less than twenty years ago the " Lit." board was of the opinion that certain public functions of the Junior Societies, which had the supreme sanction of tradition, violated public rights by impinging on the sensibilities of individuals, and were further inconsistent with principles of esthetics and the proper considerations of a self-respecting dignity. The " Lit." was not in those days a publication with whose contents the University at large debauched itself —to borrow the expression of a New Haven lawyer, in describing his attitude toward one of the city papers, of which he claimed to be a consistent reader and in which he had confessed to missing one of its news features of two or three months' standing. Appreciating this fact, the editors of that year, having sanctioned the

careful and verbose insinuation in its notabilia, or editorial department, of the sentiments above referred to, expected to hear from these remarks only in those select circles of "deep thinkers," as the men were contemptuously described who discussed the University spirit, the Tolstoian philosophy and other popular "Lit." themes of the day.

These same "Lit." editors were members of the Junior Societies, on whose grotesque rites of elective announcement they had made careful remarks. It was a rude revelation to them of the keen glance of the general college eye towards their peculiar doings, when, a few days after the "Lit." for this particular month was issued, they found themselves marching and singing, in their respective society regiments, with men who wore on their white robes such sentiments, painted in large black letters, as "To the lamp-post with Chi Delta Theta," "We have had enough of reform," "To hell with the 'Lit.'"

The Yale Literary Magazine (which is always known as the "Lit.") may be much of the life of Yale, and not infrequently is. The leader, the first article in each number, and always written by a member of the Board and signed by him, is sometimes hard to understand; and again it is simple and direct. And it usually voices an honest sentiment or sturdy principle of Yale life, whose expression does good. For the "Lit." is listened to when it talks to the campus. It has made a great name at Yale, and men who shine in the alumni roll have been its editors. The Hon. William M. Evarts, of its founders in the Class of 1837; Donald G. Mitchell, President Daniel C. Gilman of Johns Hopkins, the Hon. Andrew D. White, Prof. Thomas R. Lounsbury,

Edward Rowland Sill, and many another worthy, has left the college-day expression of his literary feelings and his best intellectual aspirations between the dull red covers and behind the sturdy form of the Saint of Yale. The power that comes with an election by the class adds to the strength of prestige. The academic Juniors meet each February, and, having considered with some care the totals of articles by members of their class printed in the magazine, and with less care the quality of those articles, vote for the five men to conduct the "Lit." on behalf of their class. The outgoing editors reserve all rights, and may altogether annihilate the results of the election. Until the class elections are approved by them, they are not valid. When any name or names on the list furnished by the class are not acceptable, the Seniors refer the election back to the class and ask them to try it again. If a reasonable number of efforts in this direction fail, the editors appoint whom they will.

It is an anomalous situation — a class election which may be no election at all. But the records show few instances where the Boards have exercised their supreme rights. The spirit of the class is almost invariably fair and the judgment on the fitness of the candidates, formed by those who read and study, permeates the class quite thoroughly. Where the spirit of the election is the right spirit, and the choices and omissions are not distinctly bad, the board will almost invariably accept the election. It is considered worth some sacrifice to encourage the spirit of responsibility in the class. A clash between class and board in the latter eighties left the magazine in charge of but four men through the year, the appointee of the board de-

clining to accept a position which his class was not willing to give him. About thirty years ago, a disagreement among the editors themselves led to the publication of two magazines each month, each calling itself the "Lit."

The history of Yale's monthly is the record of the thought and literary taste and feeling of undergraduate Yale for more than sixty years. Its policy has not always been the same, but has in the main conserved the idea of its foundation; its standard has been at different heights, but quite invariably set at an arduous altitude. The creditable desire to encourage originality, and to recognize the relations of literature and life, has led it in recent years to accept many fantastic and feeble creations, called short stories. But these digressions are to be expected, and the idiosyncrasies correct themselves. The "Lit." is earnest and zealous in the name of literature, and it strongly stimulates undergraduate effort at expression and thought. For the contributor's training does not end with his own effort at composition. If his work shows any ground for hope he may meet the "Lit." editors at certain hours and receive suggestions and criticisms from them. These may lack the breadth and accuracy of the Professor's comments, but they are sent home by those who are close to the age and the viewpoint of the contributor, and have but lately stumbled along the path which he tries to climb. The "Lit." heeler is not quite so much in evidence as to his trials and fears and labors as the hurrying, wan, dark-eyed candidate for the "News" Board. But he has troubles in plenty, and no one more appreciates personal sympathy and helpful suggestion. It would be, indeed, discouraging for him if his piece

simply came back to him with the mark "H" (that is for the hell box) or "P" (for Purgatory).

"In my time," quietly remarked Professor Beers at a "News" dinner a few years ago, "there was no 'News' because there was no news. The College 'Courant' satisfied us. [Derisive laughter.] It had a brief and peculiar way of pointing the way to some item of interest. Its columns would contain the remark that 'a painful rumor circulated on the campus last week.' When the editors were privately approached as to the substance of that rumor, they would perhaps inform us that McDougall was an ass. McDougall was the name of the editors' unpopular business manager."

These remarks, which are very freely reported, were meant to be only suggestive. The "Courant" and the "Record," Yale's two biweeklies, have at different times overshadowed each other, since the days of the latter's establishment as a rival newspaper. Each has had various characters. The "Record" is now firmly established as the comic paper of the campus. Its wit is variable, like every publication of its kind, but the story of much of the nonsense that makes the academic shades so refreshing is to be found in its columns. Now and again it produces an artist or cartoonist of no little talent and much more promise, who catches sentiments and follies and ideas, and records them in the only way in which they can be recorded. Its staff is not infrequently made up in part of those who are also "Lit." or "News" editors. The editorial columns are fun pokers of a wholesome nature. The paper was quite thoroughly reorganized in the year 1889-90, and its ambition and success have both been

considerably enlarged since then. It stands well among papers of its kind in other colleges. Yale is generally quite satisfied with the "Record." The paper is under the control of a Senior Board, which in latter years has run to nine members, with nearly as many more assisting from the under classes.

The "Courant," established in 1865, and thus antedating the "Record" by eight years, had had, up to 1896, a precarious existence for a decade or more. The development of the "Record" along its present lines seemed to leave it no distinct field, and it bore for a number of years the reproach of being the repository for rejected "Lit." pieces. Its editorial boards included not a few men of literary ability; but it was not until the last three years that the paper made again a peculiar place for itself. The unusual number of men of literary ability in these latter classes supplied "Courant" boards of very superior personnel. These men made a *fin-de-siècle* product of the "Courant," with poster-covers, decorated margins, uncut leaves, short and clever stories, blunt, unusual comments, choice bits of poetry. The "Courant" has been considerably read since this innovation. Of its future it is yet too early to decide. Its editors, five in number, are now taken exclusively from the incoming Senior Class of the College, although Scientific men are often represented in at least two of the papers mentioned, the "News" and "Record."

The peculiar publication of Sheff is the "Scientific Monthly," which, established in 1894, is mainly made up of scientific papers of intrinsic value with editorial comments on current events and news of the Sheff graduates. The editors are seven Seniors.

In 1891 the Yale "Law Journal," the organ of the

Law Department of the University, was founded. It is published monthly by a board of seven editors, and has a permanent organization, in which distinguished alumni and members of the Faculty are represented. By this means an assurance is given of a well maintained standard, and the editors are enabled to secure articles from high legal authorities.

The Yale "Medical Journal," established in the same year as the "Scientific Monthly," has the benefit of a permanent advisory board, made up of officers and graduates of the school, who pass upon the technical accuracy of the "Journal's" contents and enable it to secure articles of value. Five students make up its editorial board. Its standard, like that of the "Law Journal" in its field, is well maintained.

There are two annuals, or year books, in the undergraduate departments, the "Banner" and the "Pot Pourri," while each graduating class of the College, of Sheff and of the Law and Medical Schools, has its class book.

Of details one more, and a very important one, should be added. One of the recent benefactors of Yale, Dr. Andrew J. White, arranged, in presenting the dormitory, White Hall, to the College, that it should contain permanent homes for the four generally circulating papers of undergraduate Yale.

The offices of the "Lit.," the "News," the "Record," and the "Courant," in the basement of White Hall, are both handsome and convenient, and add a great deal to the pleasure and efficiency of Yale editorial work.

Yale journalism is loyal to Yale. The "News" editors of 1891–2 conceived the idea, then altogether new,

of a paper for the graduates. The result was a weekly edition of the "News," with special features for alumni. The idea was at once popular, and became a source of considerable revenue to the "News." In developing their own creation, the editors made financial considerations secondary, and finally, by turning the paper entirely over to the graduates, in order to more nearly realize their own ideal of it, they altogether cut themselves off from a source of considerable revenue. The "News" is still in editorial and business relations with the "Yale Alumni Weekly," and receives certain moneys from it. But these sums are arranged on the basis of the value of the services performed by the "News," and the arrangement might be terminated, should such a step for any reason be desirable, by the act of either of the papers.

This Yale graduates' paper, the "Alumni Weekly," has a circulation of over four thousand, and it is estimated that it reaches weekly, for ten months of the year, two-thirds of the graduates of Yale, whose total is between nine or ten thousand. It is published to give alumni news of the University and of other alumni, and for the discussion of matters of particular interest to all the sons and friends of Yale. For the record of the doings of the alumni and their friends it is in constant communication with class secretaries and Alumni Association officers in all parts of the country, having a list of about two hundred such correspondents. Though entirely independent of official control, it has the indispensable and cordial co-operation of many officers and teachers of Yale. Its editorial policy is decided by its editor, with the counsel of an advisory board of representative alumni. Two Yale men of previous

newspaper training give their entire time to it, while several news editors and contributors act as reporters. Five persons are regularly employed in clerical and other positions in its business and news departments. There is no public fund back of it, but it promises to justify in the near future the outlay necessitated in its recent development.

CHAPTER XIII.

THE REVIVAL OF DEBATE.

IN January, 1892, the inauguration of intercollegiate debates between Yale and Harvard first called attention to the interest in public speaking which for several years had been steadily increasing in those universities. For some thirty years debating had been regarded with the greatest indifference by the students, who evidently believed in common with the public that the press had effectually supplanted the voice in the moulding of public opinion. This lethargy was in marked contrast to the enthusiasm of the palmy days of Linonia and Brothers. Early in the century they furnished the chief diversion of the students from regular college duties, and the most prominent undergraduates were usually the ablest speakers. Yale graduates, conspicuous at that time for their ability in public discussion, gratefully acknowledged the value of their early training in these societies.

The first Yale debating society of which there is any record was the Critonian Society, and of this nothing remains but the name. It existed some time previous to 1750. In 1753, the Honorable Fellowship Club, to be known later as the Linonian Society, was founded, chiefly through the efforts of President Clap, for the furtherance of literature and oratory in the College. In 1768, owing to a disagreement over the

Alumni Hall

Theological School Buildings
East Divinity Hall aud Marquand Chapel

admission of Freshmen to Linonia, the society of Brothers in Unity was founded. In 1819 the election of an obnoxious Northern man to the Presidency of Linonia resulted in the withdrawal of practically all the Southerners, and the founding of the Calliopean Society. These three societies flourished with great success until about the time of the Civil War. In 1853 they occupied elaborately furnished rooms in the upper story of Alumni Hall, contributing over one half of the total cost of that building.

The opening clause of the constitution of Brothers deserves to be noted, — "The grand design of every moral action is to procure enjoyment." If to hold an office is "to procure enjoyment," Brothers must have been a conspicuous success, for it boasted no less than forty-seven. According to the records still extant, the literary exercises consisted of orations, compositions, the consideration of questions, such as "What is the square root of $\frac{1}{9}\frac{6}{9}$ths?" or "What is the reason that, though all rivers run into the sea, yet the sea doth not increase?" quaintly recorded by the secretary as "very profitable and agreeable," and ordinary debates on subjects ranging from "Can a finite nature commit an infinite crime?" to "Ought old maids to be taxed?" At one time plays were introduced, but they led to such hilarity that they had to be abandoned.

The probable cause of the downfall of such powerful societies has been the subject of much discussion, but it is not unreasonable to conclude that the widespread belief in the supremacy of the press referred to above, and the intimate fellowship offered by the secret societies, contributed largely to the result. In 1860 interest in debating had practically died out,

and about 1870 the societies were voluntarily dissolved. The Linonia and Brothers Library and the Reading Room remain, worthy monuments of their dignity and power.

For the next twenty years debating was almost entirely ignored. An unsuccessful attempt to revive Linonia was made in 1878. In 1884 the Pundit Club was organized, but perished with the graduation of its members. In 1887 the temporarily successful Assembly proved that interest in debating was growing, though not as yet strong enough to support a society. In 1890 the Union in the College and the Kent Club in the Law School were established, and have flourished with uninterrupted and increasing success up to the present time.

In 1892 began the intercollegiate debates, which more than anything else have created the present interest in debating. Beginning as mere exhibitions without judges, they were changed in 1893 into actual contests for supremacy. Yale debated against Harvard twice that year, and both times was defeated. She also gave an exhibition debate with Princeton. The following year Yale met Harvard twice without success, and in the spring of 1895 lost to both Harvard and Princeton. It was the critical period in Yale debating. The taunt of "Harvard brain and Yale brawn" was receiving industrious circulation, and the mutterings of Yale alumni associations throughout the country grew ominously loud. The Union passed through a crisis, resulting in the resignation of a president who had advocated a temporary withdrawal from the intercollegiate contests. At last, in May, 1895, the Freshman Union defeated the Harvard Freshman Union in a debate in

Alumni Hall. The storm of enthusiasm which burst forth at the announcement of this minor victory showed the deep resentment of the students at Yale's unfortunate position. During that summer, through the generosity of the alumni in New York, Buffalo, Hartford, and Stamford, Conn., and the cordial co-operation of President Dwight, Calliope Hall was entirely refitted for the use of the Union, which up to this time had been meeting in a recitation room in Osborn Hall.

The first meeting of the Union in the new quarters in October, 1895, was an inspiration to those who had been working long and hard for Yale's success. President Dwight and Professors Charles H. Smith and Wm. Lyon Phelps addressed a crowded hall, and the enthusiasm was unbounded. On December 6 Yale won her first victory by defeating Princeton at Princeton. In the following May Yale defeated Harvard at New Haven, and found herself at last in the position she had striven so hard to reach.

In December, 1895, a committee from the Yale Alumni Association of New York visited the college, inquired into all the facilities offered for debate, and made an exhaustive report to their association. Later in the year this association presented gold medals and congratulatory resolutions to each member of the successful teams. Such action did not escape the serious attention of the undergraduates, and greatly enhanced the dignity of the debating societies. At that time the Union, Freshman Union, an interesting series of inter-eating-club debates, and an excellent course in Economic Debates under Professor Hadley, offered facilities for debating in the college. In the Law School the Kent Club and the Wayland Club gave opportunity for ordinary debate,

while the regular societies for the trying of cases gave similar practice. The Leonard Bacon Club of the Divinity School had just been organized, and was soon followed by the Sheffield Debating Society of the Scientific School. The Wigwam, recently organized by the Class of 1900 as a class society, has thus far been very successful.

In the intercollegiate debates as now conducted by Yale, Harvard, and Princeton, one college meets annually each of the others. The contests are held in college halls, the different colleges acting in rotation as the hosts of their opponents. The home college selects the question for discussion, leaving the choice of sides to the visitors, while it also appoints the board of judges, subject to its opponent's approval. The decision of the judges is of course based entirely on the merits of the debate, without regard to the merits of the question. The teams are composed of three men each, chosen by a series of competitive debates in their respective colleges. After a period of study and consultation, the Yale teams are taken in hand by Professor Hadley and Dr. E. V. Raynolds, who are chiefly responsible for Yale's gratifying progress, subjected to a series of searching practice debates against "scrub" teams, and sharply criticised. It is soul-trying drudgery, but the teams emerge from it inspired by the confidence that they have already encountered every important argument which their opponents are likely to present, yet sobered by a full appreciation of the task before them. The officials of the debate are men of distinction, who, by their presence at the contest, and by their speeches at the banquet which follows, testify to their gratification at the revival of debating. An examination

of the record of recent debates will show the attendance as officials of such men as ex-President Cleveland, Hon. E. J. Phelps, Dr. Chauncey M. Depew, the Hon. John D. Long, Secretary of the Navy; General Porter, Senators Hawley and Grey, Governors Russell and Wolcott, General Walker, Dr. Lyman Abbott, Carl Schurz, Col. Higginson, Elihu Root, James C. Carter, William B. Hornblower, Judge Henry E. Howland, and Presidents Dwight, Eliot, and Patton.

Many suggestions have been offered by interested alumni looking to the further encouragement of debating in the University. Some have advocated the existence of two great societies in the Academical Department rather than the one Union, on the ground that inter-society rivalry will intensify the interest; but the intercollegiate debates consume so much time and strength that there is little energy left for college contests. It is interesting to note in this connection that the experiment of two societies tried at Harvard has just been abandoned by a re-merging of the two into the original Harvard Union, and that Princeton men complain of the serious interference of their Whig-Clio debates with the intercollegiate contests. Money prizes have been suggested, but they are of doubtful value, as their tendency is to glorify form at the expense of substance. In the successful Yale teams of late no attempt to commit speeches to memory is permitted, for a debate is not a series of polished orations, but a battle of clear, incisive, vigorous argument, and the debater who presents a set speech will find himself seriously embarrassed by an opponent who can readily modify his argument to meet any attack. It may even be doubted whether money prizes furnish any material encouragement. Dur-

ing the decline of Linonia and Brothers there were offered in one year forty-two separate prizes in money, and less than twenty men altogether presented themselves to try for them. When the Thacher debating Prizes of $200, so generously provided by the Class of '42, were first offered in 1894 as an independent contest, they attracted no attention. It was found necessary to offer them to the successful competitors for the intercollegiate debating teams in order to have an opportunity of awarding them at all. The debater, like the athlete, works for the honor of his college rather than for self, and money is out of place. The great need is not for two societies, nor for money prizes, but for men of intellectual power, who shall place themselves in the hands of Professor Hadley, Dr. Raynolds, and the graduate coachers, that they may be taught how to debate; and then that the great secret societies, which, by the conferring of their coveted honors can spur men on to work for Yale in any field, shall stand as ready to recognize the debater as they now are the athlete. No disparagement of the athlete is intended. His devotion to his college and his labors in her behalf deserve as much as the work of any debater, and it would be difficult to overestimate the influence of athletics in creating a wholesome, manly atmosphere among college men. Many speakers at the recent banquets have declared their satisfaction at the rise of intellectual as opposed to physical contests. Mr. Francis L. Stetson, a judge at Yale's first intercollegiate victory, displayed sounder judgment, when, pointing out that the Olympic games were at their height when the art and literature of Greece were in their greatest glory, he expressed a desire to see " not less athletics and more debating, but more of both."

Skull and Bones Hall

CHAPTER XIV.

TAP DAY AND THE SOCIETY SYSTEM.

TAP DAY at Yale is a custom as peculiar as any in all the life of the campus. The institution is one on which no two observers would follow in comment either similar lines or lines to any extent parallel. From the standpoint of spectacular interest it varies, according to the temperament of the observer, between the most impressive and the most ludicrous exhibition. From the point of view of Yale welfare, the custom is either applauded as one consistent with the best traditions of the place, or tolerated as the only known expedient for a peculiar occasion, or condemned as undignified and inhuman.

Tap Day, if the reader has not seen it, is the day on which the Senior year societies of Yale College, Skull and Bones, Scroll and Key, and Wolf's Head, publicly announce their choices from the Junior Class. The ceremony occurs on a Thursday afternoon towards the end of May. It opens at five o'clock in the afternoon, rain or shine. It takes from an hour to an hour and a half. It gathers along the new Fence in front of Durfee Hall, at the northern end of the campus, practically all of the Junior Class, from whose ranks the elections are made, and a large part of the rest of the University, — academic, scientific, and departmental, — with many of the Faculty and of the people of New Haven and of the people of other

parts of Yaledom, even to remote points. The observers are thronged in the windows of Durfee and Farnam and North College, on the steps and roof of Dwight Hall, and all about the open campus.

Each of the Senior societies has fifteen members, and, beginning at five o'clock and at intervals of from two to four minutes, each of those members emerges from his society hall, and proceeds to the campus, walking alone, recognizing no one. With solemn face he invades the densest part of the crowd, where the most likely of the candidates from the Junior Class are gathered; finds the one particular man whose election to that particular society has been delegated to that particular Senior; slaps that particular man on his back; tells him at the same time to go to his room; follows that man through the crowd and across the campus to his room, wherever it may be, preserving still the same unbroken silence and grave countenance; announces within the seclusion of that room, in formal language, the election; leaves the room, the dormitory, and the campus, in the same manner and with the same demeanor, and returns to his society hall, not again to emerge until the formal breaking up of the regular gathering of that Thursday evening.

As to the man himself, who has received this election, he usually returns to the campus and to his friends, to receive their congratulations, and to talk it all over, and to compare lists, and to ask whether Jim has gone here or Jack has gone there, — to be happy with this man and to be sad with that.

This young Junior may have been a man most conspicuous in the college world, for athletic triumph or scholarly achievement or executive ability in the

management of college affairs, or any other proofs of leadership. If so, his election has been recognized as deserved, and he has heard a fierce outbreak of shouts from his friends as he felt the slap of the Senior on his back. He may have been a man of fine character, and of some ability, whose qualities were not recognized outside of a few of his friends, who have still been cherishing the hope that the lightning would strike him; or he may have been a popular favorite who, up to that point, had received scant recognition from societies. In either of the latter cases his election was deemed uncertain, and when it came, it brought all the more joy, and was acclaimed by the shouts of scores and perhaps of hundreds.

Or, he may have been one of those particularly favored by circumstance, and who had quite well improved the opportunities of auspicious environment; not widely known, and not much in the minds of men outside of the limited number of his associates. In that case he does not hear so loud a shout as that which acclaimed other choices. But the chances are that, whatever the popularity of the candidate or his unpopularity, he himself could not tell you intelligently or accurately of the events of that afternoon. To him it is almost invariably the time of most intense satisfaction and of the most nervous excitement of all his college course. He has attained what is rated as the highest social honor of Yale College; has become a member of a society of known reputation and standing wherever Yale is known, whose membership is a membership of the honored past as well as the honored present.

When this ceremony is all over, and for hours and

for days afterwards, the University talks about it, and this society is congratulated and another is condemned; one has raised itself enormously in popular esteem, another has given itself such a name as will curse it for years. The rankest injustice has been perpetrated here, and the finest discrimination shown there. The man who mingles among students after Tap Day, will hear these opinions expressed in turn about each and every one of the societies which have taken part in the ceremonies of the afternoon. Each will be sincere and honest, according to the lights of the observer, and in very few cases will they be dictated by anything like envy or disappointment. And yet, that afternoon has left in the hearts of a score and more of men as sharp and painful and deep wounds as perhaps they will ever suffer in all the battles of life. They have lost, generally for reasons which they cannot tell, that which they most desired of all the honors their fellows could give them. Their friends, and the college at large, have seen them conspicuously fail. The decision is irrevocable. A peculiar mystery is closed to them, a peculiar experience denied them, and a certain choice and helpful association prohibited. There is no undoing it all. The word has been given, and judgment has been passed.

And there are scores of observing men who feel that in refusing to honor with election these certain Juniors, the societies have condemned themselves and worked a gross injustice. Almost invariably these find in the list men whose characters or achievements they know for a certainty are below what their particular favorites can show, and their sense of justice is outraged. They will be the ones to talk long and bitterly about it all.

Scroll and Key Hall

As to the societies themselves, they will maintain, and their members will maintain, absolute silence. They will not answer in any way the criticisms or comments on their acts of choice. When another year comes around they will appear again on the campus in the persons of those whom they elected on this particular May day, and they will try again the ideal task of apportioning their honors with fairness and with propriety in a very large field of unusually strong candidates. And the men who have most bitterly criticised them this year will probably be on the campus to watch them work again, and will be ready with whole-hearted congratulations for those who are so fortunate as to receive their favors, and with cheers even when the choice is particularly happy. They will show by their participation in this indirect way in the ceremonies, that the societies have not lost position in their estimation.

It is the fact of the almost universal interest of Yale in these choices, and the enthusiastic whole-souled commendation of the best selections, with sincere congratulations for those who are given elections, which proves that on the whole the societies are rated as doing their work well. As to the system itself, as to the mistakes in the application of it, and as to the different standards which each of the societies strives to work out, it is utterly idle to argue. There they are, at the end of the Academic course at Yale, conferring their laurels upon those who, they think, can best wear them; conferring their privileges upon those who, they think, will make the best use of them. They are fallible, but they are unquestionably honest; and if their standards were not high, and were not on the whole

very well maintained in the recognition of the right kind of Yale character, they could never command the interest or the indorsement, expressed or tacit, of the institution, which they undoubtedly receive. They assume privileges which the College would not for a minute tolerate if their record did not command respect.

If they were not in the main consistent with the best ideas of the place, or at least did not appear to be honestly trying to follow out the best interests of Yale, they would arouse a spirit that would operate in active and dangerous opposition. It might not take the old form, which prejudice dictated twenty years ago and more, of disfiguring buildings, of blocking the gates to rooms where candidates were gathered, of personal attacks upon the members as they returned from their halls, and other violent acts of that sort. The spirit of the times would probably indicate a different course, and it would be much more determined and effective than any such measures.

The way in which Yale regards these institutions is spoken of here simply as the most pertinent observation that can be made upon them. It is not offered by way of defence. Whether the three Senior societies are considered to need defence or not, it is not a part of this book to give it to them. And, indeed, whether they deserve favorable or unfavorable criticism, it is of no use to give it to them with the idea of producing any effect. The Senior societies will be treated according to their deserts. If they keep abreast of, or, better, a little ahead of, the best principles of the place, their own prosperity is assured in the prosperity of Yale. If to any extent they run against any of the prime forces of Yale life, they are bound sooner or later to become objects of sympathy.

But it is interesting to talk about them, because they are peculiar institutions. It is often said in their behalf that, unless they were all right, they would not command as they do the enthusiastic interest of men who are known as among the very best men on the University's list, always supporting every good work in the name of Yale, always considering the general good of Yale. As to this argument, the writer does not think much of it. However deeply the graduate is interested in Yale, he is not often interested enough to definitely analyze the social life of the place. The prejudice of the intensely close association of undergraduate days, kept up from year to year and increased by acquaintance with successive generations, would go a long way towards offsetting any rational view antagonistic to the societies.

On the other hand, the fact of the close connection which such men hold with the society in which they served their novitiate as little more than boys, is interesting as showing the strength of the life of those places and the way in which they have organized their members into close relations to each other and very close relations to the College. It is proper to speak of it, because it is a fact patent to any observer of New Haven life, even if he never went through any department of Yale.

Again, one hears the argument of the Faculty's intense interest in these societies and their members, and the way in which they conduct themselves, as showing that they must be all right, and a healthful and helpful part of the place. Not necessarily, in the writer's opinion. It does show, however, that they are very strong factors in undergraduate life, and that through them, directly or indirectly, student sentiment and student standards are affected to a great extent.

The fact of this influence shows the societies to be peculiar institutions and very strong institutions, and we come back to the question: Why are they so strong, and why are their idiosyncrasies not only tolerated but respected? The conclusion that has been given before this seems to me to be the only answer to this question. They are on the whole true to the principles of the place. If we claim the Senior societies to be harmful institutions, we must very severely criticise Yale itself. But it seems to be generally assumed that Yale life is built on sound foundations. It is impossible to believe that through any fear, or even through inertia, the men who have come in and gone out of Yale in all these years would submit to that which they believed wrong in itself, or wrongly directed from the standpoint of Yale's best interests. The power of prestige and tradition, safeguarded in the most impenetrable mystery, is great; but I cannot believe that it is great enough to overcome the honesty and the sense of duty to Yale of the young men who make Yale.

One thing more about these societies, — and again, it is possible to say it, out of that knowlege which comes from common observation of Yale affairs. Graduates of the College and friends of the College are watching these particular institutions with rather more interest now than ever before. They are watching to see just how well they are going to play their part in the work of holding the big place together, and so keeping up that community life which is so very characteristic of the New Haven institution. If they meet these opportunities as they should be met by any Yale institution, their position in greater Yale will be what it has been in the Yale of the past. But if any idea of self-

Wolf's Head Hall

interest, which is separated from Yale interest, begins to appear in the operation of any or all of them, it is sure that they will pass into a comparative or complete obscurity, and that something else — I do not know what — will play the peculiar part which they have played at Yale. I have my own opinion as to which of these alternatives is more probable, but that is not germane.

Skull and Bones was founded in 1832, Scroll and Key in 1842, and Wolf's Head in 1883. A peculiarity of the latter is the fact that it has not only filled up its membership list from year to year since its foundation, but has reached back to former classes, where often hindsight has been able to operate better than the foresight of the older societies. It affords an index of the fallibility in the way of omission, by even such carefully operating societies as those of Senior year at Yale, to note how many men of great strength and reputation Wolf's Head has gathered into its graduate list. These three Senior societies have their society homes, which are conspicuous features of the architectural side of New Haven, and which are located on High Street, College Street, and Prospect Street respectively.

But Tap Day means taking care of only forty-five men. There are three hundred odd now in every class in the College. Forty-five is a very small number, and if this is for each man the only means for particular social connection with this place, the equipment is rather short, looking at it from a numerical standpoint.

Yale's equipment is short; there is no denying that. (Remember that we are speaking now of Yale College.) There are Junior societies and Sophomore societies,

and there is a University Club; but no one of them furnishes any general rallying point for the students, and not all of them combined hold the place together in a social way. Many say that in spite of all this, Yale holds together, by the remarkable traditional community life of the place; by the favoring system of instruction, keeping the classes together in the first two years; by Fence life and religious life and dormitory life.

This statement is largely true. The Junior societies are lively, interesting organizations. There are four of them: Psi Upsilon, Delta Kappa Epsilon, Alpha Delta Phi, and Zeta Psi. The first three are, by virtue of age and particular agreements among themselves, in the positions of the greatest power. It is customary for the campaign committees of these societies to divide up what they consider the available material of the Sophomore Class, and so apportion it that each society will "weigh up" about even with the others. They each take twenty-five men from the Sophomore, that is, the incoming Junior Class, the class adding in each case ten more at different times during the rest of the course. The societies announce their elections with peculiar and very pretty ceremonies on the Tuesday preceding Tap Day. Each society robes itself in its appropriate color, — D. K. E. in red gowns and hats, Psi U. in white, Alpha Delta Phi in green, — and marches with full ranks, double file, behind a large calcium light. Each man is supplied with more or less fireworks, which makes it seem rather more interesting as the procession trails its way in and out of the campus and to different rooms in the various dormitories where the candidates are quartered. Each member

Zeta Psi

Delta Kappa Epsilon

Psi Upsilon

Alpha Delta Phi

Junior Society Halls

also reserves his voice to be specially spoiled that night, by helping to sing the particular songs of his fraternity a little louder than either of the other processions can sing the particular songs of its fraternity.

As these processions first appear on the campus, D. K. E. from behind Dwight Hall on the west — Psi U. at the north end of the campus between Durfee and Alumni, and Alpha Delta Phi marching from their chapter house on Hillhouse Avenue through the Pass of Thermopylæ between Durfee and Chapel, — they make an unusual and attractive scene, and if it is a clear summer night the campus is thronged with hundreds, or even thousands, to see the show. When the lines of these processions converge and intersect, the more intense parts of the scene are presented. Since the Junior society renaissance of three or four years ago, acts which are in any way undignified have been forsworn. It was not more than ten years ago that athletic training was even more necessary than musical culture. Alpha Delta Phi had then no chapter at Yale, there having been some misunderstanding in the chapter or with the fraternity in 1870, which resulted in the loss of the charter. In those days Psi U. and D. K. E. had the ground to themselves, and their duel was a genuine one. The only costumes were any grotesque paraphernalia which student wit could devise or student coin purchase of a costumer. A common armament was a stuffed club. A common aim was to get as many hats from the heads of the other fraternity as could be stuffed under a man's jersey. A common result was a lively rush, several times repeated, which was remembered in colors by the participants several days, or even weeks, thereafter.

Now, it is merely a contest of voice, and, as has been said, there is no contest in the selection of men. Then, there used to be the liveliest kind of campaigning, which went back even into Freshman year. The present arrangement, which is in the nature of a trust, was made necessary when Alpha Delta Phi, which at first returned to Yale in 1888 as a three-year society, according to the regular rule of the fraternity, was made in 1895 into an orthodox Yale Junior society. Its long absence from Yale had lost for it, naturally, some prestige, and in a straight fight for members by campaign committees it would ordinarily have suffered for some time. The other two societies were quite willing to make the concessions for a general agreement in the choice of men, based on simply the rule of even apportionment, because they thought that Yale needed another Junior society and this was a way to get it.

The fourth society mentioned, Zeta Psi, is not a party to this general agreement, on account of certain fraternity restrictions and for other reasons. It came to Yale in 1888 and built in 1890. It announces its selection on the same night, and takes from ten to fifteen men from the Sophomore Class at that time. The number is not definitely fixed. It is increased by five or six elections given in Junior year. As at present organized it pledges no men before Sophomore year.

The Junior society revival, which has been spoken of, was brought about by an intense desire on the part of representative men in the different societies to extend the social privileges that there were at Yale, in order to allow opportunity for social enjoyment and development to a large number of men who were then excluded. The revival at the time was very thorough-

THE COLONY
Berzelius Society House

going as to the spirit and rule and life of the societies. A great deal of money was spent in remodelling the old Psi U. and D. K. E. buildings, and making them very much more attractive inside and out. Alpha Delta Phi had an excellent building on Hillhouse Avenue, and these three institutions, it was thought, would play a strong part in Yale social life. Perhaps if we go back to the year before, we will see one reason why this hope has not been altogether realized.

There are at Yale Sophomore societies. Twenty years ago any society below Junior year was prohibited by the Academic Faculty. There were societies, nevertheless. Men insisted on getting together under one guise or another, as a debating club or else in absolute secrecy. Ἡ *βουλή* was started ostensibly as a debating society twenty years ago. It took only a few years to make it a strong Sophomore society and to breed a rival, Eta Phi. Each one of these restricted its membership to seventeen men, and made its choices very carefully. By this great exclusiveness and the very mystery of existence under the ban of the Faculty, membership in them became a coveted privilege of Yale. From that time until 1895, when a third similar society, Kappa Psi, was founded, these were, practically, the only social institutions before Junior year. They were, and are, very much patronized by their members in the Junior and Senior societies, and thus they furnish means of association between the different classes, which are rather rare at Yale. They are therefore immensely helpful and valuable to their members.

They developed naturally from the first a great deal of criticism, which was much increased, and given especially good cause in certain years, by the manner in which their members formed cliques and were separated from the rest of the class. Their campaign committees were chosen always with the utmost care, and their work was always so very thorough that they succeeded in gathering in their ranks a large proportion of the men who were bound under any circumstances to become prominent in their class. In all criticism of Sophomore societies this element of the rare judgment and thoroughness of the campaign committees' work is generally left out. But criticism continually increased, and more and more reason for it was admitted by the members of the societies. It became plainly inconsistent to have three strong Senior societies, who were supposed to give the final decisive honors of the course, choosing forty-five members; to have Junior societies choosing over one hundred members, and to have Sophomore societies offer the opportunities of social development and the chance to show what was in them to only thirty-four men. Naturally another society was finally organized, — Kappa Psi, in 1895. This allowed fifty-one Sophomores a chance to get together. The effect lessened the grounds of criticism somewhat, but the principle of a distorted social system remained, and it remains to-day. The competition for places in the Sophomore societies is strong, and however honest the efforts of the campaign committees are, it is impossible for them to guard against the influence of circumstances which forward the chances of men whose real character it is absolutely impossible to determine.

The natural thing is to have in Sophomore, and per-

The Cloister

House of Scientific School Society of Book and Snake

haps in Freshman year, societies taking in a large part of, if not the entire class, who would be gradually sifted through the Junior societies for the final favors of Senior year. This is the way it used to be at Yale in the days of Delta Kappa and Sigma Epsilon and Gamma Nu, which took in practically all the class, and of which the first two, the most important, became so uproarious that the Faculty prohibited their existence. History does not often repeat itself. It would be rather unusual if the problem works itself out this way. At least this is clear: that the society opportunities of the first part of the course are just at present quite inadequate to the complete realization of the ideal of the society system at Yale; that Sophomore societies are very pleasant and valuable things to their members, but that it is another story when one looks at it from the standpoint of the common good; that they will probably survive and prosper until something better is put in their place, on account of the ineradicable student instinct to organize into a secret society; that the belaboring of the societies by the numerous critics of to-day keeps the subject alive, but does nothing beyond that.

Most people would be very glad to have no societies earlier than Junior year, on the ground that two years is a short enough time for members of classes to learn each other, and how to make proper use of the Yale life which is open and free to all, and towards which the societies should, and to a great extent do, occupy merely the position of ministering agencies. It seems to be generally assumed, as we have already said, that the Sophomoric spirit is bent on organization in some secret form, and most people assume this in consider-

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ing the problem, wondering what there is which can compete successfully with the Sophomore societies in their own field, and furnish to a large majority of the class just what the Sophomore societies deny them, — an opportunity for social development, for acquaintance with those in upper classes; in short, for an introduction into the social side of Yale life. It has been frankly argued in later years that Yale, to keep her big classes together in the old Yale way, and to favor the democratic spirit of the place, must have some great club. It is a very perplexing question, because it presents a condition where every instinct of organization seems to be rather against the interest of the community life of Yale. The small organization of Sophomore year is certainly a very powerful one, and has proceeded with much more success on its way than any of the big societies of the older time. The small secret society seems to be the one that succeeds, but where it is planted early in the course and operates to exclude any larger and better organization, it conflicts with interests which are a thousand times more important than those of any society.

The Freshman year, having thus far for many generations been kept free from societies, will probably be left free. As to the next year, it would not be surprising to see Yale soon take serious counsel with herself. If the members of the Academic Department could agree on what the situation demands, there is no reasonable doubt that their plan would be executed, whether it meant destruction or construction or both. After all, as has been once said, but cannot be too often said, it is the general interests of Yale social life that are the first of all to be considered, and any society

St. Anthony's

House and Society Hall of Scientific School Chapter of Delta Psi

organization is only to be encouraged or tolerated in so far as it teaches men to better appreciate the life of the place and to better minister to it according to their ability. This is frankly proclaimed as the policy of every society of which the writer has any direct or indirect knowledge. If the best students of the Academic Department in these last years of the nineteenth century take up this problem, and carry it through on the sole line of finding out what the social life of Yale asks for, and what can and therefore should be given to it, they will serve their day and generation well, and rise to an opportunity not always given to the sons of Yale. There will be a rich compensation for any sacrifices which this might demand from any individuals or sets of individuals.

One definite improvement can be reported in connection with the Academic society system, — and indeed the society system of all Yale. The exclusive principle of membership has never worked more unfortunately than in the relations of graduates to the place. It has always been a very pleasant thing for a Senior society or Sheff society member to return to Yale. He is at once ushered into the heart of the college world, through the friendly associations, in his society membership, with the very men who are most of that life. It has been a different thing with the non-society member, who has had the privilege of watching his society friend go to his hall, while he departed for his hotel or boarding-house. The Graduates' Club has come to fill this hole, and it is filling it more and more completely each year. In another part of this book something more is written of this very successful institution. Its basis of mem-

bership is the same with the university clubs of New York and other cities, but it is naturally a club mainly composed of Yale graduates and Faculty members, and it is becoming every term more and more of a rallying point for all alumni who are drawn to New Haven on special occasions or who happen into the city.

One thing more about academic societies. It is sometimes said that they encourage "toadying." They probably do. Any institution by which one man receives honor and privileges by the vote of other men encourages toadying. But this observation is general. The particular question is how much this particular system at Yale, by its special acts and record, discourages the tendency which is inherent in the system. Of the answer to that, in the writer's humble opinion, there is no possible doubt. Now and then the toad gets something by toadying, but to any rational observer his records are the plainest danger signals in all the highways and byways of Yale life.

And Sheff comes to the end of the century with society problems of its own on its hands, and with evidences of its attempt to solve them according to the common good. It is quite a different country in the Yale world over there at the other end of College Street. It has grown to be a very large country and a rich one, and it takes just as large a place in all that the Yale world is doing as a department can which runs on a three-year basis. If there is any one thing more than another that compels the admiration of Academics for their Sheff brethren, it is the way in which they hold to all university interests, and keep up, as they are

York Hall
Chi Phi Society House

doing remarkably in these latter days, the class tie, and generally hold together, without the cohesive influences which are a part of the natural conditions of old Yale College. There is no college dormitory life at Sheff, and the governors of the department do not seem to want any. There is no Fence at Sheff, — indeed, they have no campus of their own, no innocent and ridiculous sports of their own. Sheff men are not sent to chapel every morning. They study together for one year, and so cement the class tie with considerable strength; but this is against two years in the other department.

And as to societies, the lines divide there as sharply as anywhere. The societies are not for a single year, but for the whole course. Members are taken in Freshman year. They live together from that time on; for each of the leading societies has now its commodious dormitory, where a large part of its members find their rooms quite commonly for the last two years of the course.

This society system has two very different results. The societies, by bringing their men together and giving them common dormitory life, create just so many centres of Sheff life, which correspond to the common campus life of the Academic Department. These different society homes furnish the rallying places for the graduates who return for commencements and reunions, besides gathering them in at stated periods during the year in the secret conclaves of the society, after the fashion of the academic Senior societies.

On the other hand, it is rather in the nature of things for a three-year society to operate against strong class spirit. It is not for one not a member of the depart-

ment to say how far-reaching this effect is; but it is interesting to notice that two of the strongest of the Sheff societies — Berzelius, and Book and Snake — have recently moved on the time for receiving Freshman members from December of Freshman year to the end of the following May; and it is even whispered that this may not be the latest move in that direction. Outsiders generally suppose that the principal reason for this is the inherent difficulty in selecting the right men so early in Freshman year. This fact has probably considerable weight, but not so much as seems at first to be the case, when it is remembered that these societies do not bind themselves to take a certain number more or less at a certain time, as do the academic societies, but hold only approximately to the fixed figures, and in the case of more than one of them do not hesitate to add to their elections later in the course by choosing men who belong to the class of later developments.

Another development in the society life at Sheff which will bear watching as the social life of the department grows, is the relation the societies occupy towards the Faculty of the school, treated merely as organizations who have more or less control of their members, and who have it in their power to influence strongly the social standards of their community. There seems to be a growing disposition on the part of the Sheff Faculty to recognize in a quasi-official way the relations of the society members of their societies. It is not an altogether new development, but has been rather more noticeable in recent years, until it now approaches the corresponding relations in the Academic Department.

St. Elmo
Delta Phi Society House

There is nothing like Tap Day or Calcium Light Night in the society life at Sheff, and, on the whole, its society life outside of the dormitory feature is kept much more from the public gaze than is the case in the Academic Department. There seem to be no out-of-door customs like those sanctioned by tradition in the College. The secrecy is, however, more rigid, in the case of most of the societies, than in any except the Senior societies of the Academic Department.

The Scholarship Society of Phi Beta Kappa, whose members are those receiving the first grade of appointments in the Academic Department in Junior and Senior years, has lately assumed a social character through the acquisition of a room in the basement of White Hall. This room has been very handsomely furnished by some friend who withholds his name, and is a very convenient retreat at all times for members of the society, for conversation, or reading, or study. The stated meetings are now better attended.

In Sheff, the corresponding organization, is the Yale chapter of Sigma Xi, established in 1895. Sigma Xi is an organization of considerable power and of no little virility. Indeed the manner of its control has excited something more than interest through the School, and particularly among its officers. The sharp difference of opinion is in the drawing of the line of membership so as to make it strictly "scientific." This ruling does not exclude men of other departments than Sheff, but does not include all those of highest stand in Sheff.

CHAPTER XV.

THE COLLEGE DEAN.

"LET'S go and see the Dean about it."

There is hardly an hour of the day that these words do not fall from the lips of some one at the New Haven College. They express the initiative of enterprise and the last resort of effort. The sentence comes as the impulse of the heart, and as the conclusion of the head. It is one of the general rules of life at Yale College. It is an instinct of the place; it is taught by experience on the campus. It may be a manager of organized Yale interests, an athletic captain, a "News" chairman, a Glee Club director, or a Phi Beta Kappa president, who says it. It may be the humblest member of the Yale community in discomfort or doubt.

What might be the result if Yale did not have a Dean, — such a Dean as now for fourteen years she has had? I dread to think of it.

On March 10, 1898, Professor Perrin delivered in Brooklyn, at a banquet of the Yale Alumni Association of Long Island, an address which told more about the institution of Yale than I have ever read or heard in speech, among all the responses to this common theme. I do not apologize for repeating parts of it here, and perhaps parts of it elsewhere. It is a summary of Yale, in these latter years of the century, — of the broader characteristics of the University. It speaks

with a clear understanding and in plain English of the great question of college government in these words:

"What problems of government present themselves in such a community, such a combination of college and university! This combination you will remember is set in a small city which votes license. The student community forms one-fortieth of the entire population of the city. It is put in the very heart, the 'congested part' of that city. Of course, then, every ebullition of our folly thrills out from centre to circumference, and things which would not be noticed in a larger city, and could not happen in a small town, are speedily noised abroad.

"But now, considering the unusual degree of restriction and requirement which accompanies Yale life, we must plead fervently for the preservation of the freedom that still remains. Such a community cannot be governed by direct legislation and punitive enactments. It is impossible. It is too large a community in the first place. It is too representative a community. All shades of thought, all manners of living, all ranks and callings are here represented. It would be folly to try to fit over this community any system of law in matters where other communities exercise Christian liberty. Such a community can be governed only from within, by appeals to the best instincts and sentiments of the community itself, which is, after all, an educated community. The community must be educated into governing itself.

"This has been achieved in high degree by the present Dean of the College, and it is his distinct contribution to the growth of the University as such. Whatever mistakes in government are made, — and it seems to many that the punitive element is often robbed of its due efficiency, and that the sentiment of the community often demands greater severity towards patent transgression, — these mistakes are in the application of a noble principle, not in the principle itself.

There must, after all, be a large element of freedom in any healthy university life. Who can be trusted with freedom if not American youth? Of this healthy university freedom we may be very jealous, especially when it is under malicious and mendacious attack. It must be one of the priceless privileges of the place. Of it we may even speak with something of the ardor with which Lowell apostrophizes the larger ideal of civil liberty: —

> Her, our delight, our desire,
> Our soul's inextinguishable star,
> Our faith, our remembrance, our hope,
> Our present, our past, our to be,
> Who shall mingle her life with our dust,
> And make us *deserve* to be free?

"'The atmosphere of the Yale life is light and truth,' from of old. It must also be an atmosphere of freedom."

There is the general outline. Men who have been on the campus in the last ten years can amplify it as they will. As they develop it, the central figure in the picture in their mind will be the personality of the Dean of Yale College. About it will be grouped the incidents of their own lives, when they touched his; of their own large or small experiences.

It is hard to do more than to suggest that picture. I cannot write of Yale without speaking of the Dean's office. Yet it is for a Yale man as though he wrote of his own hearthstone. Yale has been called a family. The Dean's office is the hearthstone of that family's life. Like all the best things of any institution, of any community, this part of Yale has grown with the place and developed according to its needs; and the community itself has furnished, for a man to fill it, one who has gone through all its best experiences and has grown up as

a part of that institution. By that it is not meant that this place or the man who has filled it are the conventions of the College. The Deanship of Yale has been the outcome of deep and peculiar needs. The Dean of Yale has been a man in the fore of Yale's development, guided quite as much by the large possibilities of the future as by the safe precedents of the past.

It is quite consistent that the Dean's home — by that I mean the Dean's home for Yale, or one might even say Yale's home — is most unpretentious and simple, — a modest, brick house, just across the street from the campus itself. The move to these quarters was made within only a few years from the too crowded accommodations of a dormitory room. The house before was the home of one of the great lights of Yale, a man of simple and noble life, whose talents added to his university's fame in two continents.

And what can we say about that little room, except that the Dean is there from ten to one every day, and that the door is opening and closing almost every minute of those three hours? The best story of that office is the story of its inviolable confidences. But you can sit in a chair and await your turn, and hear a good deal that is interesting, and supply from your own experience a good deal more that is much more interesting.

It is five to one that you will not miss the sight of the usually blasé Senior, with an impossible record of marks and cuts, seeking some privilege utterly outside the pale of statute possibilities. He may secure it or he may not. It will all depend upon the conditions of his case, which you and I do not know. Perhaps his confessor alone knows it. There is many a man

whose real self is discovered by the Dean before he himself has any definite knowledge on the subject. I hear a man speak of "fooling the Dean," and I laugh at the ludicrous suggestion. It may be that, following out a tradition which obtains with feeble minds, that man has been allowed to go from the office thinking that he has misled this wise observer, before whose discriminating eye thousands of Yale men have passed. Some day he will undeceive himself.

"The Dean is too easy," say some men. It may be — I do not know. I do know that he is always reaching for the truest, strongest side of the man, and that it responds to his touch more than to almost any other influence in this place; that many men, who seem to impose most abominably upon what has been called his "weak good-nature," have offered, in evidence of his clearer vision, and as "fruits meet for repentance," after lives of manly force, of usefulness, of charitable helpfulness, which seem to have bended toward their better ends when they first felt that at least one man of clear head and great heart trusted them.

You do not see all, sitting there in the office, — all that makes it possible for one to write this confidently. The most important business of that office is not conducted in the public reception room. But you can see a good deal there. The football captain has come in. Thornton, a good fellow, and superb full-back, is hopelessly footless, — the captain does not hesitate to use the expressive vernacular in the Dean's house, — on the verge of suspension, and on the danger-line of scholarship. Can't the Dean do something with him? Captain and coach and classmates struggle in vain. The Dean will see about it. No deposition sets forth just

what the Dean did, but if that man is not on the safe side of 2.25 on November 20, he probably is not of the right kind of stuff for a football team anyway.

There comes the "News" chairman. The Freshmen want to elect a Fence orator. The class has been abominably reckless, conspicuous for repetition of the worst mistakes of their predecessors. The Faculty are holding over their heads one of the worst penalties known at Yale, — cutting out from their experience as a class this cherished and peculiar custom. The "News" chairman must secure permission for a meeting before they can have one, and must open it for them. They have asked him to do what he can for them, and of course he has gone right to the Dean.

In the mean while, three or four members of the Faculty — well-known faces, familiar names — have come and gone. Theirs may have been routine business, or a consultation over some knotty case of discipline. It is not improbable that they have come to the Dean's office hoping for a suggestion from him, which will be their decision. He will not take the responsibility if he does not think it belongs to him.

And when the head of the Department of Philosophy has left, the Junior has his turn, for advice about a room. He can afford $3.00, but he can't afford $3.50. Where ought he to go? Can the Dean tell him of some one whom he can get to room with him? The Senior, near his graduation, follows. He is uncertain of his future course. His mind is bent thus and so. Would he better study here, and if so is there a chance for a scholarship? What would the Dean think of teaching for a year?

Some graduate follows him. The morning's mail

had brought news that the family of one of the benefactors of the University intended to be present at Commencement. This man graduated in such and such a class. Those of his classmates who are at New Haven ought to make his visit as pleasant and attractive as possible, and for his family. He did well for Yale. The Dean states the circumstances to this graduate, whom he had summoned, and that is all that is necessary.

And in the mean while, a multitude of applicants, supplicants, defendants, plaintiffs, and those seeking only information, have come and gone, having done their business with the Dean's first lieutenant, the Registrar. The position was created a few years ago, and a recent graduate of the College, of maturity and good judgment, was chosen to fill it. Mr. Merritt's department handles the detail of the administration of the College, while the Registrar himself relieves the Dean of not a little of his personal labors. He handles the cases in a spirit quite in key with the traditions and standards of the office. That room is a very important place in Yale College, and the time may not be distant when it will yet more directly and powerfully, in the same spirit and under the same control, act upon the forces of the college life. But there has yet been given only the most imperfect suggestion of the Dean's work and ways. A recent example of them comes to mind.

Army blue was not uncommon at New Haven in the spring and summer of 1898. You remember how Yale answered the call to arms. Those boys attended to business at Niantic, but when something necessary allowed them leave of absence, of course they were at New Haven first. And if they were in the Academic

Professor Henry P. Wright
Dean of the Academic Faculty

Department, and went back to camp without five minutes' talk with Dean Wright, it was because they could not find him. Nothing ever showed the feeling of that man for those who came under him, and who were worthy of that feeling, more than his regard for the Yale Volunteers. I often talked with him about them, and, well as I knew the Dean, it was a revelation to me to see how constantly they were in his mind, and how close they were to his heart.

I have practically never found Professor Wright alone, — unless I boldly invaded his home, when one of those cases had come up where one simply must see the Dean, no matter where you disturb him. I do not see how he corresponds; but he does write letters, and while all the tents at the State camp at Niantic were leaking and the sun was not seen for a week, and equipment did not come from Washington, and the feeling grew that the War Department did not care what became of Light Battery A, there was one thing that kept up spirits and good heart. In some way or other messages came again and again from New Haven and Dean Wright to this man or that, and the letter went the rounds, and the boys knew that Yale's heart was beating for them. Upper classmen who had exhausted all cuts and marks, as is usual at that time of the year, used to come to the Dean with some stories or arguments for the special privilege of a trip to Niantic. They thought it would do them good; they had some special business to conduct with some man in the Battery, et cetera, et cetera. They were seldom allowed to finish their explanations. The Dean would break in with: "Well, go on. Go for a day, — take two days if you can. Cheer them up. Make it pleasant

for them. Those boys are giving up a good deal more than you or I realize, and we don't know what is ahead for them. You can't make a mistake." The Dean wore army blue thirty-five years ago.

Before this book has gone through the press the splendors of peace have again been flung over this great land. But if Light Battery A had early received the orders for which its young hearts yearned, and had the final word been given which meant that Yale's best blood should flow, hardly one heart, outside of these boys' own homes, would have been heavier than that of their College officer, whose chief business, according to the technical constitution of things, had been to keep them within the statutes of this peculiar community, and to inflict the penalties for their transgressions.

This may be saying more than one should say of a man of the present. But I could not have written this part of the book without saying as little as this. Some day there will be more to write, and it will be better written.

CHAPTER XVI.

YALE ORGANIZATION.

CARDS had been sent out on twenty-four hours' notice for a meeting of the Jingo Club, and on a Tuesday night of early May a roomful of the younger instructors and some of the graduate students had reinforced themselves with war spirit, in one of the cosey attic chambers of the Physiological Laboratory, the old Sheffield homestead. The Jingo Club had not named itself in obedience to an academic sense of humor. The country faced a foreign foe. These young Yale instructors and students were warm-blooded Americans. They felt their pulses beating a little faster, and were aware, at the sight of their country's flag, of a feeling which most of them had never experienced before. They wanted to get together and talk it all over.

That they did, and with great thoroughness. They had no idea of doing anything particular. There was at first thought apparently nothing for them to do beyond thus getting together, in which they were simply following out what you might call a Yale instinct.

The next day, as I left my house for the office, I met Henderson. He was looking for the editors of the Yale papers, graduate and undergraduate, — the Jingo Club had sent him. They sent him with the message that Yale ought to be doing something. Two or three days before, the Government had gathered into its Navy one

of the fleetest of trans-Atlantic liners, and it had been decided to rub out the name Paris and put on the name Yale. The Jingo Club had been talking about that little incident, quite unique in naval nomenclature. The compliment pleased them. They rated it an extraordinary honor that the Government had made an exception to ordinary rules, and had given the name of a university, as though it were a part of the nation, to one of its fighting vessels. Henderson had said at the meeting that Yale ought not to waste any time in saying "thank you" in just as handsome a way as she could. The Jingoes told Henderson to ask Yale to say so.

When he came to the editor of the "News," he found this custodian of the general interests of the campus world already planning something, and willing to do much more. He found that the Yale graduate paper had been asking for suggestions as to what the University men should do, and was also ready to obey orders. When these three had made rough plans, they found that some Yale men, less than one hundred miles away, had already been thinking of the same things and had already made an offer to the Navy. And when the men in New Haven and the men in New York met and talked it over, they decided that all of the University's sons were ready to claim an interest in this boat which bore the name they loved so well, and were ready to pay for their stock, too.

It is a part of recent history — a very modest little chapter in the stirring story of the spring and summer of ninety-eight — how this was all carried out; how it was decided to ask Yale men to give five or six thousand dollars by way of practical indorsement and acknowl-

edgment of their country's act, adding perhaps a little to the service which their boat might render. And it is quite well enough known how the sons of the New Haven University, whether they lived in Maine or in the Hawaiian Islands, had only to be told that here was an opportunity to take a little part in the name of Yale in the work their country had to do, and then, how soon they had to be told that they could keep their money for something else, — that the sum was all gathered, and half again as much as was asked for was at hand, with nothing in sight to spend it for.

To organize is, of course, to obey an instinct of the age. Graduates of all colleges are unusually ready to obey that instinct. But it is a fact that Yale men are considered peculiar among all their fellows of other colleges and universities in their very thorough way of answering this instinct. The organization of graduate Yale is accomplished in all parts of the Republic, and often under circumstances which are most adverse. When one remembers that these associations have never any more definite purpose than merely to get men together once a year or oftener, according to the possibilities of their environment, — to sing together, to talk it all over once more, — the extent of this organization is not without significance.

There are sparsely settled States in the West, with perhaps threescore graduates, all told, within their confines. From a third to one half of these men will meet at an alumni dinner at least once a year. They think little of going one hundred and fifty to two hundred miles for such a reunion. Colorado, California, and Indiana furnish examples of this sort of alumni organization. Not less than thirty-five of these different

groups of the graduates of Yale maintain an organization, and effect reunions of substantial size and the most intense interest to those who attend. Probably half of them arrange their meetings twice to three or four times in the course of a year.

This spirit of close organization is on the increase rather than on the decline, as the University grows with the growing country. Graduates are gathering in closer to each other rather than being more scattered. While this fact has been clear to those who have watched the University closely, it is not an exaggeration to add that Yale's answer to the call for money for gifts to the cruiser was a very genuine revelation of the strength of this organization, and of the common tie to the fostering mother. Members of the committee who raised that money say that they would only have had to keep quiet and not discourage contributions, to make the sum that was offered them twice what they asked for; and that if they had been given the word that it would be much appreciated at Washington, if Yale men could find it possible to place a battery of eight or ten 4-inch rapid fire guns upon the cruiser, it would have been not at all a difficult matter to have raised fifty thousand dollars for such an object in the space of a very few weeks.

To be sure, there was the added instinct of patriotism freshly aroused and intensely strong at the time among nearly all Yale men. Right from their campus they offered a full battery — 173 strong — of the best blood of undergraduate Yale, and insisted, when this offer was refused, on placing in the ranks, in one company or another, more than a hundred splendid young fellows. As to the graduates, those who looked through

Yale Platoon, Light Battery A, C. V.

such records as could be gathered by Yale's graduate paper, found that out of the six or seven thousand Yale graduates fit for service by age, — men all in busy life, under responsibility, and bound as close as any by every tie that makes home-leaving hard, — upwards of three hundred shouldered their guns. That was much higher than the usual percentage through the country.

Yes, the Yale man wanted to do everything, just as every good American did, to bring his country gloriously through its struggle; to end the time of war and bring back the days of peace. But this Cruiser Yale work was all a Yale sentiment. The Government was not to send this splendid vessel on her lonely work as scout without armament. Yale asked only to pay for the guns, and Yale men were willing enough to pay all that was necessary, just to know that a part of what the Yale was to do her work with was given by Yale. The quick overwhelming way in which they did it shows how close they keep to the place.

CHAPTER XVII.

A REUNION.

REPUTABLE men never make a more disreputable appearance than at a Class reunion. Their exercises are conducted under the favorable circumstances of a sympathetic and understanding environment. Most of the people who see them appreciate the motive and the spirit of their abandon. A few don't appreciate it. By this fact is understood the waggings of the tongues of local gossips in remote and quiet settlements; the disappointment over the dashing of an ideal. But let us not be concerned with the large crimes of slander, and the horrid uncharitableness of men — and women. We are going to a triennial at Yale.

The formal exercises are all set for Tuesday of Commencement week. If you want all of triennial you must get there by the Saturday before. The skirmish line of the class prospects the city at that time. These men drop into town in companies of two and three. They are investigating the conditions, and they will be ready on Tuesday to report to the main army under what terms the metropolis of Connecticut is willing to capitulate.

These early comers have sailed the stormy sea of life for all of three years. They have begun to learn something of the value of the minor coins of the Republic — something of the necessity of treating the

Class Day Harvard-Yale Ball Game

Commencement Day Procession

intangible asset of credit with some caution. Some of them are now earning ten dollars a week mayhap, but at home they ride trolleys and bicycles like the rest of us plain folk, even immediately after monthly settlements. But they have reached the old station in New Haven, and one of the chief impressions of the days they spent there, alas and alack! was to make immediate, unsparing use of any present resources. The instinct of the undergraduate is to live so thoroughly in the present as not to allow any part of it to escape into the future. "Can't we get up a dollar in the crowd and ride up?" — that was the old way. Now these men are back with several dollars in their pockets. Of course they will "ride up," and fight for the privilege of paying the hackman, some well-remembered minister of former days, who perhaps floated their paper then, and looks for rich interest now.

They hurry to their quarters, by which is meant the place where they spend the few hours devoted to sleep the next week. It may be in one of the Divinity Halls or the Graduates' Club. They cannot get there soon enough to suit their desire to shake off, at the earliest opportunity, the conventional habiliments of civilized society. The common law of the campus in summer is to keep cool, and no one is very particular about methods. Waistcoats are an abomination. White ducks are the favorite for trousers, and the thinnest madras or cheviot is the general rule for the shirt. If the man is wealthy enough to support a blazer or a golf coat, he will wear it. He may, under great provocation, appear coatless. There is a fairly regular resort to the laundry for the care of this costume, but the academic mind is not pernickety, and this moderate

approach to godliness is not observed in the care of headgear. Antiquity, and the evidences of long and careless usage, are the particular attributes of the college hat in New Haven in these latter years. In winter it is a slouch that may have been a light gray originally, and probably had a band when it came out of the factory; but the origin of its color and its equipment must be put down as obscure and impossible to trace. If men are going to triennial, they are getting back to college as quickly as they can, and so these things at once become part of their attire, as far as they are able to gather them from the wrecks of the past, or their imitations in the student shops of the present.

But if they have not those disreputable old hats, they can devise something for the occasion. A white canvas, at perhaps a cost of twenty-five cents, may be the fashion, as a year ago. If these are on all the class, it will present, at the beginning of the ceremonies, a very neat and impressive appearance. At times they lay aside the stiff straws of style for hayfield broadbrims. This rustic touch makes subsequent proceedings all the more anomalous.

By Sunday a goodly number of triennial men will have found each other. This discovery does not always take place in the chapel. The returning graduate is almost unduly impressed with the limited accommodations of even the enlarged house of worship on the campus. Baccalaureate is for the graduating class, and for its fathers and mothers, aunts and uncles, brothers and sisters, and other people's sisters. They need all the room there is. It is very warm, and it is uncharitable to crowd them. But Sunday is unevent-

ful. The early ones are just doing what any one does when he comes back to New Haven, — looking over the place again, visiting old friends, calling on the Dean, or taking a trip to the shore. They have not thoroughly assumed their character as members of the Triennial Class.

By Monday they become considerably more formidable in number, and begin to realize their particular assignment. By Monday night the situation is foreboding, perhaps critical. What they have then is generally called a little game. Game is a word appropriated by the college vernacular for that which nothing in the President's English seems quite to fit. The generally unerring sense of slang, particularly of college slang, is not quite so apparent here. The underlying sense of having a good time, in any game, is about all that justifies the appropriation. There are all kinds of games. The word means neither studied sobriety of demeanor and refreshment, nor does it mean any extravagant outbreak. Two or three may be in a game, or half a hundred, if there is room enough. A game is generally an impromptu affair. The whole company may be of the sternest type of cold-water ethics. It may be quite the contrary; or a combination of both. When men have a game at triennial they simply get out of the ruts and rules of ordinary life and back to the naturalness of the older days they spent in New Haven. They may open nothing with corkscrews, but they will open up themselves and be their old selves and their real selves. They will begin to breathe it all in again, — that unrestrained, healthy, careless spirit of campus days. They feel themselves changing back again to the character

which they supposed they had lost, but which was only dormant.

The greater game will separate, before the evening is over, into smaller games. There is where this reforming process goes on still faster. Men speak right to each other. The cautious reserve slowly disappears. The distrust, bred of bargaining, vanishes. The better side of the men, the more natural side, the old college-day side, is again in their eye. They are ready with the same old extravagant eulogy. They may not be quite so ready with the same old extravagant condemnation. Professor Beers sighs for the "unconsidering, unhesitating scorn or enthusiasm of our college days, when every one was either a perfectly bully fellow or else a beastly pill." I think that when men come back to triennial, though it may take them time to unlearn the reserve which the sterner duties of life have already begun to force into them, it is also true that they show the better side of what the training of their life off the campus has been, — less of a readiness to convict for unpardonable sins. With this temperate charitableness, the returning enthusiasm of approval makes a rejuvenating combination. It makes a spiritual tonic out of the reunion.

The man who runs the business meeting of the class, the Triennial Class, must be a Thomas Brackett Reed, unless he wishes to transform the business meeting into another number on the gayer part of the program. These men are back for the fun of life. It was a part of their college education to get the fun out of everything that went by. When they have been out of college ten to forty years, they may take a fairly conservative view of business meetings. It is different in these earlier reunions.

A Reunion Group

35th Anniversary of the Class of '60

You have probably seen the rest, — the triennial march to the baseball game in the afternoon; the peculiar evolutions on the Field before taking a seat; wild dances on the steps of Osborn Hall and up and down Chapel Street. What a ridiculous, crazy set of men they are! It is n't only at triennial, when they are boys, but at sexennial or decennial as well, or even in later years.

Perhaps you have heard of triennial dinners breaking up after the fourth or fifth course, with no chance for speeches. You have seen the procession come back to the campus handling cannon crackers as though they were snowballs; firing Roman candles into the crowd or the windows of the New Haven House just for the fun of it; dressed in most negligée attire, — coats off or linen dusters on, and some individuals with paraphernalia of their own. At triennial our class could not get through more than one of the eight or ten speeches which were scheduled, and the attempt to render that was like a competition with a 13-inch gun, — nobody heard it, and the man lost his voice for a week. Dinner was hardly begun before everybody was up and waltzing around the tables, making Omega Lambda Chi processions. There were not many things thrown, and I do not recall that any one walked up and down the table; but if one could have introduced into the gallery of that hall a calm, judicious spectator, who had lived in anything but a university town all his life, he would have said, when the evening was over, that he had just been given a revelation of the ways of young America which sadly weakened all foundation for a reasonable optimism.

This is told simply to allow me to add this: That it

is no more possible or reasonable to trace to alcohol the unclassified phenomena of those meetings than to ascribe to artificial stimulation the antics of a well-bred hunting dog treated to the first sight of a gun in the fall, after a summer in a kennel. The men who made the most noise, who traced the most remarkable curves in the march up and down Chapel Street, who were seen with champagne bottles in their pockets, were quite as likely as otherwise to be those who made total abstinence a principle. I remember one man returning to his home after that incident, to meet the report that he was disgracefully drunk on the streets of New Haven in Commencement Week. He was one of the most ardent of triennialists, but to the personal knowledge of the writer, his indulgence in artificial stimulant at that time consisted of one swallow from the loving cup as it went around for the Class, and another as it went around for the Class boy.

These reunions are not quite the uproarious affairs that they once were. They are becoming somewhat more moderate year by year. New Haven and the University are getting too large. The cannon cracker and the sky rocket are not quite so much in evidence. Men do not so often hire a band to play all the evening, and then drive them home as soon as supper is over by putting crackers down the end of the horns. But I doubt very much if any of us shall live to see reunions of the earlier years after graduation that do not give the impression, to one who does not know the feelings of the returning graduate, of boisterous and uncontrolled revelry, with alcohol as the main excitement; and this would be true though effective prohibition had become universal.

CHAPTER XVIII.

THE GRADUATE AND THE UNIVERSITY.

THE old graduate — he is always called "old" — has had many more apologists than he has asked for. It is customary in much of the writing on such a place as Yale, to make a feature, in any description of an improvement or development, of a little reasoning with the graduate, who is represented at the outset as "kicking" about it because there is a change. The graduate is not necessarily a fool, and the Yale graduate is one of the last men to ask the world to stand still. Rather than to describe him as consistently opposed to change, it is more to the point to mention his unshakable faith in the wisdom of any course, no matter how much change it involves. That is the characteristic of nine out of ten of the wide-awake alumni of Yale. They have pushed in on the College from time to time, asking for certain things, and at present, knowing more of its affairs than before, they more frequently inquire and comment; but still rarely criticise.

Back in 1869, when Commencement came towards the end of July, the Associated Alumni of Yale, as they were then called, appointed Professor Noah Porter, who became soon after President, the Hon. William M. Evarts, Dr. Charles J. Stillé of Philadelphia, and Professor Franklin W. Fisk of Chicago, as a committee to report on the advisability of a change in the charter of Yale which would allow strictly alumni representatives

in the Corporation. As a result of this agitation the places taken by six State senators on the Yale Corporation were given to the alumni. There have been sturdy enough Yale men in these places since that time, and they have taken very active part in the deliberations of Corporation meetings. But it is a matter of some question just how much effect they have had upon the government of the College, which is even to this day practically a one-man government, the Corporation quite invariably authorizing any step which the Administration takes.

The alumni are generally content with what is done, and whether they have or have not particular faith in their representatives in the council, they think that nothing bad can result. This easily satisfied condition was not exactly what was aimed at, and, indeed, this committee, in making a report on the change, concerning whose advisability they refused to commit themselves, made the principal point in their recommendation that no such plan as this was in itself at all sufficient for the proper co-operation of the graduates with the government of the College. The following paragraph from their report sufficiently indicates their attitude in this matter: —

"The necessity is imperative that the Associated Alumni who meet at the annual Commencement, the several local associations which are organized at the great centres of population, the several classes who are united with the common mother by the strong ties which bind their members to one another, should want, and should devise and execute measures by which to receive and diffuse information in respect to the wishes and wants of the College; by which they can be

brought into active sympathy with the Faculty and the Corporation; by which they can diffuse a general sense of responsibility for the progress and development of the College, and can contribute to the common cause their munificent gifts with honest pride and their humble gifts without hesitation."

The passage is reproduced here as stating an idea which in recent years has considerably developed. It seems to be more and more taken as a view in university government, that the graduates should be as closely connected with the institution as possible. The graduates of Yale are organized in this respect, and are informed in regard to the University, the writer is inclined to believe, rather more definitely than ever before. Alumni association meetings have come to be of more practical value by their reports from headquarters. The reports of the President of the University have become more detailed and have expressed more fully the plans of the administration. And the desire to keep in touch with the place is evidenced by the foundation and steady development of a weekly alumni paper.

It is safe to express the opinion that the future of these relations will show them closer rather than otherwise, and with increasing tendency on the part of the Administration to take the body of graduates more and more fully into confidence as to management and plans. There has been some growth in this direction within recent years.

The question has sometimes been seriously asked why the graduates of Yale, with all their fame for enthusiastic and loyal support of it, do not accomplish more in the way of adding to its strictly educational

resources. They built with a good deal of ready generosity a gymnasium that cost nearly a quarter of a million dollars; put their hands in their pockets for the cause of athletics very frequently and very deeply, and for such an enterprise as placing guns on the cruiser, named after their University, can be counted on for almost any amount. But it is not true that the graduates have stopped there. In recent years a great deal of money has come into the University treasury from her graduates, in such bequests as that from the Sloane Estate, the Lampson Estate, and such gifts as the Waterman Scholarships. The prediction is therefore hazarded — that the increasingly confidential relation between the governors of Yale and her sons will turn streams of money more and more plentifully from Yale's own ranks into her treasury.

Graduates, as we have said, do not oppose changes on principle, and exhibit rather a flattering confidence in those who have the responsibilities of government than an inclination to distrust them; but they do feel sometimes, and it is their right to feel so and their duty to express their feeling, that there are certain elements in the makeup of a Yale education which men who are carrying that education into the heat and dust of the day, and making steady, trying use of it there, will appreciate perhaps better than those who live constantly in the quiet of the academic atmosphere, and before whose eyes are constantly held the ideals of the University's development on the lines of pure learning.

CHAPTER XIX.

SOME OF THE WAYS OF YALE.

WHAT sets the graduate's mind most quickly at rest in regard to the unchanged spirit of the old place he loves, are just those things which are most likely to startle and perhaps shock the earnest visitor to New Haven, who knows only the fame of Yale as a fane of learning, and who is on the lookout for the thoughtful and pale faces of those who are to lead the world's advance in years to come in things of the mind and of the spirit. This stranger does not find exactly what he is looking for under an old slouch hat and over a more or less soiled sweater, or under no hat at all, with the offsettings of a negligée shirt and a dollar and a half crash suit; and he is moved to a great many questionings and wonderings in observation of the dock weeds and the dirt and the worn fence and the weird games that are the features of the academic shades.

But when your graduate has finished his evening meal at the New Haven House, and, on strolling across the campus, hears first the fire bell and then finds himself in the midst of bedlam, he thinks it is all right, and that Yale youth is as it was and as it should be, — that is, I suppose, spontaneous. He does not count it at all strange, when he hears a hundred windows go up on the first stroke of the bell and sees heads out from every dormitory, and hears these men, who have just started on their Virgil or their "Pol. Econ.," or Calculus, sud-

denly bawling " Fire ! " to the limit of their lungs. He watches and listens with an interested smile, until there is a slight pause, followed by a gentle " All over," started by some sentinel in a remote corner and passed along the line. Silence follows in a minute, and Yale life seems to be pretty well organized, and much as it ever has been.

A very carefully dressed and accurate young man, of one of the classes that graduated less than ten years ago, was quite strangely thrown on his back by one of his good friends on a summer evening, to be subjected to the first fruiting operation on the Yale campus. He was probably more surprised than he would be now to see some similar tragedy enacted on a younger brother. It happened just about the way all these things happen; that is, nobody knows just how it did happen. There were a few minutes to do nothing in, so something unusual had to be done. This accurate young man probably troubled his excellent friends, simply by being too dignified, and so they decided that some indignity should be offered to him. How any one conceived of putting him on his back, undoing his coat, and cutting off the flap on the end of his shirt bosom, cannot be explained; but this was done. And it was no sooner done than the offending part of his costume was placed on the end of the knife which cut it off, and the illustrious youth in the group who had secured the trophy held it aloft, shouted " Fruit ! " and rushed across the campus to a favorite elm in front of Durfee. The others followed, and in due order the shirt tab was tacked to the tree. And then this group continued the pastime fiercely that night, and fiercely for several days thereafter, on those who seemed most tempting subjects

Senior Baseball in front of Durfee.

"Nigger Baby."

Senior Society Elections.

for operation, until twenty-one of these curious trophies were pinned together on one elm-tree. And the game came to be called, first "Elm Fruit;" then "Fruit." For a goodly while thereafter any man addicted to this way of having his shirts made had reason to expect a visitation at any moment. The amusement is not one that pertains to this particular date, because it is more diverting to find other means of employment, and also because shirts are not made that way so much as formerly. But things of that same general class of unclassifiables do take place from year to year, thus demonstrating that the student nature is unchanged and just as "different" as ever.

Nigger Baby, the pastime of god-like Seniors, still persists, and shows no sign of a weakened hold upon the thoughtful men of the graduating class. You have not seen the game? You must see it. It is hard to describe it. Its first stages are a bit exciting. There are certain formalities concerning little holes in the ground and a rubber ball, which is rolled towards said holes. Somebody should be hit with that rubber ball, after it rolls into a hole, the ball being thrown by the owner of the hole chosen by the rubber ball for its resting-place. The man who is hit is scored against. If no one is hit, the man who threw the ball is scored against. The man who is first scored against three times must proceed to the east wall of Alumni Hall, pause within two or three feet of it, and then, facing the building, form himself into two sides of a square, of which the wall and the ground between his feet and the wall form the other two sides. Those who have prevailed against him — to wit, all the others in the game — take position by turn at a distance of twenty paces

and propel the rubber ball towards the upper and eastern angle of the square of which we have spoken. Three attempts to hit the mark are allowed to each thrower. Cries of great joy fill the summer evening at every successful throw. Agile baseball men like the game. It is less popular with heavy football players. After three shots apiece have been fired, and several more, the process of selection begins again with the formalities at the holes in the ground.

Seniors spin tops as of yore. They roll hoops little. They play ball. Ah! yes. Senior baseball is a firmly fixed convention. It is the most typical nonsense of the Yale campus. I don't know what people expect to do with this when the grass grows green from Durfee to Vanderbilt, and a "playground" is established at a "convenient distance from the campus." Rather than to try to move the game to a carefully arranged piece of land, which is not the campus, it were better to move the campus. It is quite as feasible.

The sport is called baseball. It is built on the principles of the great American game, but its evolutions and variations would trouble the keenest analyst of amateur sport. *Exempli gratia,* football is grafted onto it at times, and the base runner travels behind perfectly formed interference. As many of the interferers are allowed to score as the umpire deems best; it depends on the success of the finale at the home plate. Consistent with mass play in base running is the simultaneous and adjacent work of several batteries and batsmen. It is a great game, and a successful social rallying point, on special occasions, for the Senior class and all the other classes, who watch the matches from their fences. Several crops of thin, weak grass have within the last two

years been raised on various enclosed plots of the Yale campus. Will grass-seed ever venture upon the sacred diamond of Senior baseball? The gods forbid! The School of the Fine Arts at one end of the campus — Senior baseball at the other. Let them ever remain, two harmonious elements of the Yale education.

These are only some of the things that are done by way of relaxation from mental strain. Of the fixed feasts, some of the older times remain, and some have passed away. The greatest of those that are gone are the annual ministrations of Sophomores to Freshmen. Hazing is no more. Gone are the tooth-pick crews, the forced oration and song, the blindfold performances of all description. No longer are Freshmen required to give running races and tugs of war and other athletic exhibitions by moonlight at the Field. Whether for better or worse these are of the things of the past. They must needs have departed, as the classes doubled in size, and the University and the city, both fast growing, crowded each other. There was too much opportunity for abuse and friction. With smaller numbers, and in the close neighborly associations of an academic department of six hundred men, all that was done was under the common eye and easily regulated.

And another way of Yale has gone, and there are no regrets. Better means are found at present of informing a tutor that he is *persona non grata* than the breaking of his windows, the sealing of his room's lock with plaster, and the shying of firecrackers into his bedchamber. It is not now necessary to build the tutor's door more strongly for the expected attack. It is doubtful if there is more mercy in the modern signals, but they are less violent and more within the law.

College characters, by which phrase is meant the peculiar attachés of the University, — the fruit and peanut and popcorn venders, the hack-drivers, the old clothes' buyers, the money lenders, — are not the same from generation to generation. They would not fill their place if they were only of a class. The wonderful vocabulary of Hannibal is attached to but a single tongue in a generation. The bluff heartiness which made Murray's familiar welcome never unpleasant, and made of him one of the boys, young and old, whom he carried, is not given often to a man whose business is only to drive hacks. Few have the talent of blandly asking for money for his unfortunate able-bodied self and healthy family, and getting it. They don't make Davys every few years. And in the life of an institution there will be but one Mrs. Moriarity. Her traditions may live after her for a season, but her kingdom cannot long survive herself. Both were products of the times in which they were.

Just now the peculiar ministers to the peculiar wants of Yale men do not seem as interesting as those who have been on the stage; but time will come when tradition shall fill wonderful pages on "Mose" and his unilateral games, which are played for the purpose of deciding whether he shall be permitted to go through the Yale man's clothes closet and take what he will, giving thanks, or whether he shall carry off a single pair of trousers and leave a quarter in the expectation of stimulating interest in speculation and doing better next time. Rattle on of your worthies of the past. I glory in Mose! He is honest. Yet, when he goes reeling from the campus, under a load of English woollens, it is all Wall Street to a penny bank that he

"Pop" Smith. "Mose." Murray.

"Handsome Dan."

Davy. Hannibal.

has but a few minutes before utterly annihilated the fundamental proposition of Sumnerian economy, that there are two sides to a bargain. "Mose" is a genius.

"Pop" Smith is not like any others who have gone before him. I take off my hat to that toothless old man, because he has reached and now occupies a peculiar position as mascot for Yale teams, without leaving any ground for explaining why he is where he is. The impossibility of his achievement is his glory, and the days that are gone cannot match it. But if we speak of mascots, then surely let the voices of the past be still. Was there ever before a "Handsome Dan!" These fin-de-siècle days have produced the most virile, picturesque, inspiring embodiment of virtues that make, and vices that are held back from marring, the Yale spirit. When Handsome Dan died, the sporting blood of America was chilled, and Harvard athletic first trembled, and then lay the lid of a thoughtful eye on the left cheek. Most Yale people saw this noble animal at one time or another. The editor of the "Hartford Courant," Mr. Charles Hopkins Clark, Yale, '71, saw him many times, and studied him carefully, at a distance, and wondered. When the news came, in the spring of 1897, of the death in England of this bulldog, who had won all the prizes there were for himself, and most all the championships in sight for Yale, Mr. Clark thus voiced his grief and admiration: —

"'Handsome Dan,' who at one time was conspicuous among Yale athletes, has died in England. Dan was a bulldog, and he wore the blue ribbon. This marked his allegiance to Yale, and also indicated his 'Murphyite' principles. He never looked upon the wine when it was red, but was satisfied with blood. In personal appearance he seemed like a cross between

an alligator and a horned frog, and he was called handsome by the metaphysicians under the law of compensation. The title came to him; he never sought it. He was always taken to games in a leash, and the Harvard football team for years owed its continued existence to the fact that the rope held.

"Dan was no stranger hereabouts. He spent a summer with a Hartford family, and was taken by them to the Adirondacks. One day he insisted on starting with a party bound up Mount Hopkins. Part way up the climb, Dan, who weighed a good many ounces to the pound, gave out. He was tied to a tree beside the path, and this party went on and spent the day on the mountain. No other party went up, however, that day. Other parties proceeded until they met Dan; then they went home to report progress. He thought he was detailed for guard duty — and so did they.

"When the summer was over Dan had to come home in the baggage car, while his adopted family had a through sleeper. After midnight they were all awakened by a loud notification that nobody in the Albany depot, not the bravest baggage-smasher, could persuade the dog to leave the baggage car, and either he must be abandoned by his friends or the car be abandoned by the company. When he saw a friend he readily came out, and the railroad was able to continue business; but he took no advice from strangers. If he took anything from them it was their peace of mind or their clothing or their sense of comfort.

"Dan left us for England some time ago, and Yale and America, practically synonymous, have both survived the separation; hence his death will not be an irreparable blow. Indeed, his presence was always felt a good deal more than his absence; and if he has gone to that heaven which some humane people think exists for animals, we venture the prediction that there is music just now in the bulldog corner."

There are some ways of undergraduate Yale that do not change at all. They are ways financial. The un-

dergraduate's ignorance of the character of business transactions, and the moral issues involved in them, is appalling. A bill is not an obligation; interest is only a term in finance or economics; time is not a factor in transactions; a dollar has no antecedents and no destiny. Would that it were not so! Lots of trouble would be saved, legal business reduced to a minimum; blood-sucking usury would be less common; a much smoother and more satisfactory co-operation would be shown between town and gown. It is not wise to make youth old, but the parent who has common sense and a reasonable care for his student son, will not let him go to college ignorant of the rudiments of business methods and honor. Carelessness and inexperience cover more than they should. But this begins to read like an essay. These are not essays.

And this chapter is not a census. Who shall enumerate the ways of Yale? Mr. Porter has given his sketches of Yale Life, and, being given the taste, his readers wanted more. Professor Beers filled a book with these ways of a single consulship, and wrote as though he had only touched his choice vintage. Judge Howland pours his stories of the old times and the new into "Scribner's," and when his next speech is used by President Dwight to hold the crowd in stifling Alumni Hall, this capitalist presents an unimpaired surplus. The Glee and Banjo Clubs go rollicking over the country twice a year, and their harmonies and nonsense unlock chambers of memory, and "when I was in college" is the preface, from New Haven to Denver, of a thousand chapters of the vagaries and the joys of golden pasts. These few pages are only touches. If they start questionings and recollections, they have done their work.

CHAPTER XX.

THE POOR STUDENT'S OPPORTUNITIES.

SOME questions were being asked about a year ago about the poor man at Yale, — how he stood with his class, and how easy or hard it was for him to make his way and have both ends meet at the end of the year, with three terms of Yale training added to his capital. I turned over the whole question at the time to one who was in Yale and had been given peculiar means of knowing the place. His answer to the first part of the question did not surprise me. I should have been greatly surprised if he had answered it differently. In his enumeration, which he said was only partial, of the opportunities for adding to one's revenue while studying at Yale, he somewhat surprised those of us who knew only that there were many opportunities, and who had never stopped to compile a rough list. I shall follow here the answer as he prepared it for the Alumni.

The true test of college democracy is to be found in the social position which the man of limited means holds in the college community, together with the opportunities which it offers him for development; and it may be safely said that never in the history of Yale have there been more chances for a poor student to work his way, and never has there been greater respect paid to an earnest man thus employed, than at the present day.

The three heads under which the different means of self-support naturally fall are: First, those offered by

the Faculty; second, those arising from distinctively student enterprises; and lastly, those of a strictly business nature furnished by enterprises outside the college.

First of the aids given to worthy students by the college authorities is the remission of the charges for tuition and incidental expenses. Through this means all but forty dollars of the term bill is cancelled, provided the applicant is regular in attendance upon college exercises, and maintains a stand of 2.50 in his studies. Over thirty thousand dollars is applied annually for this purpose by the Corporation. There is also a small fund which is loaned to those in need of financial assistance, with the understanding that it be repaid as soon as the circumstances of the recipient will permit.

The prizes awarded each year to undergraduates along different lines of study amount to over fifteen hundred dollars. While the main object of these is, of course, not beneficiary, they are a powerful incentive to poor men of a scholarly tendency. The Hugh Chamberlain Greek Prize at entrance yields $50. The Woolsey Scholarship for excellence in the Latin, Greek, and Mathematics of Freshman year affords $50 a year throughout the course, while the competitors who are second and third in this examination receive $50 each. Berkeley Premiums are also given at the same time to those who do superior work in Latin composition. If the student is proficient in English or Mathematics he may try for the McLaughlin ($50) or the DeForest ($300) prizes. Prizes are offered in Sophomore year for Latin (Robinson $100), English (Betts $50), and Elocution ($25). In Junior year the Winthrop Prizes ($250) are awarded in ancient languages, the Scott in modern languages, the Ten Eyck ($120), and the

Thatcher ($150) in speaking. There is also a second set of Robinson Latin Prizes for Junior and Senior years. In the latter year the Townsend ($50) and the DeForest ($100) are awarded for composition and speaking. There are also undergraduate scholarships, amounting to $2,500 (the Scott Hurtt, Waterman, Daniel Lord, and Palmer), which are given to men of excellent character who have shown marked proficiency in scholarship during the first two years of the course.

A number of men are appointed each year to mark the attendance at Chapel and in the lecture rooms. This work of course necessitates that the monitor be always present. Monitors are paid about $30 each, and are selected from the application list. If a man has sung in the college choir for the year preceding, he also receives in his Senior year a small salary for his services to the College along that line.

Perhaps the surest and steadiest means of self-support, if one is capable, is tutoring. Efficient tutors often receive as high as two dollars to three dollars an hour for their services. This work was, for some time, confined to the lower classes, and those preparing for the entrance examinations, digests and summaries of lecture notes taking its place for the last two years. But a late Faculty edict has practically killed digests, which means tutoring all through the course. Enterprising students have given lectures for a small admission fee, reviewing the notes of the year or reading rapidly over the text covered in Greek and Latin.

There are several ways of reducing the ordinary college expenses. The College Dining Hall offers board at $4 per week; but the waiting list here is so large

that applications must be made early to insure seats. The Co-operative Association, managed by a governing board of undergraduates, has a large assortment of books and student supplies, which it sells for a trifle less than the ordinary cost at the city stores. There is also the Andrews Loan Library under the charge of the University Librarian, from which needy students by permission from the Dean may draw many of the text-books, subject to return in good condition.

So much for the opportunities which the College itself offers to needy undergraduates. Many of these are of course dependent upon the maintaining of a high stand, but nearly all are within the reach of conscientious students of fair ability. There are, however, a multitude of chances presented by the student community which allow scope for very different types of ability.

All of the undergraduate publications are managed on strictly business lines, and any surplus remaining after the expenses of publication are met is divided among the Senior editors. There are twenty-nine editorial positions on the four college papers (nine on the "News," nine on the "Record," six on the "Courant," and five on the "Lit.,") and these are filled by competition which is open to all. The privilege of issuing the "Yale Banner" is awarded annually to the highest sealed bid submitted; and this, as well as the "Senior Class Book," if well managed, will handsomely repay the time spent in getting out the publication. Nearly all the papers in the large cities have correspondents among the students, who furnish the college news for daily or weekly publication. Men possessing special literary or artistic ability find plenty to keep them busy in magazine work, and in illustrating souvenirs.

The various eating clubs, run by caterers and landladies, furnish a large number of men with places to earn their board by waiting on table. Sometimes students act as carvers or collectors, and receive the same reimbursement. Clubs are also run by students themselves, who not only get the men together, but do the marketing and detail work as well.

Every fall there is an opportunity to solicit subscriptions for the college papers and the "Banner," and oftentimes to do collecting for the various athletic organizations on commission. An energetic person can make such work very remunerative. Students with good business heads are frequently engaged to take charge of advertising, and in the appointment of clerical assistants, ushers, ticket-takers, and the like, the different athletic managers try as far as possible to make their selections from the undergraduates.

There is one field in Yale, and a large one at that, which is not at present half filled. The student who can do typewriting creditably will generally find plenty of remunerative occupation the year around. There is a constant demand for this sort of work, and at certain seasons it is wellnigh impossible to get work done, even at the city offices.

Thirty years ago, before the Faculty forbade the issuing of anonymous publications, there were numerous clever schemes devised to catch the eye and arouse the curiosity of the college community. Some will doubtless remember the prints of the "Burial of Euclid," and the "Battle of Shirtzka," which were sold in the sixties and seventies. Burlesques on college publications were frequent, and often had a large sale. To-day, though the attitude of the College towards all

anonymous publications is one of repudiation, there are many original devices adapted to the changed college life. Souvenirs of the Promenade and the football game find a ready market. Photographs of college characters and college customs, which escape the observation of the ordinary city photographer, are eagerly purchased as mementos of the life here. One enterprising student is at present paying his way as manager of a "pant-pressing" concern, while another, obtaining a happy inspiration from the condition of the New Haven city water, sells spring water from his own home in the neighborhood. An eye quick to appreciate student wants will devise many other practical schemes.

The work which presents itself outside the College is of course so varied in its nature as scarcely to admit of comprehensive treatment. The care of yards and furnaces in private families offers a chance for many in the winter and spring. Soliciting for the different trucking firms, when the students arrive in the fall and leave in the summer, may also be mentioned. Students as a rule are engaged to read the meters in private houses for the gas company, and at election time they are the ones who are hired to distribute political literature. There are opportunities for teachers in the evening classes of the city Young Men's Christian Association, as well as in the night schools, and men with good voices can command fair salaries in the city churches, which also look to the College for the superintendents of their missions and boys' clubs. Undergraduates sometimes do telegraphing, clerking, and elevator work, without interfering with their college exercises.

In connection with the College Young Men's Christian Association there is an employment bureau, where

men desirous of obtaining work may enter their names. There is no fee for registration, the only condition imposed upon the applicant being that he takes cheerfully any legitimate work which is allotted to him. The service which the Association has rendered in this way to the College during the past three years cannot be overestimated. In a single fall over thirty applicants from the Freshman class received permanent positions.

In conclusion it may be interesting to note the proportion of men who have worked their way through college wholly or in part in the classes 1892–1897, according to statistics in the Class Books: —

	'92	'93	'94	'95	'96	'97	Total
Entirely Self Supporting . .	7	12	10	11	20	5	65
Partially Self Supporting . .	50	38	51	41	50	41	271
Total Number Graduated	173	182	236	244	280	280	1395

It is interesting to note that four of the Junior Promenade Committee in 1897, men elected to the highest social honor which the class can bestow, had done something towards paying their own expenses. It is well known that no man is ever kept out of the various class secret societies because of his lack of means.

CHAPTER XXI.

"FOR GOD, FOR COUNTRY, AND FOR YALE."

HORACE BUSHNELL, speaking at Yale at the Commencement of 1865, in honor of the sons of Yale who had fallen in the War of the Rebellion, and pointing out, under the title of "Our Obligations to the Dead," the great results that would follow from the shedding of blood, said: "Our young men are not going out of college, staled, in the name of discipline, by their carefully conned lessons, to be launched on the voyage of life as ships without wind; but they are to have great sentiments and mighty impulsions and souls alive all through with fires of high devotion."

Thirty-three years after this oration was delivered, the prophecy was justified. The long peace, the great prosperity, the gathering of much gold, had made some doubt whether or not the American nation had not begun to live "as by cotton and corn and trade, keeping the downward slope of thrifty mediocrity." The fear was nowhere more thoroughly repudiated than by the young men and the old men of the College, now the University, to which Bushnell had spoken. The night of May 20, 1898, is one not to be forgotten in Yale tradition or to be overlooked in Yale history. At twenty minutes after seven that evening at the College Street Hall, President Dwight opened a meeting without precedent in the history of Yale. It was called to send the message of united Yale to her united country. All

of Yale was there to send it, by worthy delegates and by as many of them as could crowd into the old church, body, galleries, aisles, choir loft, and vestibule. The Yale undergraduate was there, full hearted and full toned; and those who had been Yale undergraduates, one or fifty years ago, perhaps; and the teachers of Yale were there, — the Dean of the College and the Dean of the Graduate School; professors from the Scientific Department, teachers of Theology, the Director of the School of Fine Arts, Freshman year instructors, and one of the creators and builders of the Department of Music.

It was hoped that it might be a representative meeting. Those who had counted most and worked hardest for its success had nothing more to desire after a look at pews and platform. To make it perfect, Yale was there from the camp as well as the Yale that was still at home. Just before the meeting opened, two young men in army blue were crowded unwillingly forward on the platform, and from the great crowd in College Street Hall rose a long roar of applause at the sight of Lieutenant Weston and Sergeant Chappell of the Senior class of the Scientific School and of the First Connecticut Light Artillery.

The old church was all red and white and blue. A great flag almost covered the space behind the platform, and others draped the galleries and the speaker's desk. At one side of the choir loft in the rear of the church were the members of the Second Regiment Band, and the seats directly in front of the platform were held by the Glee Clubs in full ranks. Glee Club and band were there for a good purpose, and accomplished that purpose well. From the moment President Dwight announced "America" as the first ceremony of

the evening, the meeting was a success. There may have been members of that audience who did not join in the national anthem, but they were obscurely hidden. When it came to the "Star Spangled Banner," later in the evening, the spirit was all the more intense, and the whole audience followed the full verses of that rather difficult piece for congregational singing, with splendid effect. For a closing song "Bright College Years" was sung. It had not before that been really sung, however superb have been the efforts of Glee Clubs to render it. The old church shook with it, and when the last line was reached the great audience took time and emphasis like a trained club and rolled it out in such a volume that people stopped on the streets blocks away to listen.

"For God, for Country, and for Yale." This last line, sung with such an emphasis and impressiveness, was the text of the whole meeting. President Dwight closed his brief introductory address with it, and set the applause going for minutes by the very happy expression. The Rev. Dr. Lines made his most effective point in emphasizing the righteousness of the cause of the war, and made his most effective appeal to the University audience present in asking them to use all their means and influence, whether they were at home or afield, to hold the country throughout the war, and after its close, true to the consecrated cause of the struggle. In Professor Perrin's closing address the one glowing thought was the subordination of every other need to the country's need, which, as he said, should close the University if occasion came, and the splendid affirmation of the principle that, whatever else a parent or a teacher may do in guiding young men at this

crisis, they never could afford to check or blunt the spirit of patriotism.

The meeting was called to hear the report of the Cruiser Fund Committee and to formally present the guns and the colors; but that was the least it did. It listened to the report and was audibly pleased to hear that Yale, despite a policy by the Committee of discouraging subscriptions when the work had hardly begun, had increased the total asked for by fifty per cent. The meeting listened to the reading of the resolutions with the closest interest and applauded them to the echo, and stood up as one man in favor of their passage. But what these Yale men were there for was to express, as well as words and songs and cheers can express, a feeling which came to them when they found their united country facing a common foe, and which had grown stronger and deeper with them with every day that had passed. That is what gave the ring to the cheers, the thunder to the applause, and the soul to the songs.

The Yale cheer never played its part so well as on that evening, except, perhaps, when at the Commencement following it broke all precedents and all bounds and resounded through Battell Chapel at the mention of the name of the President of the Republic as a candidate for a degree from Yale. The inspiration was the same in both cases.

This is the speech of Professor Perrin at this May war meeting, — a very clear expression of the Yale feeling towards the nation at a time of war: —

"In the Old World, in Italy and Spain, they are closing universities because the students are rioting against the government.

In the New World, in New Haven at least, we fear we may have to close the University because its students are thronging in such numbers to the support of the government. In the earlier days of my manhood those who, like me, had been born too late to take part in the great Civil War, used to bemoan the fact that no great cause was likely to appear in our day which would stir our souls as the souls of the men of sixty-one had been stirred. There were political and economical issues enough, but somehow they did not warm us. And lo! before our eyes, which were long blind, a great cause has been slowly evolving itself, — the cause of humanity against inhumanity, of progress against decay, of civil and religious freedom against civil and religious repression, of the nineteenth against the sixteenth century. And now again the land is full of ardent youth offering themselves up in their country's service.

"It is needless to deny that many of us, undergraduates, Faculty, and graduates, deprecated war, and felt that war might have been and should have been either postponed or altogether averted. All honor to such conservatism! But the day for conservatism is now past. When a government of the people, by the people, and for the people, after much longsuffering and under great provocation, deliberately, with full legislative process, and with a certain majesty, appeals to war to right the wrongs of others, all voices of criticism and dissent must cease. Alexander, still conquering on the outer verge of the world, received a letter from his regent in Macedonia, rehearsing at great length the caprices and intrigues of the queen mother Olympias. 'Lo!' said Alexander, 'Antipater knoweth not that one tear of the mother's eye will wipe out ten thousand such letters.' So one call from our country for fighting men to help her must drown all voices of complaint and chiding.

"We all hear this call of our country for men to help her, and we all respond. But we cannot all respond in the same way. We cannot all go to the front in uniform. Some heroes must remain behind; and oftener than not it is real heroism to

remain. The dull round of common daily duties never seems so dull and common as when beloved comrades march away from us in the pomp and pageantry of war. Theirs is the easier duty. All the martial inheritances of a fighting and conquering race light up their faces and thrill their souls as they file away from us crying, '*dulce et decorum est pro patria mori.*' Yes, but the plough must still be sped, seed sown, harvests gathered, mills run, the great machineries of commerce, justice, and legislation must still be kept moving; our schools and colleges and universities must still train and educate. Happy heroes are they who face the brunt of the issue in the strenuous service of the camp or on the red edge of battle. Not unheroic are they who keep the old appointed path of duty in earnest and manly endeavor until some second, louder call shall come for fighting men. Then we'll close the University, if necessary, and give the grass on the campus a chance to grow.

"A college officer is not expected to get patriotic inspiration from a lot of 'sick excuse' papers. But such was recently my lot. After reading several of the too customary sort, I drew one from the weekly pile which brought me to my feet standing, as the men of sixty-one were brought to their feet by the guns fired at Fort Sumter.

"'Dear Sir,' it read, 'Mrs. X—— and myself appreciate the fact that our son has overstepped the bounds of college discipline in his absences. We appreciate also the kind leniency of the Faculty in the case. The cause is all around us, in the minds of all, in the air. While we share in his enthusiasm, and may pardon ourselves if we think it inherited to a certain extent, the need for soldiers is not yet so apparent to us as it is to him. It is, however, assuming too great a risk for us to check in this boy too rudely a sense of duty which carried his father through four years of war, and which brought his mother's two brothers to their graves from gun-shot wounds in the War of the Rebellion. We must have a little time to think of this matter, and to talk it over with him. We want to keep his loyal spirit, and

keep our only son if we can consistently; but if need be *the boy must go first.*'

"Yes, we want to keep the loyal spirit in the boys who stay with us to do the less congenial duty of the day, the spirit and the boys, if we can consistently; but, if need be, the boys must go first. And as they go with glad faces forth to the dread uncertainties of war, we say to them, 'Yours is the more glorious, and so the easier duty. Do not scorn the heroes who remain behind to perform the humble duty. Our hearts go out with you to camp, transport, battle-ship, and all the stress and anguish of your war; but we want your hearts to turn back to us, your brethren, that so the hearts of all Yale men may be knit together in this great cause, as they have been in the emulous ways of peace.'

"And it is unto this end that we send our comrades to the front; unto this end that we put Maxim guns upon the cruiser 'Yale;' not that there may be war, but that, there being war, peace may the sooner come. 'Earnestly do we hope, fervently do we pray,' as our beloved Lincoln said nearly forty years ago, 'that this awful scourge of war may speedily pass away.' Then shall the hearts of all Yale men be reunited in the greater work of peace, in beating back ignorance and vice, in lifting the fallen, cheering the faint, succoring the oppressed, administrating well the great agencies of the highest civilization, multiplying the blessings of mankind, and ushering in the everlasting kingdom of the Prince of Peace."

This war meeting of Yale cannot be explained by the patriotism which at that time swept the whole country like a wave. There was more than intensity in the spirit of the gathering. There was a sober sense, back of the glowing sentiment; there was a deep thoughtfulness which gave a peculiar force to the spirit of devoted patriotism. The meeting, speaking for Yale, spoke as speaks a well-poised man who is tremendously in earnest.

A place like Yale is made up of those who have been in it, whether as teachers or as students. If they were strong men, a portion of their spirit has rested with the place with which were some of their closest associations in life; and what they have been and have achieved after they have left New Haven, has become often even more a part of the traditions, and more influences the spirit and standards of the place, than even what they were and what they did in their four years here. It adds to a man's Yale education to be reminded that the place in which he is studying has become the mother of colleges in America, by giving presidents and professors and headmasters to administer the affairs of hundreds of institutions, great and small, all over the land. It makes him more appreciate the place, and it allows him to receive more from it, when he thinks of the signers of the Declaration who were Yale men, of those who have labored in the public service in the Senate and the Congress of the United States, carrying a Yale degree; of the men who have spoken and acted for their country at the capitals of foreign nations; of the many times when Yale has been honored by the choice of one of her sons to a place in the highest court in the Republic.

But it even more touches and awakens the spirit of young men to remember those of the company of Yale who gladly went to their death for their country's sake. I think there is more than the American idea of accomplishing something to which one has put his hand, whatever be the obstacles, in the Yale idea of determination, of fighting to the death, if need be, which has been the gospel of many of the Blue's athletic fields. The theory of life as a noble fight, with the necessity, which that

implies, of being always ready to face any danger in a good cause, seems, sometimes to my surprise, to thrive well in these academic shades. And so those who have gone out of Yale and have fought nobly, and willingly and almost gladly died in the good cause, have left perhaps the deepest impression of all upon the life of the place. The spirit of this meeting which we have described was due very largely to the heroes of earlier times.

I have chosen two men, one of the first century of Yale's history, and the other of the second, as typical of those — of whom there are not a small company — who have made and perpetuated here the ideal of the soldier and the gentleman. They are chosen not with disparagement to others. There were many Yale heroes besides Nathan Hale in the fight for Independence, but no one seemed to give quite so much in quite such a manly, generous, chivalrous way as he. Henry Camp was only one of more than a hundred whose lives were given to their country in the great Rebellion; but perhaps no one of them stood more conspicuously in college for the ideal qualities of college life, or seemed to carry those ideals more easily and grandly into the camp and march, the fight, the prison-pen, and to death itself.

I like to think of young Miller, the manly trooper of the Rough Riders, who received his mortal wound at San Juan, only a year after he had taken his degree at Yale, and of the others who fought bravely the losing fight against the fever of the camps, as being moved and made strong to face whatever was before them, with good cheer and without regrets, by the spirit that the Hales and the Camps have left as legacies to the Yale band.

I shall not try to write anything new of these two Yale ideals. To remind the reader of the character of Major Henry W. Camp of the class of 1860, I shall take two or three sketches of different incidents in his life, furnished by those who were very close to him. The words are all familiar ones in Yale history, and rightly so, and should ever be. I choose first, with his permission, the sketch of the athlete student Camp, given in Trumbull's "Knightly Soldier" by one who was very near to him here at Yale, the Rev. Joseph H. Twichell: —

"In looking back to Henry Camp, as I knew him in college, it is impossible not to recall his singular physical beauty. The memory of it harmonizes very pleasantly with the memory of his beautiful daily life. Each became the other so well, while they were joined, that, though now his body has gone to dust, I find, while musing on my friend, an unusual delight in continuing to associate them. He furnishes a beautiful example of the truth, '*Virtus pulchrior e pulchro corpore veniens.*' His handsome face, his manly bearing, and his glorious strength, made that gentleness and goodness which won our love the more illustrious. I well remember, while in college, riding out one day with a classmate of his, and passing him, as, erect and light of foot, he strode lustily up a long hill, and the enthusiasm with which my comrade pronounced this eulogy: 'There's Henry Camp, a perfect man, who never did anything to hurt his body or soul!' That was before I knew him well; for, as I have intimated, we were not in the same class; but what I heard and saw, made me so desirous of a better acquaintance, that when, in the summer of '59, our crew was made up for the college regatta, to take place at Worcester, and it fell out that he was assigned to duty in the boat as No. 3, while I was No. 4, I was more than pleased.

"The six weeks of training that followed, culminating in the grand contest, witnessed by far the greater part of all our per-

sonal intercourse, for after that time our paths diverged. That was the last term of my Senior year, and the end was not far off. We parted on Commencement Day; and though I afterward heard from him, especially of the fame of his soldiership, and hoped to see him, we met again no more than once or twice. But, at the distance of five eventful years, the news of his death struck me with a sense of my bereavement so deep and painful, that, looking back to those six weeks, I could not realize that they were nearly all I had intimately shared with him. Nor am I alone in this; I know of others, whose private memories of Henry Camp, as limited as mine, stir in their hearts, at every thought of his grave, the true lament, 'Alas, my brother!'

"During the training season of which I speak, the crew had, of course, very much in common. We ate at the same table, and took our exercise at the same hours, so passing considerable part of each day together besides the time we sat at our oars. Our hopes and fears were one, our ardor burned in one flame; we used even to dream almost the same dreams. The coming regatta was our ever-present stimulus. To win,— there was nothing higher in the world. It quickens the pulse even now to remember how splendid success then appeared.

"Camp gave himself up to the work in hand with that same enthusiasm of devotion that carried him to the forefront of battle on the day of his glorious death. He was always prompt, always making sport of discomforts, always taking upon himself more than his own share of the hard things. Severe training in midsummer is something more than a pastime. It abounds in both tortures of the body and exasperations of mind, as all boating men bear witness. Under them, not all of us, at all times, kept our patience; but Camp never lost his. Not a whit behind the best in spirit and in zeal, he maintained under all circumstances a serenity that seemed absolutely above the reach of disturbing causes. The long, early morning walk into the country, the merciless rigors

of diet, the thirst but half slaked, the toil of the gymnasium, the weary miles down the bay, under the coxswain's despotism, the return to childhood's bed-time, and other attendant afflictions, often outweighed the philosophy of all but No. 3. He remained tranquil, and diligently obeyed all the rules, serving as a balance-wheel among us, neutralizing our variableness, and making many a rough place smooth. He had a presence almost the happiest I ever saw, and a temper that betrayed no shady side. He carried all his grace with him everywhere, and had a way of shedding it on every minute of an hour,— no less on little matters than on great,— that gave his company an abiding charm, and his influence a constant working power; and so he went on working with all his might for the College, doing us good daily, gaining that skill and muscle, which afterward enabled him to pull so brave an oar through the stormy waves of Hatteras.

"He had soldierly ways about him then. Discipline was his delight, and coolness never deserted him. We were upset one day, in deep water, under a bridge; and, at first, each struck out for land, till Camp, remaining in mid-stream, called us back to look after the boat, which was too frail a structure to be left to chance floating. That Hatteras exploit, when we heard of it, did not seem at all strange. It was just like him to volunteer, and still more like him to be the last man to give up what was undertaken."

And here are a few lines from the pen of his close friend and biographer, the Rev. Henry Clay Trumbull, telling how the young Lieutenant took his baptism of fire at Newberne:—

"Camp had passed bravely the ordeal of battle. So cool was he, seemingly unmoved when the fight was hottest, and those about him most excited, that the men of his company called him their Iron Man, and told how efficient he was, in directing the fire of some, in giving assistance to others whose

pieces were out of order, and in speaking encouraging words to all, ever with 'the same pleasant look in his face.'"

And this is the story of Camp's last day, October 13, 1864, on the Darbytown road, and again from the pen of "the Chaplain." It was now Major Camp of whom he was writing: —

"Dinner was brought up and eaten under fire. Then Camp stretched himself on the ground, and was lulled to sleep by the sound of the battle. Soon after noon, he was started up to lead a party of men down the road on a mission from the corps-commander. While he was away, Colonel Otis received orders to report at once with the remainder of his regiment to Colonel Pond, commanding the 1st Brigade, at the extreme right of the division. No sooner was the new position reached than the formation of troops was seen to indicate an assault on the works in front, and a chill ran over many an old soldier's frame. The enemy was known to be strongly intrenched; and an advance could be made at this point only by a dense thicket of scrub-oaks, and laurels, and tangled vines, through which a way could not be forced save slowly and step by step. A dashing, resistless charge was impossible, and the small force ordered was not likely to prove any match for the now heavily re-enforced lines of the foe. There was a disturbed look on the face of every officer, and from many outspoken protests were heard.

"When the Chaplain saw the condition of affairs, his hope and prayer was that his friend would not return in season to share the perils of the assault, since he could probably in no way affect its result. But, while the column waited, Major Camp appeared, wiping from his face the perspiration caused by his exertions to rejoin his regiment without delay. As he came up, the Chaplain's face fell with disappointment. Reading the look, Camp said quickly and tenderly, 'Why, what is the matter, Henry; has anything happened?' — 'No; but I'm

sorry you returned in time for this assault.' — 'Oh! don't say so, my dear fellow; I thank God I'm back.' — 'But you can do no good, and I'm afraid for you.' — 'Well, you would n't have the regiment go in with me behind, would you? No, no! In any event, I thank God I am here!' Then he moved about among his comrades with a bright and cheerful face, like a gleam of sunshine through gathering clouds. Never a word of doubt or distrust did he express as to the pending move, although his opinion was probably the same with the others as to its inevitable issue. Many near him were as regardless of personal danger as he, and would go as fearlessly into the thickest of the fray; but few, if any, showed such sublimity of moral courage, in meeting, without a murmur, his responsibilities at such an hour. 'I don't like this blue talking,' he said, aside to his friend. 'The men see it, and it affects them. If we must go, we must; and the true way is to make the best of it.'

"The shattered remnant of the 10th had the right of the assaulting column, which was formed in two lines of battle. Colonel Otis led the right and front. Lieutenant-Colonel Greeley led the right of the second line, the left of which was assigned to Major Camp. 'May I not as well take the left of the front line, Colonel?' Camp asked in his quiet way. 'Certainly, if you prefer it,' was the reply; and he took his place accordingly, — not that the advanced position was more honorable, nor yet because it was more exposed; but from the belief that it gave him a better opportunity to lead and encourage the men. As he drew his pistol from its case, and thrust it loosely through his belt for instant use in the deadly struggle, and unsheathed his sword, he said to his friend: 'I don't quite like this half-hearted way of fighting. If we were ordered to go into that work at all hazards, I should know just what to do; but we are told to go on as far as those at our left advance, and to fall back when they retire. Such orders are perplexing.' And they were; for the men of the 10th had

never yet failed to do the work assigned them, —never yet fallen back under the pressure of the enemy.

"The two men talked of the possibilities of the hour, speaking freely of the delightful past and as to the probable future. 'If we don't meet again here we will hope to meet in heaven,' said the Chaplain. 'Yes,' replied Camp; 'and yet I have been so absorbed in this life, that I can hardly realize that there is another beyond.' After a few more words on this theme, the friends clasped hands, and Camp said warmly, 'Good-bye, Henry! good-bye!' The words sent a chill to the other's heart; and, as he moved to the right of the line, they rang in his ears as a sound of deep and fearful meaning. Good-bye! that farewell had never before been uttered in all the partings of a score and a half of battlefields. It was first appropriate now.

"The signal was given for a start; the men raised the charging cry with a tone that rather indicated a willingness to obey than a hope of success; and the doomed column struggled forward, through the impeding undergrowth of the dense wood, through the crashing sweep of grape and canister, and the fatal hiss and hum of flying bullets. Those latest words had so impressed the Chaplain with the idea that this hour was his comrade's last on earth, that he felt he must see him yet again, and have another and more cheering assurance of his faith than that natural expression of inability in the present to fully realize the eternal future."

Then comes the story of the desperate plunge through the thicket, where moments which might separate the two friends forever seemed hours. The Chaplain overtook the Major at last and received from him in answer to his anxious question the calmest, simplest confession of his clear Christian faith.

"With another good-bye, the two friends parted. The Chaplain turned to his work among the many dying and

wounded. The Major struggled on, through the thicket, out to the open space before the enemy's works; and there, when all at his left had fallen back, when only the brave men of the steadfast 10th at his right were yet pressing forward, he stood for a moment to re-form the broken line which could not be maintained in the tangled wood. The rebel parapet was but a few rods in his front. From the double battle-line behind it, the rifles poured forth their ceaseless fire of death. His tall and manly form was too distinct a target to escape special notice from the foe. Waving his sword, he called aloud cheerily, 'Come on, boys, come on!' then turned to the color-sergeant just emerging from the thicket, that he might rally the men on the regimental standard. As he did so, a bullet passed through his lungs; and, as he fell on his side, he was pierced again and again by the thick-coming shot. His eyes scarce turned from their glance at the tattered, dear old flag, ere they were closed to earth, and opened again beyond the stars and their field of blue."

And now back to the hero of Yale's first century, whose early sacrifice set the loftiest standard for the Yale American.

"The story of Nathan Hale's life," writes Dr. Munger, "is short because his life was short, and because he did only one thing worthy of mention; he died for his country. He was born in Coventry, — a town twenty miles east of Hartford, where he grew up in a farmhouse and family of the better sort, and went to school to the parish minister, Dr. Huntington, who prepared him for college. He was a fine lad — strong, could run, leap, wrestle, throw, and lift better than any of the boys about him. Well-bred, sweet-tempered, and handsome, he was greatly loved and admired. He came to Yale in his sixteenth year and entered the Class of 1773.

"But little is known of his college life except that he stood well in his class, made a famous leap on the Green that was

marked out and shown for years, and that he was a devoted member of Linonia. So long as Linonia lived, Hale was a household word in Yale. 'Statement of Facts' is almost forgotten even as a tradition, but Yale to-day offers nothing worthier and finer than the lining up of 'Linonia' and 'Brothers,' each with their chosen orators, who made a 'statement of facts' as to the claims of their respective societies.

. . . .

"Nathan Hale was a member of Linonia, and at every 'statement of facts' half the college cheered his name to the echo. He was and he is to-day Yale's ideal hero.

"After graduation Hale taught school in East Haddam during the winter, and in the spring took charge of a grammar school in New London, where the people went on loving and admiring him just as they had in New Haven and East Haddam; for it appears that during his brief life everybody had a common feeling towards him. It seems to have been a case where mind and heart and body and character said the same thing. He was five feet and ten inches in height, and well proportioned; a full face, light blue eyes, a rosy complexion, brown hair, and a bearing that spoke of energy and strength, complete the picture of him so far as we have it. The artist who depicts him must mould a figure of great strength, sweet and resolute and thoughtful, and clothe it with the spirit of heroism.

"Before a year had passed news of the battle of Lexington reached New London. The next morning he assembled his pupils, talked and prayed with them, shook each one by the hand, and started with his company for Boston. He returned to New London for military duty there — missing Bunker Hill apparently — but September found him again in Cambridge, where he made a study of his new calling while Washington was besieging Boston. After the evacuation of the city he appeared in New York and bore some part in the disastrous battle of Long Island. The situation required above everything else a full knowledge of the enemy's works and plans, — a spy, in

short. He must have intelligence as well as courage, and be able to talk as well as see.

"Hale volunteered, but in coming to a decision he encountered several hard questions. Could he overcome the entreaties of his friends? Could he bring himself to play the part of a spy? — a question which he settled in accord with Vattel, of whom he had never heard, and stated in these memorable words: 'I wish to be useful, and every kind of service, necessary for the public good, becomes honorable by being necessary.' But could he face the almost certain death of shame? His answer was: 'I am fully sensible of the consequences of discovery and capture in such a situation.'

"What strikes one as remarkable in all this is the thorough way in which he thought the whole matter through and grounded his action on sound and accepted principles. There is no bravado, hardly any enthusiasm; only a downright sense of duty.

"He received his directions in person from Washington, disguised himself as a schoolmaster, crossed the Sound well up the coast, and found his way into the British camp in Brooklyn and also in New York, where the army had taken possession the day he left. He incurred no suspicion, made charts, took notes in Latin, and attempted to return as he came, but was recognized and arrested. His papers were found in his shoes, as André six years later had concealed his, — each making the same fatal and easily detected mistake. General Howe ordered his execution the next morning. He was permitted to write letters to his comrades and family, but the executioner tore them up, declaring that 'the rebels should never know they had a man who could die with such firmness.' He asked for a clergyman and a Bible, but was refused.

"On Sunday morning at daybreak, Sept. 22d, 1778, he was led out to execution, his hands tied behind his back. His last words were: 'I only regret that I have but one life to lose for my country.' He was only twenty-one years old. He had

everything to live for, — home and a sweetheart in Coventry, friends in New Haven and New London and Cambridge and in the army, and life itself — not a thing easily laid down at twenty-one. It was a hard thing to be led out by a squad of soldiers, his hands tied behind him, without a friendly face to look into, without a word of sympathy, and hung upon a tree like a felon — it was hard, but he did not flinch. Of what did he think? Certainly of home, — the old farmhouse in Coventry, the poplars in front, the well-sweep, the cows waiting for the milking, the household astir for the duties of the day, the father who had sent him to college, the mother and sisters, who had spun and woven the clothes he wore; the sweetheart he was to marry when the war was over; the meeting-house where Dr. Huntington would soon be praying; and he could hear the bell, but it did not seem to be calling the people to church, but to be tolling for his own funeral.

"It was hard, but he did not flinch. He thought of other things, — duty which makes all things easy, and his country, for which he was glad to die. As his eyes grew dim doubtless the immortal line that he had learned in college mingled with his prayers:

"'Dulce et decorum est pro patria mori.'

"How else should a patriot-scholar die?"

APPENDICES.

I.

YALE CUSTOMS AND TRADITIONS.

BELOW are given the main facts concerning some of the most famous of Yale customs and traditions. Those now extinct are marked with a star.

Bowing to the President.

At the close of morning chapel and on Baccalaureate Sunday, the Seniors remain standing until the President passes them, as he comes down the centre aisle, and then bow as he passes. The custom has descended from the old Puritan church, and was in vogue generally in English churches during the eighteenth century.

*Bullyism and the College Bully.**

Toward the close of the last century each class elected a Bully or President, generally the strongest man in the class, to champion and lead it when attacked by town toughs. The Senior class bully was the College bully and carried the Bully club which had been captured in Fair Haven by students from oystermen and sailors. In 1840, the institution was abolished by the Faculty, and since that time no class has ever elected a president, all the class meetings being conducted by temporary chairmen.

*Burial of Euclid.**

A custom, the first record of which is in 1843, but which was known to have been an annual one before that date. When the Sophomore class had mastered Euclid at the middle of the first term, a copy of the book was buried amid fitting funeral rites. Speeches were made and mock ceremonies performed on the steps of the Old State House and at the Masonic Temple, at the corner of Court and Orange. The Burial was in a vacant lot on Prospect Street. Abolished in 1861 by the Class of '64.

Cheering the Faculty.

At the close of the last recitation of the year, the members of each division gather outside the instructor's door and give the Yale cheer with the latter's name on the end. This custom has existed for over half a century.

Cup Men.

In 1886 the custom was originated of placing the names of six men, four Academic Seniors and two from the corresponding class in the Scientific School, on a large silver loving-cup, which was kept at Mory's, for long years a distinctively college resort of the English inn order. The method of election is for each man to choose his own successor. To have a name on the cup meant a reputation for good fellowship. The custom is maintained, but not so much is heard of it now as formerly.

Cup Presentation.

Inaugurated by the Class of '49. A silver cup is presented by the class at its triennial to the first male child born to one of its members after graduation.

Fence.

The custom of class distinctions on the college Fence has existed since time immemorial. The original fence was at the

corner of Chapel and College Streets. It was removed in 1888 to make way for Osborn Hall, and is now situated inside the campus opposite Durfee. Senior, Junior, and Sophomore classes have separate divisions. The Freshmen are not allowed to sit on the fence unless they win their class ball game with Harvard.

Freshman Restrictions.

The Freshman is not allowed by college custom:

(a) To smoke a pipe on the street or campus.

(b) To carry a cane before Washington's Birthday.

(c) To dance at the Junior Promenade.

(d) To sit on the college Fence.

(e) To play ball or spin tops on the campus.

*Jubilees.**

(a) *Biennial.* — Held at the close of Sophomore year after the biennial examinations. It consisted of a dinner with speeches and other jollifications in honor of having successfully passed through the ordeal of examination. Abolished in the Class of '67 and succeeded by the Freshman annual dinner.

(b) *Thanksgiving.* — Held alternately in the halls of Linonia and Brothers, and paid for by the Freshman class. It was a burlesque entertainment intended for those who stayed about the college on Thanksgiving Eve. It was restricted by the Faculty several times on account of its loose character, and finally abolished altogether.

Omega Lambda Chi.

The celebration of the abolishment of Freshman societies by the College, held on a Monday night in the last part of May. The whole college forms by classes and performs the Omega Lambda Chi dance about the campus, cheering each one of the buildings in turn. At the close, which is a later development, the Freshmen are compelled to run the gauntlet between two long lines of upper classmen.

*Pow-wow.**

The Freshman annual dinner, which took the place of the Biennial Jubilee. Inaugurated in '68.

Procession at Commencement.

From time immemorial the commencement exercises have always been preceded by a procession in double file headed by music and the sheriff of the county. The procession includes the President and corporation, various officials, candidates for degrees, and graduates in the order of their graduation.

*Rushes.**

(a) *Banger.* — An ancient custom forbade Freshmen to carry bangers. Whenever a Freshman appeared with one the Sophomores and Freshmen clashed, the former striving to wrest it away, the latter to retain it. The Banger rushes were a substitute for the Freshman-Sophomore football game, abolished by the Faculty in 1857. They were intermittent in character, and have disappeared altogether in the last decade.

(b) *Shirt.*— Held in the old gymnasium the night before the year opened, and at Hamilton Park at the time of the fall game between Freshmen and Sophomores. They gradually became less violent in character, and in the eighties were superseded by the push rushes. These in turn were abolished in 1893, their place being taken by wrestling matches on the Grammar School lot.

Wooden Spoon and Cochlaureati.

The custom of presenting the wooden spoon was originated by H. T. Blake, '48, as a burlesque on the college Junior exhibition, based on a custom in vogue at the University of Cambridge in England. At first the nine cochlaureati, or electors of the wooden spoon man, were selected by non-appointment men from their own number. But after a while scholarship was lost sight of entirely, and the elections were simply class

offices. The Spoon man was the highest elective honor in the Junior class. The cochlaureati became in 1871 the Junior Promenade Committee, and an annual dance took the place of the wooden spoon exhibition. It was first called the Regatta Ball and is now known as the Junior Promenade.

II.

CONDENSED HISTORY OF DEBATING AT YALE.

—— Critonian Society. First known debating society in Yale College. Existed until about 1772.

1753. Honorable Fellowship Club founded, to be known later as the Linonian Society.

1768. Brothers in Unity founded.

1819. Calliopean Society founded.

1853. Occupation by Linonia and Brothers of society rooms in Alumni Hall.

Dissolution of Calliope.

1870. Linonia and Brothers ceased to exist.

1878. Attempt to revive Linonia.

1884. Pundit Club founded. (Unsuccessful.)

1887. Assembly founded. (Unsuccessful.)

1890. April. Yale Union founded.

Oct. 1. Kent Club founded in Law School.

1892. Jan. 14. Yale-Harvard Debate at Cambridge.

Subject: "Resolved, That a young man casting his first ballot in 1892 should vote for the nominees of the Democratic party."

Affirmative. — Yale: W. P. Aiken, W. E. Thoms, R. D. Upton.

Negative. — Harvard: G. P. Costigan, A. P. Stone, R. C. Surbridge.

Presiding Officer, Governor Russell. No judges.

1892. March 25. Yale-Harvard Debate at New Haven.

Subject: "Resolved, That immigration to the United States be unrestricted."

Affirmative. — Harvard: J. S. Brown, F. W. Dallinger, E. H. Warren.

Negative. — Yale: J. I. Chamberlain, T. Mullally, W. A. McQuaid.

Presiding Officer, Chauncey M. Depew. No judges.

1893. Jan. 18. Yale-Harvard Debate at Cambridge.

Subject: "Resolved, That the power of railroad corporations should be further limited by national legislation."

Affirmative. — Yale: H. S. Cummings, F. E. Donnelly, E. R. Lamson.

Negative. — Harvard: A. P. Stone, E. H. Warren, C. Vrooman.

Presiding Officer, President Eliot. Judges, Professor Seligman, President Andrews, Wm. E. Barrett.

Won by Harvard.

1893. March 15. Yale-Princeton Debate at Princeton.

Subject: "Resolved, That the peaceful annexation of Canada would be beneficial to the United States."

Affirmative. — Princeton: D. McColl, J. F. Ewing. M. C. Sykes.

Negative. — Yale: J. I. Chamberlain, W. D. Leeper, W. E. Thoms.

Presiding Officer, Chancellor McGill. No judges.

1893. May 2. Yale-Harvard Debate at New Haven.

Subject: "Resolved, That the time has now arrived when the policy of protection should be abandoned by the United States."

Affirmative. — Yale: H. E. Buttrick, G. L. Gillespie, R. H. Tyner.

Negative. — Harvard: F. W. Dallinger, H. C. Lakin, F. C. McLaughlin.

Presiding Officer, President Dwight. Judges, President Low, President Gates, Prof. R. M. Smith.

Won by Harvard.

1894. Jan. 19. Yale-Harvard Debate at Cambridge.

Subject: "Resolved, That independent action in politics is preferable to party allegiance."

Affirmative. — Yale: J. W. Peddie, W. H. Cox, W. H. Clark.

Negative. — Harvard: H. L. Prescott, A. S. Apsey, A. S. Hayes.

Presiding Officer, Colonel Higginson. Judges, Professor James, Carl Schurz, General Walker.

Won by Harvard.

1894. April 27. Yale-Harvard Debate at New Haven.

Subject: "Resolved, That the members of the Cabinet should be made full members of the House of Representatives."

Affirmative. — Yale: G. H. Baum, H. E. Buttrick, H. H. Kellogg.

Negative. — Harvard: W. P. Douglas, W. E. Hutton, C. A. Duniway.

Presiding Officer, Chauncey M. Depew. Judges, Dr. Rainsford, Governor Brown, Brander Matthews.

Won by Harvard.

1895. January 18. Yale-Harvard Debate at Cambridge.

Subject: "Resolved, That attempts of employers to ignore associations of employees, and to deal with individual workmen only, are prejudicial to the best interests of both parties."

Affirmative. — Harvard: T. L. Ross, R. C. Ringwalt, H. A. Bull.

Negative. — Yale: E. M. Long, W. H. Clark, C. G. Clarke.

Presiding Officer, Ex-Governor Long. Judges, Judge Barker, Professor Dewey, Bishop Lawrence.

Won by Harvard.

1895. May 1. Yale-Princeton Debate at New Haven.

Subject: "Resolved, That the income tax law of

1894 was, under the circumstances, a justifiable one."

Affirmative. — Princeton: W. F. Burns, R. M. McElroy, B. L. Hirshfield.

Negative. — Yale: H. E. Buttrick, H. F. Rall, C. E. Clough.

Presiding Officer, Judge Howland. Judges, Dr. Lyman Abbot, Laurence Hutton, Professor Cummings.

Won by Princeton.

1895. May 10. Yale-Harvard Freshman Debate at New Haven.

Subject: "Resolved, that the President's term should be increased to six years, and that he should be ineligible for re-election."

Affirmative. — Harvard: C. Grilk, C. E. Morgan, H. T. Reynolds.

Negative. — Yale: C. E. Julin, H. Bingham, Jr., F. E. Richardson.

Presiding officer, Dr. W. L. Phelps. Judges, Governor Coffin, Ex-Governor Morris, Professor Burton.

Won by Yale Freshmen.

1895. Oct. 11. Yale Union occupies Calliope Hall.

October. Wayland Club founded in Law School.

1895. Dec. 6. Yale-Princeton Debate at Princeton.

Subject: "Resolved, That it would be wise to establish in respect of all State legislation of a general character a system of Referendum similar to that established in Switzerland."

Affirmative. — Princeton: R. B. Perry, R. O. Kirkwood, E. W. Hamilton.

Negative. — Yale: C. U. Clark, A. Rice, E. H. McVey.

Presiding Officer, Senator Grey. Judges, James C. Carter, Charles C. Beaman, Francis L. Stetson.

Won by Yale.

1895. Dec. 11. Leonard Bacon Club organized in the Divinity School.

1896. March 12. Sheffield Debating Society organized in the Scientific School.

1896. May 1. Yale-Harvard Debate at New Haven.

Subject: "Resolved, That a permanent court of arbitration should be established by the United States and Great Britain."

Affirmative. — Harvard: W. B. Parker, A. M. Sayre, F. R. Steward.

Negative. — Yale: R. S. Baldwin, W. H. Clark, A. P. Stokes, Jr.

Presiding Officer, Hon. E. J. Phelps. Judges, Elihu Root, Albert H. Shaw, W. H. Page.

Won by Yale.

1896. May 15. Yale-Harvard Freshman Debate at Cambridge.

Subject: "Resolved, That there should be a large and immediate increase in the sea-going navy of the United States."

Affirmative. — Harvard: P. G. Carleton, W. H. Conroy, W. Morse.

Negative. — Yale: J. K. Clark, C. L. Darlington, E. T. Noble.

Presiding Officer, Professor Hart. Judges, President Capen, Professor Churchill, Henry Clapp.

Won by Harvard Freshmen.

1897. March 26. Yale-Harvard Debate at Cambridge.

Subject: "Resolved, That the United States should adopt definitively the single gold standard, and should decline to enter a Bimetallic league even if Great Britain, France, and Germany should be willing to enter such a league."

Affirmative. — Harvard: S. R. Wrightington, G. H. Dorr, F. Dobyns.

Negative. — Yale: C. S. Macfarland, C. U. Clark, C. H. Studinski.

Presiding Officer, Governor Wolcott. Judges, Judge Aldrich, Professor Dewey, Professor Giddings.

Won by Yale.

1897. May 7. Yale-Princeton Debate at New Haven.

Subject: "Resolved, That the power of the Speaker of the United States House of Representatives is detrimental to the public interest."

Affirmative. — Yale: E. H. Hume, H. W. Fisher, E. L. Smith.

Negative. — Princeton: H. H. Yocum, N. S. Reeves, R. F. Sterling.

Presiding Officer, Hon. E. J. Phelps. Judges, Josiah Quincy, Colonel Waring, Carroll D. Wright.

Won by Princeton.

1897. Dec. 3. Yale-Harvard Debate at New Haven.

Subject: "Resolved, That the United States should annex the Hawaiian Islands."

Affirmative. — Harvard: W. Morse, J. A. H. Keith, C. Grilk.

Negative. — Yale: H. A. Jump, J. K. Clark, H. W. Fisher.

Presiding Officer, Chauncey M. Depew. Judges, Wm. B. Hornblower, J. J. McCook, Professor Butler.

Won by Yale.

1898. Jan. 29. The Wigwam organized.

1898. March 25. Yale-Princeton Debate at Princeton.

Subject: "Resolved, That national party lines should be disregarded in the choice of councils and administrative officers in American cities."

Affirmative. — Yale: N. A. Smyth, J. K. Clark, C. H. Studinski.

Negative. — Princeton: H. H. Yocum, W. M. Schultz, M. Lowrie.

Presiding Officer, Ex-President Cleveland. Judges, J. F. Jameson, Everett P. Wheeler, President Wilson.

Won by Yale.

III.

YALE PUBLICATIONS, PAST AND PRESENT.

THE following are the main facts about each of the periodicals and attempts at periodicals of Yale students of both the past and the present: —

Literary Cabinet.

Character — Literary.
Appeared — November 15, 1806.
Editors — Thomas S. Grimké, Jacob Sutherland, Leonard E. Wales, all of the Class of 1807.
Time of issue — Fortnightly.
Size and price — Eight page, octavo size, $1 per year.
Remarks — Published one year. First Yale paper. Last issue in October, 1807. No advertisements. Profits given to indigent students.

Atheneum.

Character — Literary.
Appeared — February 12, 1814.
Editors — William B. Calhoun, Daniel Lord, George E. Spruill, William L. Storrs, Leonard Withington, all of the Class of 1814.
Time of issue — Fortnightly.
Size and price — Eight page, octavo size, $1 per year.
Remarks — Last issue August 6, 1814.

The Microscope.

Character — Literary.
Appeared — March 21, 1820.
Editors — Cornelius Tuthill (1814), chief editor. Editors chiefly graduates.

Time of issue — Semi-weekly.

Size and price — First, four pages, then increased to eight octavo pages. Three cents per number. Afterwards raised to four cents.

Remarks — Last issue Sept. 8, 1820. First graduate magazine. Contains several poems of Percival.

Yale Crayon.

Character — Humorous and satirical.

Appeared — 1823.

Remarks — Short-lived magazine. Death probably due to its attacks on the Faculty.

Sitting Room.

Character — Literary.

Appeared — March 17, 1830.

Editors — Oliver E. Daggett, '28; William W. Andrews, '31.

Time of issue — Weekly.

Size and price — Four small pages. Six cents per copy, or fifty cents per term.

Remarks — After six issues it was merged into the New Haven Palladium, occupying under its own title the last page of that paper, and in this shape made eight more appearances. Last issue July 31, 1830.

Student's Companion.

Character — Literary.

Appeared — January, 1831.

Editor — David F. Bacon, '31.

Time of issue — Monthly.

Size and price — 56 octavo pages. Seventy-five cents per quarter.

Remarks — Last issue May, 1831.

Little Gentleman.

Character — Weakly satirical.
Appeared — January 1, 1831.
Editors — Members of Senior Class and of the Law School.
Time of issue — Irregular.
Size — Diminutive 16mo.
Remarks — Last issue April 29, 1831.

The Gridiron.

Character — Weakly satirical.
Appeared — February, 1831.
Editor — John M. Clapp, '31.
Size — 32 pages, 12mo.
Remarks — Four numbers published.

The Medley.

Character — Literary.
Appeared — March, 1833.
Editor — Henry W. Ellsworth, '34, chief editor.
Time of issue — Monthly.
Size and price — 56 octavo pages. Seventy-five cents per quarter.
Remarks — Three numbers issued, the last being June, 1833.

The Yale Literary Magazine.

Character — Literary.
Appeared — February, 1836.
Editors — Five editors chosen from the Senior Class.
Time of issue — Monthly.
Size and price — At least 40 octavo pages. $3 per year.
Remarks — The "Lit." is the oldest college publication. It was established through the exertions of William T. Bacon, '37. The five original editors chosen from and by the Class

of '37 were: Edwin O. Carter, Frederick A. Coe, William M. Evarts, Chester S. Lyman, and William S. Scarborough.

Yale Literary Quidnunc.

Character — Invective.
Appeared — April, 1838.
Editors — Published anonymously under the name of "Michael Lucifer & Company."
Size — 40 octavo pages.
Remarks — Only two numbers published, the last being June, 1838. Most of its pages were given up to personal attacks on the "Lit."

Yale Banner.

Character — Catalogue of the College and the societies and miscellaneous organizations connected with it.
Appeared — Nov. 5, 1841.
Editors — Editors chosen by "Lit." editors, who receive bids for the privilege. First editor, William E. Robinson, '42.
Time of issue — Annually.
Size and price — The size varies. $2 per year.
Remarks — The Banner was first printed after the firemen's riot, and aimed to be the mouthpiece of the students. Then intended to be published weekly, but with Number 5 of Volume I. its purpose was changed. Edited anonymously until 1879, and appeared as a four page sheet till 1865.

Collegian.

Character — Literary.
Appeared — December 1, 1841.
Editor — Edited by "E. H."
Time of issue — Intended to be fortnightly.
Size and price — Single four page sheet. Six cents.
Remarks — Only one number issued.

Yale Banger.

Character — Published by the Sophomore society of Kappa Sigma Theta, attacking its rivals and the College world in general.

Time of issue — Published annually in the Fall of the six years 1845–1850, and the spring of 1852.

Size — Single four page sheet.

Gallinipper.

Character — Devoted to personal abuse of Faculty and individual students.

Appeared — February, 1846.

Editors — Edited anonymously.

Time of issue — Issued at various intervals.

Remarks — Last issue February, 1858.

College Cricket.

Character — Literary.

Appeared — April, 1846.

Editors — Edited anonymously.

Size — Single four page sheet.

Remarks — Only one number printed.

City of Elms.

Character — Literary.

Appeared — June 3, 1846.

Editors — Edited anonymously.

Size — Single four page sheet.

Remarks — Only one number printed.

Hornet.

Appeared — December, 1847.

Editors — Issued by the Freshmen of '51 to "sting their Sophomore oppressors."

Size — Single four page sheet.

Tomahawk.

Character — Published by the Sophomore society of Alpha Sigma Phi, attacking its rivals and the College world in general.

Time of issue — Five numbers published, the first being in 1847.

Size — Single four page sheet.

Battery.

Character — Published by the Freshman society of Delta Kappa, attacking its rivals and oppressors.

Time of issue — Only one issue, February, 1850.

Size — Single four page sheet.

Arbiter.

Character — Published in 1853 after the Sophomore-Freshman football game "in interest of impartial justice," to defend the claim of the Freshmen.

Meerschaum.

Appeared — January 23, 1857.

Editors — Edited anonymously.

Size — Eight small pages.

Remarks — The paper was pointless, and issued without expectation of appearing a second time.

Yale Review.

Character — Critical.

Appeared — February, 1857.

Editors — Edited anonymously.

Remarks — Only three numbers issued, February, March, December, 1857. It abused Senior societies and criticised the "Lit." "A vehicle for the criticism of the pretentious and

conceited literature of the College." Last number December, 1857.

Excuse Paper.

Appeared — January, 1860.

Editors — Edited, it declares, "by men from every class in College."

Size — Eight small pages.

Remarks — Pointless. No second number issued.

University Quarterly.

Character — Literary.

Appeared — January, 1860.

Editors — Flavius J. Cook, '62, was the originator, and thirty-eight Yale men were connected with the enterprise, several of whom were "Lit." editors.

Time of issue — Quarterly.

Size — About 200 pages per issue.

Remarks — Last number, October, 1861. This was the most elaborate enterprise ever undertaken in the way of college journalism. The Quarterly was to be made up of news, local sketches, reformatory thought, and literary essays from all the principal seats of classical and professional learning. Twenty-eight institutions were represented in the Association which published it.

Bulletin Catalogue.

Character — Catalogue of the College, and the societies and miscellaneous organizations connected with it. Its object was "to preserve in a neat and convenient form the combined wisdom of the College Catalogue, Banner, and 'Lit.'"

Appeared — November, 1863.

Editors — Edited anonymously, probably by Seniors.

Size — 32 pages.

Remarks — Only one number edited.

The Yale Pot Pourri.

Character — Catalogue of the College, and the societies and miscellaneous organizations connected with it.
Appeared — 1865.
Editors — Published by Seniors in the society of Scroll and Key.
Time of issue — Annually.
Size and price — Size varies. $1.50 per year.

Yale Courant.

Character — Literary.
Appeared — November 25, 1865.
Editors — Five editors chosen by competition from the incoming Senior class.
Time of issue. — Fortnightly.
Size and price — Size varies. $2 per year.
Remarks — The Courant was the first successful College newspaper. It was at first published weekly by a board of graduate and undergraduate editors giving the news of the College and also printing stories and poetry. The Courant went through various changes. In 1867 the name was changed to the College Courant. In May, 1870, the undergraduate editors persuaded the publishers to print their department on a separate sheet under the name of the Yale Courant. In the fall of 1870, the Yale Courant started on an independent basis. In 1876, published fortnightly on alternate Saturdays with the Yale Record. In 1886, dropped news department almost entirely. In 1897, it was made smaller in size, and now appears bi-weekly in the same form as the original Chapbook.

Yale Index.

Character — Catalogue of the College, and the societies and miscellaneous organizations connected with it.

Appeared — June 30, 1869.
Editors — Seniors.
Time of issue — Annually, at the end of the second term.
Size and price — 28 quarto pages. 30 cents.
Remarks — Contained no advertisements.

Yale Naughtical Almanac.

Character — Burlesque. Illustrated.
Appeared — 1872–75.
Editors — Edited anonymously.
Size and price — 45 pages. Price 35 cents.
Remarks — It was a burlesque almanac issued for the purpose of attacking the Faculty and student institutions.

Yale Record.

Character — Humorous.
Appeared — September 11, 1872.
Editors — Editors chosen by competition from both Sheffield and Academic Departments.
Time of issue — Fortnightly.
Size and price — Size varies. $2.50 per year.
Remarks — The Record was originally a newspaper, and was started in opposition to the Courant as a strictly college paper to represent all departments. It was published weekly, eight pages. In 1876 published fortnightly. At the retirement of the '86 Board the illustrated department was added, and the paper became more of a humorous publication. In 1890 it became entirely a humorous paper.

Yale News.

Character — College newspaper.
Appeared — January 28, 1878.
Editors — Nine editors chosen by competition from each class during the first two and a half years of their college course.

Time of issue — Daily.

Size and price — Four pages 11½ by 15½. $4 per year.

Remarks — Price of first six issues (size 6 by 10) five cents. Then three cents for the next six. The paper was then doubled in size, and the price lowered to two cents. The paper was discontinued on June 19, 1878, and was revived again January 9, 1879, as a 7 by 10 sheet, price three cents. It has been enlarged four times since, — in 1881, 1884, 1891, and 1898. Published anonymously for first few months of existence.

Yale Year Book.

Character — Contained lists of societies, students, and all student organizations.

Appeared — First issue June 19, 1878. A second edition was issued on June 25th.

Price — Ten cents a copy.

Yale Critic.

Character — Humorous. Illustrated.

Appeared — March 24, 1882.

Remarks — Died after a few issues.

Yale Quip.

Character — Humorous. Illustrated.

Appeared — April, 1884.

Remarks — Died after a few issues.

Yale Alumni Weekly.

Character — Newspaper in the field of the affairs of Yale and the doings of Yale graduates.

First appeared — Fall of 1891.

Editors — At first two editors of the News, chosen from Senior Board. In the winter of 1895, a graduate editor and graduate associate editor were appointed, with whom the

Senior News editors worked. In the summer of 1896, the paper was placed entirely under the control of graduate editors, working under the direction of an advisory board of graduates. News editors are always connected with the paper.

Time of issue — Weekly during academic year, and all minor vacations, with one issue in July, and one in September.

Size — At first four pages of size of News. Increased to eight pages in January, 1895, and since then usually of eight pages, but not infrequently of ten, twelve, or sixteen, with twenty to thirty for Commencement. Price was first $2. In the fall of 1896 it was increased to $2.50, and in the fall of 1898 to $3.00.

Remarks — The Weekly has no official connection with the College, and is on an independent editorial and financial footing. It is managed by the graduates in the interests of the University and the graduates. Its circulation in the year 1897–98 was over four thousand, and it is estimated to come under the eye of six or seven thousand of the ten thousand graduates of Yale.

Yale Law Journal.

Character — Legal.

Appeared — October, 1891.

Editors — Published by students of the Law School. The editors are chosen by competition.

Time of issue — Monthly.

Size and price — Size varies. $2 per year.

Association Record.

Character — Records of the Y. M. C. A.

Appeared — 1891.

Editors — The Y. M. C. A.

Time of issue — Annually.

Size and price — Size varies. Sent free to all members.

Remarks — The name was originally the Association Quarterly, and it was published four times a year. The name was changed to Record in 1893, and the publication was changed to an annual.

Yale Shingle.

Character — Records and souvenirs of the Law School Seniors.
Appeared — 1893.
Editors — Published by members of the Senior Class of the Law School.
Time of issue — Annual.
Size and price — Size varies. $1.25 per year.

Yale Scientific Monthly.

Character — Literary and scientific.
Appeared — 1894.
Editors — Chosen by competition.
Time of issue — Monthly.
Price — $2.50 per year.
Remarks — Only publication edited and published by students of the Sheffield Scientific School.

Yale Medical Journal.

Character — Literary and medical.
Appeared — 1894.
Editors — Five editors chosen from Senior class by election based on competitive work.
Time of issue — Monthly.

Senior Class Book.

Character — Statistical.
Editors — Published by the class statisticians of the Senior Class of the Academic and Sheffield Departments.
Size and price — Varies.

IV.

YALE SOCIETIES.

THE following is a list of the societies of Yale of the past and the present, arranged in the order of their foundation, with a few important facts of the history and character of each :

SECRET SOCIETIES.

Senior Academic.

Skull and Bones. — Founded in 1832. Senior society. Fifteen members elected from each incoming Senior class in May of Junior year. Society hall erected in 1856 on High Street.

Scroll and Key. — Founded in 1842. Senior society. Fifteen members elected from each incoming Senior class in May of Junior year. Society hall erected in 1869 on College Street.

Sword and Crown. — A short-lived Senior society of fifteen members, known to have existed in 1843.

Star and Dart. — Founded in 1843, went out of existence in 1851. Senior society. Fifteen members (if as many would accept elections) chosen from each incoming Senior class.

Spade and Grave. — Founded in 1864. Went out of existence in 1869. Senior society. Fifteen men elected from the incoming Senior class on the "Thursday before Presentation Day" of each year. The society had rooms in the Lyon Building on Chapel Street.

Wolf's Head. — Founded in 1883. Senior society. Fifteen members elected from each incoming Senior class in May of Junior year. Society hall erected in 1883 on Prospect Street.

Junior Academic.

Alpha Delta Phi (Yale chapter). — Established in 1836 as a Junior society. In 1873, after internal dissensions, it gave up its charter. Re-organized in 1888 as a three year society. Changed to a Junior society in 1895. Membership — thirty-five, chosen as follows: at the end of Sophomore year, twenty-five; at the beginning of Junior year, six; at the close of Junior year, three; and in Senior year, one. Society hall erected in 1894 and 1895 on Hillhouse Avenue.

Psi Upsilon (Beta chapter). — Established in 1838, as a Junior society. Membership the same as Alpha Delta Phi. Society hall erected in 1870 on High Street. Enlarged in 1896.

Delta Kappa Epsilon (Phi chapter). — Established in 1844, as a Junior society. Membership the same as Alpha Delta Phi and Psi Upsilon. Society hall erected in 1861 on York Street. Enlarged in 1896.

(Until the recent campaign agreements between the three above-mentioned societies the membership in each was very irregular in its numbers, varying from twenty to fifty.)

Zeta Psi (Eta chapter). — Established in 1888 as a Junior society. From ten to fifteen chosen at end of Sophomore year and five or six later. Society hall on York Street erected in 1890–91. New hall built on old site in 1898–99.

Sophomore Academic.

Kappa Sigma Theta. — Founded in 1838, went out of existence in 1858. Sophomore society. Rooms in Townsend's Block.

Alpha Sigma Phi. — Founded in 1846, went out of existence in 1864 by decree of Faculty. Sophomore society.

Phi Theta Psi. — Founded in 1864, after the death of Alpha Sigma Phi, by the pledged men of Psi Upsilon in the Class of '67. Membership unlimited. Sophomore society. Rooms

were in the Cutler Building, corner of Church and Chapel Streets, and afterwards (1870) in the Lyon Building. Abolished in 1875.

Delta Beta Xi. — Founded in 1864, after the death of Alpha Sigma Phi, by the pledged men of Delta Kappa Epsilon in the Class of '67. Sophomore society, membership unlimited. Rooms were in Townsend's Block. Abolished in 1875.

'Η Βουλή. — Founded in 1875. Sophomore society. Seventeen members chosen from each incoming Sophomore class, in May of Freshman year. Rooms on Chapel Street.

Alpha Kappa. — Founded in 1878. Sophomore society. Twenty-five members. Died in 1879.

Eta Phi. — Founded in 1879. Sophomore society. Seventeen members, chosen from each incoming Sophomore class in May of Freshman year. Rooms on Church Street.

Beta Chi. — Founded in 1883. Sophomore society. Abolished in 1884–85.

Kappa Psi. — Founded in 1895. Sophomore society. Fifteen members chosen from each incoming Sophomore class, in May of Freshman year, and two members chosen in October of Sophomore year. Rooms on Church Street.

Freshman Academic.

Kappa Sigma Epsilon. — Founded in 1840. Died by decree of the Faculty in November, 1880. Freshman society. About twenty men were at first chosen from each Freshman class, but later each class was divided among Kappa Sigma Epsilon, Delta Kappa, and Gamma Nu. Rooms were in the Collins Building on Chapel Street.

Delta Kappa. — Founded in 1845. Died by decree of the Faculty in November, 1880. Freshman society. Divided class with Kappa Sigma Epsilon and Gamma Nu, after latter's establishment. Rooms were on Chapel Street near Church.

Sigma Delta. — Founded in 1849, died in 1860. Freshman society.

Gamma Nu. — Founded in 1855; died a natural death in 1889. Freshman society. Divided class with Kappa Sigma Epsilon and Delta Kappa. After their death was principally a debating society. Rooms were in Lyon Building; later in Insurance Building.

Sigma Nu. — Founded in 1888. Went out of existence in 1890. Freshman society

Four Year Academic.

Beta Theta Pi. — Founded in 1891. Academic society. Members chosen from the four classes of the Academic Department.

Phi Kappa Sigma. — Founded in 1896. Academic society. Members chosen from the four classes of the Academic Department.

Scientific.

Berzelius. — Founded in 1848. Membership varies somewhat, but about ten men are chosen from the incoming Junior class in May, of Freshman year, with occasional elections in Junior and Senior year. Society hall on Prospect Street, erected in 1877. Society dormitory, The Colony, on Hillhouse Avenue, erected in 1898.

Book and Snake. — Founded in 1863. Membership varies somewhat; but generally from ten to fifteen men are taken from the incoming Junior class in May of the Freshman year, with occasional elections in Junior and Senior years. Society hall, corner of High and Grove streets, planned for erection in 1899. Society dormitory, The Cloister, corner of Grove Street and Hillhouse Avenue, erected in 1888.

Theta Xi (Beta chapter). — Established in 1865. Membership not over fifteen a year. Society rooms, in 1888 on Chapel Street, above Park; then moved to 43 College Street, and finally to 81 Church. Does not appear in Banner of 1898–99.

Delta Psi (Sigma chapter). — Established in 1868. Membership about ten men, taken in December of Freshman year, with occasional elections in Junior and Senior years. Society hall, corner of College and Wall Streets, erected in 1885. Society dormitory, St. Anthony's, adjoining hall on College Street, erected in 1893.

Chi Phi (Yale chapter). — Established in 1878. Membership varies; about ten men elected from Freshman Class. Society hall, formerly at corner of York and Wall Streets. Present dormitory, York Hall, and society hall, 96 Wall Street.

Theta Delta Chi (Epsilon Deuteron chapter). — Established in 1887. Society house and hall, 36 Elm Street. Membership varies.

Delta Phi (Yale chapter). — Established in 1889. Membership, twelve men chosen in December of Freshman year. Society house, St. Elmo Hall, 111 Grove Street, erected in 1895.

Alpha Chi. — Established in the seventies. Freshman society. It continued for a few years.

University.

Phi Gamma Delta. — Founded in 1875. Re-established in 1888. University society. Members from all departments.

Law School.

Corbey Court (Waite chapter of Phi Delta Phi). — The Waite Chapter of the Law School Fraternity, Phi Delta Phi, was established at Yale in 1886 as a Senior society. In 1890 it united with the Junior society of Corbey Court under the latter's name. Membership from all classes. Rooms, 83 Elm Street.

Book and Gavel. — Founded in 1890. Membership the same as Corbey Court.

Medical School.

Skull and Scepter. — Twelve to fifteen members from all four classes of the Medical School.

Delta Epsilon Iota. — Twelve to fifteen members from all four classes of the Medical School.

LITERARY AND SCHOLARSHIP.

Phi Beta Kappa. — Alpha of Connecticut, organized in November, 1780, to encourage scholarship. The requirements for admission have varied from time to time. Originally all those who received an oration appointment or over were members. Then the society was limited to those receiving high orations. At present only those who receive philosophical orations for two years' work are eligible. In 1898 a room was handsomely fitted up for the society in White Hall by a graduate who withheld his name. Meetings are held bi-weekly.

Chi Delta Theta. — Established by Prof. James L. Kingsley, in 1821, to encourage literary as distinguished from scholastic ability. Originally about one fourth of the Senior class were annually elected members. It was not a rival of Phi Beta Kappa, and many belonged to both societies. It died in 1843–44. In 1868 it was revived by the editors of the "Yale Literary Magazine" as an institution connected with that paper. All "Lit." editors are members, and in addition two or three Seniors are elected annually who have shown interest in contributing to the magazine. Its rooms are in White Hall.

Sigma Xi. — The Yale chapter of a scientific fraternity, with chapters at Cornell, Stevens, Rutgers, Rensselaer, and Union. Members are chosen from all departments of the University for interest in scientific research, not necessarily for general high standing. The society was founded in 1886, at Cornell, by Prof. H. S. Williams, Yale, '68 S. The Yale chapter was established in March, 1895.

V

CONDENSED DATA OF YALE'S VOLUNTARY, ORGANIZED RELIGIOUS WORK.

1879. In the fall of this year members of the Class of '80, with the co-operation of Dr. Barbour, the College Pastor, and Professor Northrop, organized the Yale Christian Social Union, the first voluntary organized union of Christian men of all classes.

1881. Upon the return of Charles E. Loughridge, '83, from the International Convention of the Young Men's Christian Association at Cleveland, the Yale Christian Social Union was re-organized into the Yale Young Men's Christian Association.

1882. In the spring of this year the idea of a building on the campus for the religious uses of the students was first proposed. Subscriptions amounting to about eighteen thousand dollars were pledged for the erection of such a building, and when the building was erected by Mr. and Mrs. Monroe nearly all these pledges were transferred to a fund "for the reference library and kindred objects connected with the usefulness of the building."

1883. The first convention of the College Associations of New England was held at Yale in February.

1884. Mr. and Mrs. Elbert B. Monroe offered to erect on the campus, in fulfilment of the wishes of their uncle, the late Frederick Marquand, a building primarily for the use of the Y. M. C. A. and for other religious uses of the students.

1885. Ground was broken for this building in July. The name of Dwight Hall was given to it in memory of Timothy Dwight, President of Yale College from 1795 to 1817.

1886. As the administration of the growing work of the Y. M. C. A. had proved a heavy burden upon its President, it was thought best to secure the undivided attention and effort of a general secretary, who should be a recent graduate and might be elected annually. Mr. Chauncey W. Goodrich, '86, was chosen to be the first General Secretary, and filled the position during the year 1886-1887.

1886. On October 17, Dwight Hall was formally opened and dedicated.

1886. The Dwight Hall lecture course was established.

1887. The Fifth Annual Conference of the College Y. M. C. A.'s was held at Yale on February 18.

1887. Mr. William L. Phelps, '87, served as General Secretary during the year 1887-1888.

1888. The Yale Mission was founded during this year. Rooms were rented in Washington Hall on Grand Avenue and services held. The work reached many of the worst class in the city.

1888. Mr. A. Alonzo Stagg, '88, succeeded Mr. Phelps as General Secretary, and filled the position for two years, 1888-1890.

1889. A boys' club was organized in the spring of this year by members of the Class of '92 and called the Grand Avenue Boys' Club. Information Bureau organized.

1890. Mr. Clifford W. Barnes, '89, was chosen General Secretary and served until 1892.

1890. In the spring the Boys' Club joined with the Association of Christian Workers in the United States and Canada. It was decided that each successive Freshman class should take charge of the club.

1891. The Woolsey Club was organized to bring the claims of the ministry before Yale students and help them to decide intelligently whether they should choose this as their profession.

1891. When the Class of '94 took charge of the Boys' Club they took a room on Orange Street and changed the name of the club to the University Boys' Club.

1892. Mr. Henry T. Fowler, '90, was chosen as General Secretary for the years 1892-1894.

1893. In December the Boys' Club again changed its rooms and went to Welcome Hall on Oak Street.

1893. On November 19 the Yale Mission was moved to 215 East Street.

1894. Mr. William H. Sallmon, '94, was chosen General Secretary, and filled the position until 1897.

1895. Rooms were secured during the summer at 134 College Street for the use of the Scientific Department.

1896. On Sunday, October 18, the tenth anniversary of the dedication of Dwight Hall was celebrated by special services, which were in charge of the Graduate Advisory Committee.

1896. While the Class of 1900 had charge of the Boys' Club they made changes in conducting it, forming inner clubs which met in their own room one evening each week. After holding a business meeting, these classes were taught certain branches of industrial work, such as drawing, basket-weaving, chair-caning, Venetian iron work, and mat making.

1897. In the spring of this year Mrs. W. F. Cochran of Yonkers, N. Y., gave the house and lot at 138 College Street for the use of the Scientific Department.

97. Mr. Thomas F. Archbald, '96, was chosen as General Secretary, and served one year.

1898. Twenty-seven men attended the Third International Convention of the Student Volunteer Movement for

Foreign Missions, held in Cleveland, Ohio, February 23–27.

1898. The Yale Mission took temporary rooms at 785 Grand Avenue.

1898. At the annual meeting of the Yale Y. M. C. A. it was voted that the Association be legally incorporated under the statutes of the State of Connecticut.

Mr. Henry B. Wright, '98, was chosen to succeed Mr. Archbald as General Secretary.

1898. A new departure, tried in the spring, which was very successful, was the holding of song services in the vicinity of Grand Avenue.

1898. In the fall of this year ground was broken for the erection of a new mission building, on Franklin Street near Grand Avenue, which was completed Dec. 15, at an expense of eight thousand dollars.

PART II

THE YALE CLASS ROOMS

By LEWIS SHELDON WELCH

AND OTHERS

COMMENCEMENT ODE.

By EDMUND CLARENCE STEDMAN, Yale, '53.

Written for the new Commencement Exercises, instituted in 1895, and sung at that time to music by Prof. Horatio W. Parker.

I.

HARK! through the archways old
High voices manifold
Sing praise to our fair Mother, praise to Yale!
The Muses' rustling garments trail;
White arms, with myrtle and with laurel wound,
Bring crowns to her, the Crowned!
Youngest and blithest, and awaited long,
The heavenly maid, sweet Music's child divine,
With golden lyre and joy of choric song
Leads all the Sisters Nine.

II.

In the gray of a people's morn,
In the faith of the years to be,
The sacred Mother was born
On the shore of the fruitful sea;
By the shore she grew, and the ancient winds of the East
Made her brave and strong, and her beauteous youth increased
Till the winds of the West, from a wondrous land,
From the strand of the setting sun to the sea of her sunrise strand,

From fanes which her own dear hand hath planted in grove
and mead and vale,
Breathe love from her countless sons of might to the Mother
— breathe praise to Yale.

III.

Mother of Learning! thou whose torch
Starward uplifts, afar its light to bear, —
Thine own revere thee throned within thy porch,
Rayed with thy shining hair.
The youngest know thee still more young, —
The stateliest, statelier yet than prophet-bard hath sung.
O mighty Mother, proudly set
Beside the far-inreaching sea,
None shall the trophied Past forget
Or doubt thy splendor yet to be!

CHAPTER I.

YALE, THE COLLEGE AND UNIVERSITY.

IT is an ambitious scheme to try to indicate, in the limits of such a volume as this, the plan and methods of the strictly educational work of the University of Yale. But it is well at least to suggest some points of it not usually included in catalogues and reports.

The general stand of Yale is perfectly well known. That her educational system has been progressive in the last twenty years is plain enough; that it is very conservatively so, is also very plain. The New Haven University stands midway. She has become a university, but she has also not ceased to retain in her Academic Department the old college idea. Many have plunged far beyond her in the course of free election, but she here holds and applies the theory that the young man who comes to her needs to be guided in the groundwork of his education for at least half of his course.

A demonstration of Yale's combination of the College and the University was given by one of the liberal minds on the Yale Faculty, in a speech at an Alumni dinner, a part of which has already been quoted in another part of the book. It shows in such a clear way the sometimes conflicting, but mainly co-operating forces of the two systems which Yale has merged, that I ask the right to again quote at some length from it.

Said Professor Perrin of Yale, at the 1898 dinner of the Long Island Alumni: —

"Not many years have passed since our popular education was mainly by compulsion. The apparatus and methods of schools and academies, particularly in the country, were extremely simple, but extremely effective. A teacher with more or less formal knowledge laid a small section of that knowledge before the pupil, usually in unattractive form, and compelled him to acquire it within a given time under pain of punishment. There was little elucidation or enticement. The pupil was driven, not led. But the rude process fostered in the pupil a confidence in his own powers, an expectation of conquest and a delight in it, a vigor and persistency of effort, which many of us miss in the products of the modern educational processes.

"For now education is largely by seduction. From nursery and kindergarten up through grammar schools and high schools and academies, the approved tendency is to smooth difficulties away from before the pupil, to lure him on over easy and attractive paths, paths even of his own immature choice. Acquisitions may be larger and more varied under this modern system of education by seduction, but the mental fibre of the pupil lacks the aggressive vigor of the older days. In the face of a mountain of difficulty, the pupil's first instinct is to call for help rather than boldly attack and master the obstruction.

"Now the old college system of training, as it survives at Yale in Freshman and Sophomore years, is to a great degree a continuation of the older spirit and method in education. Methods of teaching and apparatus of teaching even in these two years of 'required studies' have indeed improved vastly over those of earlier years. The influence of the new education is of course felt here. Subjects are made interesting to the student, and taught for his benefit rather than for that of the instructor. Zeal and ardor and a contagious enthusiasm now enliven the instruction here, and redeem it from scholasticism. But, after all, tasks are necessarily set the student in subjects which he did not directly elect to pursue, and he is rigidly held

to frequent, almost daily, tests of the faithfulness with which he performs those tasks.

"Such a system has its disadvantages. Where three or four hundred men are forced through the same course of study, regardless of their individual preferences or tastes, there results a kind of collective or mass individuality. The large divisions in which men are necessarily handled and the impossibility of individual treatment by the instructor, encourage mass intellectual plays. Genius suffers, of course, but learns the great lesson of standing shoulder to shoulder with fellow men, a lesson worth all it ever costs. And so this lower undergraduate life at Yale fosters mass movements of every kind; keeps alive the old 'class-spirit,' with all its objectionable rivalries and petty collisions; brings out crowds of noisy boys to fires, processions, celebrations, and open air functions of every kind. We all know the tendency of a crowd to fall to the level of the lowest member of it. We know the cruelty and cowardice and meanness of a crowd. A man will do in a crowd what he would never forgive himself for doing by himself.

"These objectionable mass tendencies are nowhere more plainly seen than in our compulsory chapel services, from which not even the two upper classes are yet exempt, though they otherwise breathe the air of university election. The coughing and hawking, which makes the place suggest a large bench show; the contagiousness of the idiotic laugh, or of the mischievous reminder of the flight of time; all the acts and postures and garbs which make the judicious among us grieve, are the result of this mass coherence which is so highly developed during the first two years of college requirements.

"But there is a bright side to all this. Such responsiveness to good, soul-stirring leadership, such glorious momentum in good causes, such collective loyalty and enthusiasm, such energy in all the manifold enterprises of our undergraduate life, such slowly gathering but grandly culminating demands of public sentiment, and, even in chapel, such collective tributes to the really true and

great and simple and pure — where else can they be found? Besides, it is not in groups and squads and crowds that idleness thrives. And vice, as the late Lord Laureate said, 'vice sometimes appears to me as the shadow of idleness.' Whatever else may thrive at Yale, idleness does not. Everybody belongs somewhere and is doing something. The work may not be entirely the work of the curriculum, but 'fervet opus.'

"Out of this old-fashioned college-period of close supervision in the performance of allotted tasks, the student is gradually, not abruptly, transferred into the larger and freer air of university election. Full university freedom in the continental sense he cannot have before the graduate departments; but university election of courses, and university methods of instruction, and enlarged freedom in attendance, he can have in Junior and Senior years.

"To this freedom he comes with no jaded appetite and with no distorted powers. The cohesive habits of the college period continue to exert their force, and to prevent that isolation in individual achievement which the smaller groups, the multiplying intellectual interests, and the larger freedom of the lecture and the examination, instead of the lesson and the recitation, would naturally bring. 'Class spirit' continues, much to our surprise, and mass movements are apparently as popular, but tempered now with growing dignity. There is increased opportunity for idleness and shirking, but increased susceptibility to nobler stimulus. The sense of increased freedom brings with it an increased sense of responsibility, more surely than if the freedom had not been, as it were, struggled for and won.

"Yale is such a unique combination of college and university. It is an evolution, and, until now, a necessity. Whether the university freedom of the two upper years shall be extended into the two earlier years is the greatest question of the future. Much would undoubtedly be gained. Many of the exuberant follies that now characterize our undergraduate life might disappear. There would be less and less survival of the old-time

feeling of resistance to the imparting of knowledge. The baffled look of the student, whom some unexpected Socratic device of the teacher has decoyed into learning something, would be less common. But more might be lost than gained. The secret of the much-heralded 'Yale democracy' lies in this combination. That power of adjustment to the needs of the community in which he puts himself, which now so pre-eminently characterizes the Yale man, might slowly disappear. The higher disciplines even might pall on minds less hardened and exercised by required work performed in widest competition within the University itself. The present administration I understand to be committed to the combination."

The chapters which immediately follow show the particular ideals and methods of the several departments of the University, as they are at present constituted. Here and there the record of the past is considerably drawn upon in order to make more clear the present; but the mass of historical facts is reserved for the statistical tables at the close, which are arranged in a condensed chronological form for purposes of reference.

CHAPTER II.

YALE COLLEGE.

THE course of study laid down for the student in Yale College, that is, in the Academic Department of the University, has always aimed to provide the foundation of a liberal education. The many changes which the curriculum has undergone have not obscured this main object. In the mean time the requirements for admission to the College have been constantly raised; new departments of knowledge have been discovered and their educational tools utilized; new methods of study and of instruction have been developed; and successive college generations, as they pass out into active life, are distributing themselves among the various vocations in widely differing proportions, gradually neglecting the learned professions, especially the ministry, for the opportunities a business career offers.

In 1766 a Freshman, on being admitted, was assumed to be familiar with Cicero's Orations, with Vergil, and the Greek Testament, and to be proficient in common arithmetic. In 1822 a prospective Freshman in Yale College was examined in Cicero's Orations, Sallust, and Vergil; in Latin composition, grammar, and prosody; in Greek grammar and composition, and in the Greek Testament; also in arithmetic. By 1853 a part of Xenophon had been added to the list of requirements for admission; also higher arithmetic, algebra as far as

Welch Hall

Osborn Hall

quadratic equations, geography, and English grammar. Thirty years later Cæsar, Ovid, and Homer had been added to the list; also Roman and Greek history in the place of geography and English grammar, while plane geometry had been added to the mathematical studies required.

Finally, at the present time, a knowledge of either French or German is required of every candidate; he is also examined in English, and the requirements in the above classical and mathematical subjects have been materially enlarged.

The progressive development of the college curriculum is better shown by the increase in the number of subjects studied, and in their difficulty. So, for instance, a Yale student of about 1720 studied the ancient languages, including Hebrew, as well as logic during his first two years. In Junior year he added the study of physics, and in Senior year that of metaphysics and mathematics. During his entire course he was obliged to attend rhetorical exercises, converse in Latin with his fellow-students, and receive instruction in divinity, presumably what later was called "evidences of Christianity." In the forties of the last century, the study of mathematics had been extended to geometry and astronomy, and geography and natural philosophy had been added. By 1766 some further additions to the curriculum had been made, and by 1778, at the accession of President Stiles, the curriculum was arranged as follows:

Freshman year: Vergil, Cicero's Orations, the Greek Testament, and arithmetic. Sophomore year: Horace and the Greek Testament, English grammar and rhetoric, algebra, geometry and geography, and the "West-

minster Catechism." Junior year: Cicero *De Oratore* and the Greek Testament, trigonometry and philosophy. Senior year: Locke's "Human Understanding," ethics and natural theology, and, as heretofore, the Greek Testament.

The Freshman of half a century later, say in the twenties of this century, studied some Greek; he read Livy, wrote Latin composition and dipped into Roman antiquities, mastered the principles of arithmetic and the simpler ones of algebra, and perfected himself in geography and English grammar. The Sophomores of that time continued the study of geography, — which included some general history, — advanced in their mathematical studies to Euclid, conic sections, and spherical geometry. The classical authors read were Horace, Cicero, and Homer, and exercises in rhetoric and English composition were required. The Junior class continued the study of Cicero, and also read Tacitus. Some Greek authors were also read, for which, however, the study of Hebrew could be substituted, presumably by prospective theologians. In mathematics the class took up spherical trigonometry, the calculus, and astronomy. The study of history was also begun, and the rhetorical and English exercises of the previous year were continued. In the fourth and last year of the course the classics gave way to logic, psychology and philosophy, ethics, natural theology, and evidences of Christianity, which, together with the usual rhetorical exercises and occasional lectures in the natural sciences, comprised the course of study of the Senior class.

In the fifties many of the above studies had been pushed forward a year, and others had been added.

The Freshman then read Livy and Horace, Homer and Herodotus, also the Greek Testament; he studied Greek and Roman history and antiquities, and in mathematics he mastered algebra and Euclid. In Sophomore year the works of Horace and three of the philosophical works of Cicero were read; in Greek, Xenophon's "Memorabilia," the orations of Isocrates, and the plays of Euripides and Æschylus. The mathematical studies included logarithms and the calculus, plane trigonometry, analytical and spherical geometry, navigation, and surveying. In Junior year Cicero and Tacitus were read; also Plato and Thucydides. Applied mathematics were studied under the head of mechanics, physics, surveying, and astronomy; some natural philosophy was also studied, and mental philosophy begun. As Seniors the students made further advances in astronomy and natural philosophy; they rounded off their classical education with a dash of Demosthenes, and were, as formerly, thoroughly trained in psychology, ethics, natural theology, and the evidences of Christianity. In addition, the more modern subjects of study, and especially those in which President Woolsey distinguished himself, were taken up by the Seniors. Such were political science, economics, and international law. Rhetorical and similar exercises were required during the entire course.

Thirty years later some further progress had been made in the required course of study. In 1883–4, the year before the present system of elective courses was adopted, a Freshman read one book of Herodotus and five of the Odyssey, one of Livy, an oration and a philosophical work of Cicero, and selections from Ovid. He also studied Greek and Latin composition and

Roman history. In the mathematical line he mastered Euclid and finished Chauvenet, and was introduced to analytical geometry and plane trigonometry. Rhetorical exercises were required of him, and also attendance on some well-intentioned lectures upon hygiene. The Sophomores in 1883 read some of Demosthenes' orations, — which their fathers did in Senior year, — a few Greek tragedies, some of Plato's works, and Xenophon's "Memorabilia," and among the Latin authors, Horace and Juvenal, Tacitus and Cicero *De Officiis*.

The Sophomores continued the study of analytical geometry and trigonometry (plane and spherical), and took up surveying, navigation, and mechanics. The exercises in rhetoric and English composition were continued. In Junior year the dead languages yielded to the modern languages, and the study of German as well as of English was required. The Juniors in 1883 also studied astronomy, physics, and chemistry, and began United States history and logic. The Seniors studied about what their fathers had studied in the fifties, namely, mental and moral philosophy, natural theology and evidences of Christianity, political science and economics, European history and elementary law; also some natural science.

However great the changes in the curriculum were down to the early eighties, its contents remained meagre as compared with the wealth of educational material which the newly developed lines of thought were bringing to light. It continued to lay the greatest stress on the study of the classics, formal and applied mathematics, and on mental and moral philosophy, while it gave but scant attention to the natural sciences, and even less to the historical and political sciences. A

radically new step was taken when the study of a modern language was required. This was in 1867, when the Juniors were required to study German one term; after 1875 this was extended through the whole of Junior year. However, down to the recent great changes in the curriculum by the adoption of the elective system and the corresponding changes in the requirements for admission, the study of the modern languages was practically confined to teaching the elements of those languages.

In 1884 the foundations of the present elective system were laid. To be sure, a meagre beginning with so-called elective courses had been made sixty odd years before. Then a Junior could choose during one term between Greek and Hebrew. Little by little the students' range of choice was widened, French being added in 1825. By the middle of the fifties a Sophomore could choose during his third term analytical geometry in the place of the regular mathematical work; a Junior could substitute the calculus for the ancient languages during two thirds of the year, and during the other third he was allowed to add a course in the classics, modern languages, or in applied mathematics to his regular work. In 1870 a Junior could substitute the calculus for his courses in Greek and Latin during two thirds of the year, and German for Greek during the other third; during the first term of Senior year German could be substituted for Latin or astronomy. From 1876 on, the principle of elective courses was systematized, and four exercises a week were required of the Juniors and Seniors, to be elected from a variety of courses in philology, history and political science, mathematics, pure and applied, and

the natural sciences; courses in philosophy were added in 1877, and in the fine arts in 1879.

Such, then, was the college curriculum in 1884, when the important changes were begun that have led up to the present arrangement of studies. Eighty-seven per cent of a student's work was in prescribed courses, largely along the lines which the curriculum had followed since time immemorial; thirteen per cent of his work the student could choose from among a limited number of courses in a few departments of learning.

The change in 1884 aimed at enlarging the amount of elective work in Junior and Senior years, and at pushing back the study of the modern languages into the first two years of the course. At first, the required courses retained in Junior and Senior years covered the natural sciences, astronomy, and mental and moral science. The first two were in a few years changed into elective courses, and mental and moral science has remained since 1893 the only required study during the last two years of the course. A further important change was made in 1893, by which the Sophomores were allowed to drop one of the six subjects, Greek, Latin, English, the modern languages (German or French), mathematics, or physics, pursuing the other five studies.

To sum up the changes in the curriculum of Yale College during the past two centuries: from a rigid system prescribing all the studies of the students and dividing their time among the classics, mathematics, and philosophy, the present curriculum has been evolved, which requires that at least 12 per cent of a student's work during his four years shall be in the classics, $\frac{1}{12}$ in philosophy, 6 per cent in mathematics, $\frac{1}{20}$ in either

White and Berkeley Halls

French or German, and $\frac{1}{60}$ in English; the remaining two thirds of his time he is at liberty to divide as he chooses among a variety of courses which he may be fit to attend, provided only that in Sophomore year he chooses five of the six studies offered.

These radical changes in the curriculum, which are certainly not final and will inevitably be followed by similar ones, can only be interpreted to mean that, while the aim of the college education is still the same, to provide the foundation for a liberal education, this goal can be reached by a variety of paths. The foundation of each student's liberal education was formerly of identical material; now it is constructed of a variety of materials. Formerly most importance was put upon *what* a student acquired, nowadays upon *how* he acquires knowledge; and it is now an accepted principle that, with the large and growing variety of educational tools offered us in the widening sphere of human knowledge, their selection may within reasonable limits be left to the good sense of the student.

It is fair to say that this truth was not accepted at the outset, and did not lead to the adoption of the principle of elective studies. These were the necessary result of the circumstance that, with the growth of the number of instructors and the multiplication of lines of scientific investigation, the instructors themselves, advancing along their special lines of study, felt the incentive to broaden their teaching; and inasmuch as all students could no longer be required to study along all these lines, the problem was solved by inviting all the students to study along some of them. In 1822 the Academic Faculty consisted of the President; a professor of chemistry, mineralogy, and geology; a pro-

fessor of Hebrew, Greek, and Latin; a professor of mathematics, natural philosophy, and astronomy; a professor of rhetoric; a professor of divinity; and six or seven tutors, who were the jacks-of-all-trades of the time. As compared with these thirteen teachers comprising the Faculty in 1822, their present number is over one hundred, divided among the various departments as follows: natural science, 21; ancient languages, 17; political science and law, 10; mathematics, 10; English, 10; modern languages, 8; history, 7; philosophy, 7; art, 3; music, 3; biblical literature, 3; physical culture, 2; military science, 1. While the Faculty increased eightfold, the number of students in the college increased from 371 to 1241, or something over 3⅓ times. This relatively and absolutely rapid increase of the teaching force enabled and encouraged it to open and utilize fields of instruction formerly untouched, and to greatly extend the old fields. As compared with the meagre opportunities for study offered in former years, the Juniors and Seniors alone are now offered courses of instruction, by lecture, recitation, or in the laboratories, aggregating over three hundred hours per week; enough to keep them busy twenty years, if they undertook to attend all courses. The hours per week of instruction offered in the various departments during the year 1898–9 is as follows:

Department	Hours	Department	Hours
Modern languages	51	History	22
Mental and moral science	39	Biblical literature	18
Ancient languages	38	Music	10
Natural science	36	Art	8
Political science and law	27	Physical culture	2
English	25	Military science	1
Mathematics	24		

Total . . . . 301 hours per week.

With this great increase of instructors and the widening of the sphere of instruction have gone hand in hand great changes in the methods of instruction. While the old-fashioned recitation is still retained in some lines of study, especially in the lower years, other departments have been driven, by the size of their classes or the nature of their subjects, to give their instruction by means of lectures; still other lines of work are carried on in the laboratories or in the equally intimate association with the instructor in small courses for special research. In adapting themselves to these various conditions three types of courses have been evolved. There is, first, the large course of from two to three hundred men, generally the beginners in some subject, whom the instructor lectures to in a body, supplementing his lectures with occasional examinations, or with regular written exercises. Such a course is Professor Hadley's in elementary economics and Professor Sumner's in the science of society, covering elementary anthropology and sociology. The former course is offered to Juniors, the latter to Seniors. The second type of courses is the one containing sometimes but a handful of students working under the personal and constant direction of their instructor, who directs their reading and supervises their investigations. It goes without saying that these courses are among the most valuable to the earnest students. Typical courses of this kind are the famous one of Professor Chittenden and his assistants on biology, taken by prospective medical students, and the courses for special research offered in the departments of history, philosophy, and the ancient languages. The third type of course combines in a way the advantages of the other two. It

seeks to retain the intimate relation of the second, and the possibility of breadth of treatment of the first type. Professor Smith's courses in American history, Professor Wheeler's in European history, and, in general, the courses in the lower classes containing usually from twenty to thirty men, illustrate this type. In it recitations are given more or less importance, according to the nature of the subject or the preference of the instructor, and are supplemented by formal or informal lectures.

In the development of the large courses — in 1898 there were eleven containing over one hundred Juniors and Seniors each — a serious problem is met. With the growing difficulty of properly preparing oneself for teaching one of the newer subjects, and with the increased demands made upon the teacher in the way of breadth of treatment, he finds it often physically impossible to do justice to his subject and at the same time to come into personal and intimate relations with his scholars. If he attempts to teach by means of carefully prepared lectures, which the size of his class often compels him to do, he has to give up the more direct method of teaching by question and answer. The student, on the other hand, is tempted to relax his efforts, if he is merely required to attend these lectures with a distant examination on their contents in view. To remedy this difficulty, a beginning has been made in more or less limiting the professors' activity to lecturing and in general supervising the study and reading of the students, and in leaving it to the younger instructors and assistants to follow up this by more personal and direct instruction, meeting the students individually or in small bodies. This method was adopted long

ago with success in the professional schools, where the quiz-master occupies an important and well-recognized position. It is interesting to note that this method of economizing the efforts of the teaching force, and of combining the experience of the older with the enthusiasm of the younger teachers, was foreshadowed in the famous Report on a course of liberal education, made in 1829 by the college authorities.

Another outgrowth of the modern conditions which surround the college education is the so-called Special Honor System, which is intended to encourage the students who distinguish themselves during Junior and Senior years in some one particular line of study. In former times, when all the students studied practically the same subjects, his position on the appointment list at graduation was not an unfair mark of each student's success as a scholar. But nowadays, when few students pursue exactly the same course, this system is distinctly unfair. In consequence the appointment list has lost much of its former importance, while the valedictorian and salutatorian have disappeared altogether. In the place of the incentive to good work with their books and in the class-room offered by the old ranking system, has come the special honor system, under which four hundred and fifty men in the past thirteen classes, or about 17 per cent of their members, have devoted at least a third of their time, in their Senior or in their Senior and Junior years, to work in one particular line, and have written theses sufficiently meritorious to warrant their being given honorable mention on the program of their Commencement exercises.

A sketch of the present course of study would read as follows: On entering the College, the Freshman is

given no choice in selecting the studies of his first year, except that he can choose between German or French, one of which he studies, being assigned to a class appropriate to his knowledge of the language. In Greek he reads five books of the Odyssey, the "Apology" of Plato, and selections from Herodotus. In Latin he reads two books of Livy, the comedies of Terence, and selections from other prose writers and poets; he also is practised in Latin prose composition. In mathematics he studies plane and solid geometry, trigonometry, and mechanics. In English he reads six plays of Shakespeare.

In Sophomore year, as already explained, a student chooses five of the following six courses:

I. Greek — reading of three tragedies and one comedy, with lectures on the Greek drama and theatre.

II. Latin — reading of Horace, Tacitus, and some plays of Plautus.

III. German or French — a variety of advanced and elementary courses adapted to the needs of the student.

IV. English — reading of Spenser, Shakespeare, Milton, Addison, Swift, Pope, and Gray, with an outline history of English literature; also rhetorical exercises.

V. Physics — a general course, using Ganot's "Physics" as a text-book.

VI. Mathematics — either the study of analytical geometry and elementary calculus, or the study of trigonometry, surveying, navigation, and practical astronomy.

Since 1893, when the above scheme for the work in Sophomore year went into effect, on an average over 98 per cent of the class have chosen German or French; a little less than 98 per cent, English; 92 per cent, Latin;

84 per cent, physics; 70 per cent, Greek, and 55 per cent, mathematics, which figures roughly indicate the relative popularity of these studies.

Beginning with his Junior year the student chooses freely from among the large number of elective courses open to him, provided only he take the courses in logic, psychology, and ethics. Nine tenths of the class nowadays choose the course in elementary economics under Professors Hadley and Fisher; the same fraction of the class choosing one or more courses in history, especially Professor Adams' course in mediæval history. Two thirds of the class usually continue their study of French or German; the same fraction taking advanced courses in English, especially under Professors Beers, Lewis, and W. L. Phelps. One third or more of the Junior class take one or more courses in the natural sciences, especially in chemistry under Professor Gooch, or in physiology under Professor Chittenden. A smaller proportion of the class chooses courses in mathematics, in mental and moral science, in the ancient languages, and in Biblical literature, in art, and in music.

In Senior year each student is now required to take one of a number of two-hour (per week) courses in philosophy. The rest of his time he divides at will among the large number and variety of elective courses open to him. Over nine tenths of each Senior class uniformly take one or more courses in political science, the favorite ones being Professor Sumner's on the science of society and Prof. E. J. Phelps' on constitutional and international law. Something less than nine tenths choose work in history, the favorite course being Professor Wheeler's well-known one in modern European history. History and political science have become

pre-eminently the studies of Senior year, while the courses in the other departments are selected by a much smaller fraction of the class. During the past six years English courses have been chosen by a fraction of the class varying between 18 per cent and 60 per cent, according to the character of the courses offered and the popularity of the instructor. From a fifth to a third usually choose work in the natural sciences, the most important course being the one in biology mentioned above; similar figures apply to the courses in mental and moral science, and in the modern languages. A much smaller number of Seniors enroll themselves in the remaining departments.

As was intimated, the popularity of an individual instructor will swell the attendance on a course, and, therefore increase the relative importance given by the students in their selection of courses to one particular department. Still, the changes in the personnel of the various departmental Faculties have not been as decisive in determining the choice of elective courses as the character of those courses, and the development of the newer fields of study. These newer studies have, no doubt, crowded back the older ones. So, for instance, in the purely elective work of the last two years, the attendance of courses in political science has increased fourfold since 1884; that on courses in history has increased one-half. The elective work in the classics, mathematics, and natural sciences, on the other hand, has fallen off. However, a fairer picture of the relative importance of each line of study is given by taking into account all four years of the academic course, the required as well as the elective work. Here we see that the two classes, 1886 and 1899, are compared as follows

in the relative importance of the ingredients of their college education:

Class of 1886. Per cent.		Class of 1899. Per cent.
35	Ancient languages	22
19	Mathematics	10
10	Modern languages	13
9	English	12
9	Philosophy	10
7	Natural sciences	8
7	History	11
4	Political science	13
0	Biblical literature	0.8
0.5	Art	0.3
0	Music	0.1
0	Military science	0.1
0	Physical culture	0.05

It is seen from these figures that, since the establishment of the present elective system, the relative importance in the curriculum of the ancient languages has fallen off one fifth, that of mathematics nearly one half, while that of all the others has increased, to a slight extent in the case of philosophy and the natural sciences, to a considerable extent in the case of the modern languages, including English, and that of history, and to the greatest extent in the case of political science. Moreover, some new departments of study have been originated and are being exploited, such as Biblical literature and military science.

Taking the figures for the classes of 1895 to 1899, it may be said that the typical graduate of Yale College has enjoyed an academic education, consisting, one quarter of training in the classics; one seventh in the modern languages; about one tenth each in history, political science, English, mathematics, and philosophy;

about one fourteenth in the natural sciences, and the rest a seasoning of Biblical literature, art, music, with a trace of physical culture and military science. A similar table of the ingredients of the typical Harvard College graduate's educational outfit shows that in Cambridge the ancient languages receive but a third as much attention, mathematics a little more than a third; but the modern languages, history, the natural sciences, and English half as much again; political science about the same, and philosophy about two thirds as much.

The difference between the typical Yale and Harvard collegiate education is only to a small extent explained by the accidental differences in the popularity of certain courses. The difference is more fully explained by the wider extension of the elective system at Harvard, and the consequently greater amount of "required" studies at Yale. The greatest disparity is shown in the classics and in mathematics, in the teaching of which Yale far excels Harvard; and in these two departments the amount of "required" instruction received by a class at Yale is larger than in any other department. Of all the instruction the class of 1898 received in the classics, 95 per cent was required, and only 5 per cent elective; in mathematics, the figures were 91 per cent and 9 per cent. The Yale and Harvard figures are most nearly alike in the departments of history and political science, the two leading departments in which there are no required courses at Yale.

What was said above about a *typical* college education would be vitiated if that type were the result of averaging a number of extreme cases; and the relative importance of the ingredients of a typical educational outfit would mean nothing if it were based on

the distribution of their work by a large number of students, one devoting all his time to the classics, another to the natural sciences. The question suggests itself, then, to what extent do the students of to-day specialize their work and devote themselves exclusively to one line of study, which, no doubt, the modern curriculum enables them to do. After satisfying the requirements of Freshman and Sophomore years, they are at liberty to divide their time among thirteen departments, and get a general view of a variety of lines of study; or they can devote all their energies to one or two lines of study, always provided they enroll themselves in the philosophical courses required of Juniors and Seniors.

It is noticeable that an insignificant number of Juniors and Seniors limit their attention to as few as even three departments. And then it is usually the case of a student to whom the college education is the preparation for his profession of teaching, and who is, therefore, devoting all his time to mastering the classics or mathematics, no doubt to his future pecuniary advantage, but also to the loss of a well-rounded liberal education. However, these are rare exceptions. During the past ten years about nine tenths of the Juniors are found in five or more departments, and about one half the Seniors are equally widely distributed. In fact, there are on record the names of nine Juniors who were so comprehensive in their yearning for knowledge that they enrolled themselves in eight courses in as many different lines of work. A solitary Senior, during the years since 1884, was equally ubiquitous.

It would have been unfortunate if the curriculum,

as it has been evolved of late years, had come to merely anticipate the work of the professional schools, the law and medical schools, the seminaries and the graduate schools, and had encouraged the college students to follow but one line of study, and neglect the rest. Such a curriculum might perhaps have enabled the student to earn his medical or legal fee, his teacher's or minister's salary, a few years sooner. It is to be hoped that Yale College will not be influenced by such bread-and-butter motives, but, however she changes her curriculum, will always aim to educate her sons with a view to developing their full intellectual manhood, and enabling them to maintain their honored position in the realm of thought and action, not so much by supplying them with a means of livelihood, as by teaching them to think correctly, broadly, and deeply.

The need of such a broad college education is emphasized when we consider the fact that from being merely a preparation for one of the learned professions, especially the ministry, a college education has come to fit men for a much wider variety of pursuits. Of the first fifteen classes graduated at Yale College (1704–18) an average of 78 per cent studied for the ministry; the figure for the first fifty classes (1704–1753) is 52 per cent; for the first one hundred classes (1704–1803), 40 per cent. The average fraction of a class that studied theology remained fairly constant (at between one quarter and one third) from the middle of the last to the middle of this century; since the forties, however, the fraction has permanently and rapidly declined to below one tenth. The fraction of a class which enters one of the learned professions, law, the ministry, medicine, teaching, and science, has

fallen from 80 or 90 per cent during the first third of this century to nearly 60 per cent in recent years. Though the law still uniformly attracts about one third of each class, and medicine one tenth, and teaching and the pursuit of science also about one tenth, — somewhat more than they did at the beginning of the century, — the defections from the clerical profession and the enormous increase of the part of each class devoting itself to business, have greatly changed the distribution of the college graduates among various vocations. The law and business promise to permanently enlist two thirds or more of the members of each class. The typical Yale College graduate of the future will be a man who deals with men; whose education will fit him to assume leadership in the affairs of the nation and of the community.

The tables following put into mathematical form some of the statements of this chapter: —

Composition of the Faculty of Yale College, 1898.

	Professors.	Assistant Professors.	Tutors, Instructors, or Assistants.	Total.
Natural Science	9	2	10	21
Ancient Languages	8	2	7	17
Political Science and Law	5	1	4	10
Mathematics	3	2	5	10
English	2	3	5	10
Modern Languages	4	..	4	8
History	4	..	3	7
Philosophy	3	..	4	7
Art	3	..	..	3
Music	2	..	1	3
Biblical literature	1	..	2	3
Physical culture	..	..	2	2
Military science	1	..	..	1
Total	45	10	47	102

VOCATION OF YALE COLLEGE GRADUATES.

	Classes of										
	1797	1802	1813 1814 1817 1819	1821–2 1824–6 1830	1831 1833–4 1839	1841–50	1851–60	1861–70	1871–80	1881–90	1891–3
	%	%	%	%	%	%	%	%	%	%	%
Law	42	33	36	28	30	34	33	33	36	35	35
Ministry	39	30	25	31	31	24	20	13	9	7	7
Medicine	8	8	13	17	12	8	9	9	10	10	8
Teaching and Science	3	2	5	7	11	8	10	11	10	12	12
Learned Professions .	92	73	80	83	84	74	72	66	65	64	62
Business	6	17	13	8	7	14	17	20	26	28	31
Engineering	. .	. .	. .	0.2	. .	1	1	2	1	1	1
Journalism and Literature	. .	. .	1	1	1	4	3	6	4	4	3
Farming	3	9	6	8	6	4	5	2	2	1	1
Government Service .	. .	. .	. .	. .	0.5	2	2	1.5	1	0.5	1
Unclassified	. .	2	. .	. .	0.2	. .	0.7	1	. .	. .	. .

SHARE OF EACH DEPARTMENT IN THE COLLEGE EDUCATION OF THE CLASSES OF 1886–1899.

	Class of													
	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Ancient Languages	34.8	32.9	30.6	27.3	28.9	26.7	27.4	28.3	28.6	27.7	22.6	24.1	22.3	21.7
Political Science	3.5	4.3	6	7.9	8.3	8.5	7.6	8.9	9.8	11.2	10.3	12.7	10.9	13.1
Modern Languages	10	7.8	7.1	12.6	12.3	11.9	14.	12.5	13.5	14.5	14.2	14.4	14.1	13.
English	9.2	12.3	12.3	8.5	8.4	10.4	8.5	6.3	7.5	8.5	10.7	8.2	10.7	11.9
History	7.2	6.5	8.5	7.7	7.2	9.	9.9	10.2	9.5	10.9	12.1	10.1	13.7	11.3
Philosophy	9.1	10.1	9.4	12.3	9.6	8.5	8.2	8.2	8.4	9.	9.1	10.2	9.2	9.9
Mathematics	18.8	17.6	16.8	15.5	15.7	14.1	14.8	14.8	14.6	13.8	9.5	9.7	9.1	9.9
Natural Science	7.4	8.5	9.3	7.2	8.5	8.6	8.7	10.	6.8	2.3	8.7	9.	8.	7.6
Biblical Literature	0	0	0	1.	1.	1.7	0.8	0.7	1.1	1.6	1.4	1.	1.4	0.8
Art	0.05	0	0	0.02	0	0	0	0.07	0.2	0.3	0.5	0.4	0.2	0.3
Music	0	0	0	0	0	.11	.2	0.1	0.1	0.1	0.2	0.2	0.15	0.1
Physical Culture	0	0	0	0	0	0	0	0	0.03	0.1	0.1	0.01	.1	0.05
Military Sciences	0	0	0	0	0	0	0	0	0	0	0.2	0.04	.1	0.1

RELATIVE IMPORTANCE OF VARIOUS STUDIES * IN THE CURRICULUM OF SOME AMERICAN COLLEGES.

	Colleges.			
	Yale, 1895-9.	Chicago, 1896-7.	Princeton, 1896-7.	Harvard, 1895-7.
	%	%	%	%
Ancient Languages . .	23.7	28.3	20.9	8.
Modern Languages . .	14.	13.8	7.2	22.4
History	11.6	10.7	1.6	14.3
Political Science . . .	11.6	10.2	8.5	11.
English	10.	11.5	2.7	16.
Mathematics	10.4	8.	14.1	4.3
Philosophy	9.5	6.	14.1	6.
Natural Sciences . . .	7.1	11.	16.6	11.

* Art, music, and other minor studies are omitted.

Sheffield Scientific School Buildings

CHAPTER III.

THE SCIENTIFIC SCHOOL.

THE Sheffield Scientific School stands to-day, among the other departments of Yale University, as a recognition of the rights of science to equal rank with other disciplines in a collegiate training. But no keenness of vision could have seen its present position and importance foreshadowed in the simple act of the Corporation which gave it birth. In its simplicity and modesty, the establishment of the School was not unlike that of the College itself. It was in its initiation little more than an opportunity and a hope; but though in resources infinitely inferior, its ideals have always been no less lofty than those of the great foundations with which its founders and early promoters were familiar.

The formal opening of the School is thus modestly announced in the catalogue of 1847: "Professors Silliman and Norton have opened a laboratory on the College grounds for the purpose of practical instruction in the application of science to the arts and agriculture."

Its progress, after a somewhat precarious infancy, was secure, if not rapid. The time was propitious. Its early history fell in the days of the scientific awakening, which in its influences on all phases of life and of education has made the first part of the present century memorable, and its life spans almost the full period of modern scientific progress and enlightenment. The

firm establishment of the School was assured by the confidence and munificence of the man from whom it gained its first endowment and permanent habitation, and its name. The wisdom of its principles and its ultimate success were assured by the counsel and instruction of such men as Professors Silliman, Whitney, and Dana, and Presidents Walker and Gilman, and by men still connected with the School, whose counsel has been no less valuable and whose instruction no less scholarly.

From this School, which was opened in the old President's house on the campus, with two professors, eight students and no funds, has grown an institution which numbers seventeen professors, with forty-five additional instructors, five hundred and seventy-eight students and over two thousand graduates. Its five large and well-equipped halls are additional evidences of growth and stability. It is one of the departments of the University, having its separate funds, instructors, buildings, and regulations, governed like all others by the Corporation, and having equal privileges with other members of the University in the libraries, museums, reading-room, and dining-hall.

So much for the position of the School among the other departments of the University. Of its wider influence, President Gilman in his Semi-Centennial Discourse says: "Not a few [institutions] have adopted the methods here followed or have called to their support those who have here been trained. For one such institution, now celebrating its majority, permit me to acknowledge with filial gratitude, the impulses, lessons, warnings, and encouragements, derived from the Sheffield School, and publicly admit that much of the health and

Biological Laboratory

strength of the Johns Hopkins University is due to early and repeated draughts on the life-giving springs of New Haven."

To the first course in chemistry nine others have been successively added, as the resources of the School permitted, to investigate the new fields which science has opened and to satisfy the demands for instruction which new industries and pursuits are making on schools of science. But the twofold purpose of investigation and instruction, as exemplified in the first laboratory, has always remained a principle of the School. The announcement of 1847 does not differ in principle from that which for a long series of years has found a prominent place in the annual catalogue of the School. "The Sheffield Scientific School is devoted to instruction and researches in the mathematical, physical, and natural sciences, with reference to the promotion and diffusion of science, and also to the preparation of young men for such pursuits as require special proficiency in these departments of learning." With this double purpose the School was founded, and by this double service — the advancement of science and the advancement of knowledge — the School has attained its place among colleges. But though in this department the study of science predominates, the Scientific School has never in the pursuit of science been forgetful of the value of letters. A considerable acquaintance with Latin is required for admission. History, economics, the English language and literature, are well represented in the instruction of the School. That the humanities have not been assigned to a position of subordinate value and usefulness may be seen from the fact that for more than two decades the greatest American phil-

ologist was the instructor in modern languages; one of the greatest economists began here that inspiration of youth which later helped to make the Massachusetts School of Technology a worthy rival, and, in the English language and literature, the instruction has been given for more than a quarter of a century by one whose works are known to the scholars of both continents.

The undergraduate instruction of the Scientific School is arranged in ten distinct and parallel courses, among which the student is free to elect which he shall pursue. These courses are so arranged as to satisfy all the usual demands of young men desiring a scientific education. Each of the groups is a course well rounded out with general studies, each differing from the other only in subjects and instruments, but not in the general aim of a broad and thorough education based chiefly on discipline in science. For men who are properly equipped and for graduate students, special facilities are offered for scientific study in various directions up to practically any degree of proficiency.

This system of group-electives, whereby the student elects the goal of his studies and the Faculty fixes the means by which this may best be compassed, has always been a feature of the Scientific School. It was instituted at a time when the system of electives, now an increasingly important feature of all colleges, was practically unknown. The wisdom of this system of fixed elective courses, analogous in many respects to those of professional schools, has been confirmed by experience. The many problems of unrestricted electives, vexatious alike to Faculty and student, have been solved, and a wise choice is insured. There is no jostling

or crowding of subjects, no overloading of the student. Loss of time and unprofitable study, which might result from the choice of studies unclassified and unrelated, is averted.

During Freshman year the work is the same for all students. It has a general scientific basis of physics, chemistry, and mathematics, accompanied by the study of English and the modern languages, fitting the student alike for all courses and preparing him to choose intelligently his later special line of study. At the end of the first year the student elects the particular course to which he will devote himself. But though his time and interests are from now on chiefly given to the elected science or sciences, no conflict between these and the allied branches is allowed. No student gains promotion who neglects the latter. For every undergraduate course, however special, aims not so much to make a specialist in science, as through science to lay the broad foundations for a future career. A system of general studies, both scientific and literary, runs through all courses. Among these the study of the English language, both historical and critical, forms an important factor. Nor is linguistic training ignored. Both French and German are studied for two years by every member of the school, with the purpose not only of equipping the student for research in his special line of study, but also of obtaining through these languages some of that linguistic discipline which in academical schools is found in the study of Latin and Greek.

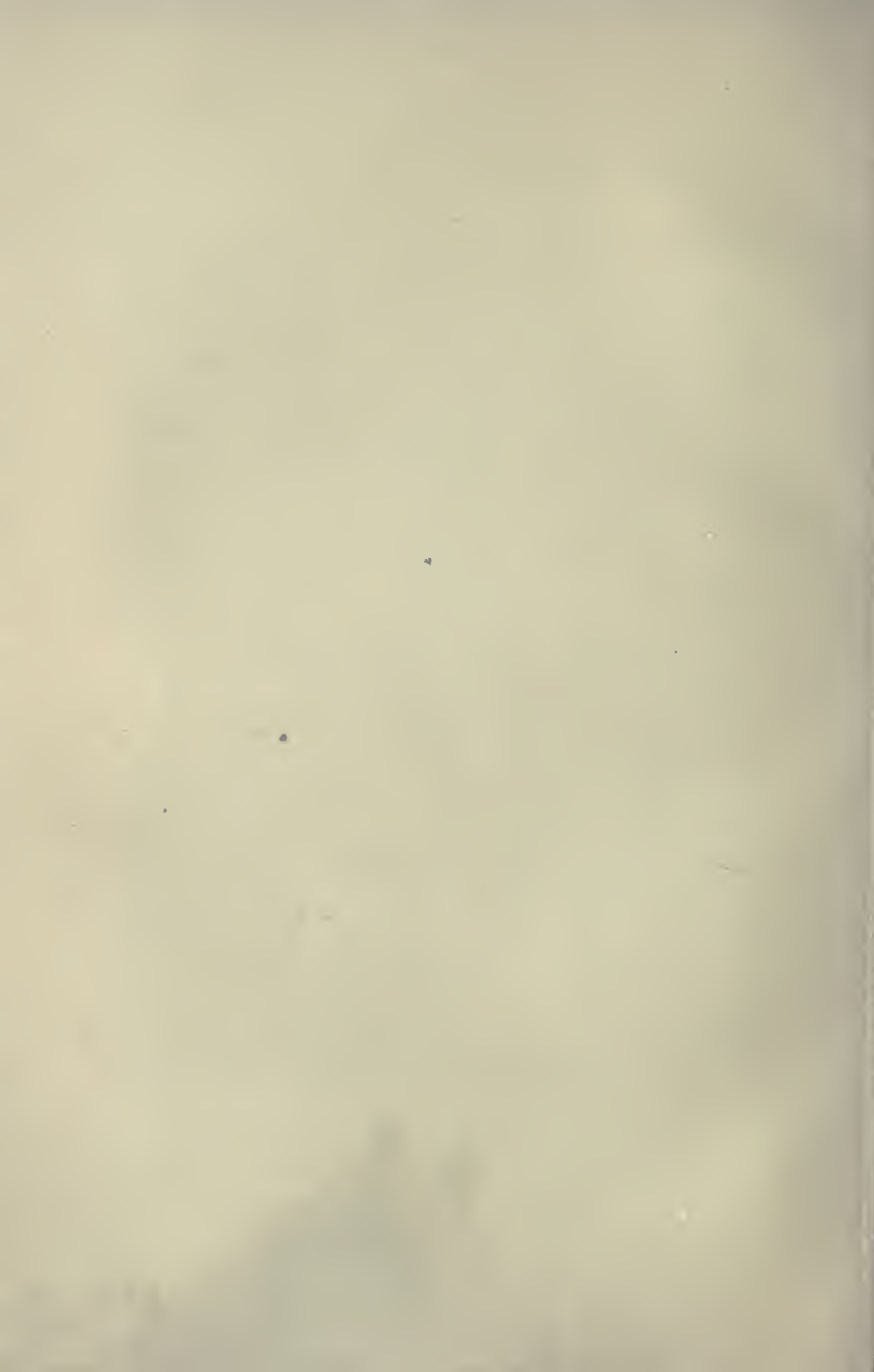
One course — the Select — differs quite materially from the other courses, in that its training is more general in character and does not lead with the same directness toward any particular career. It is planned

for those students who desire a liberal education based chiefly on discipline in science, but who do not as yet wish to specialize in any particular branch. It is elected by students who desire a general preparation for more special study later or for business. In this course the literary, historical, and economic studies predominate, but in connection with these there is a thorough training in the more general sciences, — chemistry, physics, geology, zoölogy, botany, astronomy, and sanitary science. With this course, from its initiation, have been associated some of the ablest members of the Faculty, and many of the graduates, who have gained eminence in the various walks of life, were enrolled in this course.

The course of undergraduate study extends over a period of three years. Additional entrance requirements and the better equipment of preparatory schools have increased the proficiency of the student on entering, and with the advanced starting point, and the consequent increase in the maturity of the student, together with the improvement in the means of instruction, it has been possible to continually increase the requirements for the baccalaureate degree without lengthening the course.

The ample and varied provisions for further study in the graduate courses offer abundant opportunity and incentive for the continuance of study, and many graduates of this and other colleges avail themselves of the facilities here offered for more special professional training in the natural and physical sciences and their applications. The Scientific School was a pioneer in graduate instruction. In the facilities and incentives offered for research work it has always been very strong, and a large proportion of its students have been enrolled in the graduate courses.

South Sheffield Hall



The degrees offered in the graduate courses are those of Civil Engineer, Mechanical Engineer, Master of Science, and Doctor of Philosophy. The degree of Civil or Mechanical Engineer is conferred upon those who follow the prescribed courses of higher study, and acquire, under the supervision of the head of the Department, the requisite professional training. Those who engage in studies of a less technical character may become candidates for the degree of Master of Science or Doctor of Philosophy. The former degree will require at least one year of resident graduate study, the latter three years. The requirements for the latter degree do not differ from those of the other sections of the Department of Philosophy and Arts.

Provision is made also for special students not candidates for a degree, who have already acquired considerable proficiency in some department of science and who desire to pursue certain special studies under the personal direction of the head of one of the departments.

The methods of instruction in the Scientific School are somewhat analogous both to the professional school and to the College. The instruction is based on the recognition of the importance, in all future callings, of habits of accurate thought and expression, exact analysis and observation, accurate computation and deduction. The various laboratories form one of the chief features of instruction. Here the student is, as early as possible, made acquainted with the instruments and methods of research, and taught to investigate and observe. He learns to judge independently and at first hand, and to extend and perfect his knowledge. His instruction is throughout scientific, rather than tech-

nical. The objects of his investigation and study are the principles of science and the laws of its application which underlie all professional and technical pursuits.

In the general studies the men of the different courses recite in common. This discourages a too exclusive course spirit by keeping men of all courses in close touch, and it further encourages a healthy rivalry among the various courses.

One of the ways in which good scholarship is recognized and rewarded is by the awarding of honors. At the end of Junior year and again at the end of the course, students who have shown especial proficiency in all the subjects of the course are awarded general honors. Those who have distinguished themselves in any particular study or studies receive special honors. An additional requisite for final honors is a meritorious thesis on some subject approved by the head of the department.

In the discipline of the School little is heard of rules and regulations. It has never had any of those agents of compulsory virtue, — marks, proctors, dormitories, or chapel. Yet nothing is heard of rebellion against authority, or of disagreement between Faculty and students. There has always been a manly spirit and a high moral tone in the student body, and an entire absence of friction between this and other departments of the University. The traditions, the surroundings, and the spirit of the School all tell the student that he is here for a serious purpose, and that irregularity in his classroom work or in his life without the halls is not tolerated. These agencies, most of them intangible and indefinable, foster both inside and outside the classroom a manly and upright spirit. But the strongest

Sloane Laboratory

Kent Laboratory

agency for good is the moral tone of the undergraduate world itself. The sentiment which pervades this body is a law which no student infringes upon with impunity. Its penalties are severe and its rewards are more highly prized than any other form of college honor. The judgment of his peers has accomplished and will accomplish what is entirely beyond the control or influence of faculty laws and regulations. The unwritten but strictly enforced laws of the student world are the most potent promoters of good order and high ideals.

With the School's increasing age and numbers have come reputation and prestige. With half a century of history looking down upon him, the student feels a pride in the traditions and spirit of the School, and in all that which distinguishes the representative Yale man he will be found no whit behind his academic brother. In social and athletic honors there is no distinction. All men are born into the undergraduate world free and equal. At the end of their course they will, like all Yale men, be rated according to their merits and accomplishments, in that intricate, but to an unusual degree, infallible, undergraduate honor system.

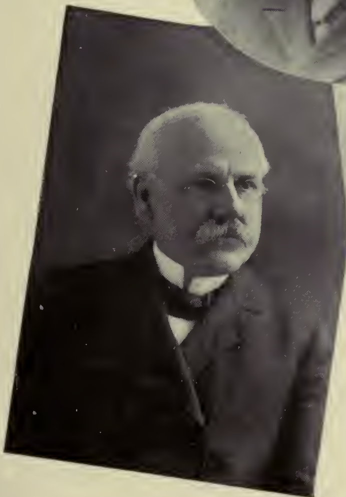
CHAPTER IV.

THE DIVINITY SCHOOL.

MOST young men look forward to the professional school as a step, the final one perhaps, toward their chosen lifework. Few look back upon it without feeling that it was more than a stepping-stone, more than something to be gone through with for the sake of that which lay beyond. Especially does the graduate of the Yale Divinity School revert to his three or four years there as a distinct period of his life.

Failure to train its students in the practical work of the profession would debar the Department from the right to call itself a professional school. But the thoroughly successful application of this idea does not constitute the whole aim of the institution. The success of its other idea, the development of theological science, has proved the school's ability to do well two things at once. And while the two ideas seem discordant in theory, no one who has seen and felt the practical harmony between them, as it is manifested by the instructors, can refuse to discount the theoretical objection.

The successful development of this second idea has led some to look askance at the School and to distrust its teaching. But this attitude in most instances follows that small degree of knowledge which is recognized as dangerous. The School is progressive; yet its friends know that it is rather conservative than radical, if one must describe it in no other terms than these.



GEORGE B. STEVENS,
Dwight Professor of Systematic Theology.

SAMUEL HARRIS,
Dwight Professor of Systematic Theology, Emeritus.

GEORGE P. FISHER,
Titus Street Professor of Ecclesiastical History and Dean of the Divinity School.

LEWIS O. BRASTOW,
Professor of Homiletics and the Pastoral Charge.

GEORGE E. DAY,
Holmes Professor of the Hebrew Language and Literature, Emeritus.

But it is conservative with that liberality which dares to prove all things, and hold fast that which is good. No scholarly interpretation, ancient or modern, is flouted, and the daring theories of brilliant speculators are generously treated, and, if faulty, are courteously set aside for the more excellent way. It is an axiom of the School that the truth lies somewhere between the two extremes; tradition does not contain the whole of it, nor are the results of critical investigation absolutely without it. So instead of holding to the one, right or wrong, and rejecting the other, wrong or right, the truth is the goal, sought in truest sympathy and in utter fearlessness, and the incidental setting is wisely disregarded. Therefore the School has felt no shiver of apprehension at the announcement that the higher critics are in full retreat, nor has it felt bound to raise its voice in the slogan, "Back to Tradition!" As it has never advanced beyond the point of reasonable certainty or deserted that which was felt to be true, no retreat is necessary or possible. It is well fitted to train a man to maintain an even balance and open mind.

Take, for example, the work in Hebrew. This is the first work that impresses itself upon a Junior's mind; for he toils at it four or five hours a day for the first few weeks, and about the only bright spots in the early part of the Hebrew course are the few moments each day when the instructor gives the results of Hexateuchal criticism of the passage before the class. The reading begins with the first chapter of Genesis, and the ideas about the creation of the world and of man, and the Garden of Eden, cherished from childhood, are transformed into the more accurate knowledge of adult age, yet withal so gradually and gently, that one feels no

shock save that of surprise at his own ignorance. For the instructor speaks of all as reverently as if he were preaching the Evangel of Christ. There is no pride of attainment or display of learning.

One man in each class is expected to love his Hebrew more than food and sleep, and to pursue it even unto Leipzig or Heidelberg. But the rest of the class wrestle with it as best they can, learn their pages of word-lists, and hope devoutly that they are doing their duty. To the surprise of the men and the credit of the instructor they come in time to a considerable fluency, and if they do elect the English optional at Christmas of the second year, with something of that feeling of relief that comes over a law student when he has finished Blackstone, every man of them is glad that he can, if necessary, go back of the "original English;" and better than that, each may carry away with him the positive assurance that a practical working harmony between the spirit of evangelical piety and that of scholarly investigation is possible; for he has seen it.

The work on the Greek of the New Testament also begins at the opening of the Junior year, and the acquaintance with the language made in college, and the familiarity of the subject-matter, free this course of the weights that burdened the beginner in Hebrew. The study is critical in method, but evangelical in purpose. The spirit of investigation is keen, but there is no attempt to read into the text a meaning that was not intended by the writer, or to read out what was meant to be understood. The same reverent spirit that characterizes the study of the Old Testament in the original tongue is to be found here, and one feels that he has gained, not a different, but a larger view of the Gospels and Epistles.

There is something very familiar, too, about the course in philosophy which opens with the Junior year, although the study now specializes in the interest of religion instead of dealing with the varied abstractions of the undergraduate courses. The old doubts and questionings are revived, and new ones added; some are answered, some are confessed unanswerable, and more have to be treated according to the advice of the dear old man who used to tell the class to hang the intellectual difficulties away out of sight for awhile, and when they were taken down for inspection they would be found much shrunken. New truths are seen and old truths in new lights, and with most faith grows stronger, and a God and a divine plan appeal more strongly to the reason. So that when, in the Middle year, this course takes up the various doctrines of Christianity, and the old and new controversies are discussed, one is stronger to grapple with the problems, and with good hope of coming to some solution.

There is no course in dogmatic theology in this School; partly, perhaps, because there is no creed by which the School is bound, its Faculty being independent of any ecclesiastical body; but more directly because of that fairness of mind and freedom from prejudice that pervades the whole place. Practically every shade of interpretation of the Scriptural basis for each doctrine is given with perfect impartiality, and whatever one's personal prejudices he is forced to admit the strong argument of opposite views, presented with a weight and clearness that seem to stamp them as the instructor's own beliefs — if one did not know better. From all this, each man takes what he believes to be true, and the fact that representatives of four or five

denominations find the course wonderfully helpful, is the strongest proof of the wisdom of the method and of its able and generous conduct. A subject that is generally supposed to be dry and uninteresting is made as fascinating as an experimental course in physics. And every man feels a genuine regret when the course ends, for each has learned from the kindly treatment of opposed views a lesson of Christian courtesy and respect for differing opinions.

The strictly practical side of the profession is pressed through the three years. And from first to last there is held before the class an ideal of duty and privilege and possibility that at once discourages by its immensity and inspires by its beauty. Preachers who are gone, but at whom the world still wonders, are the models studied; the men make their first attempts at sermon-writing and delivery, and are criticised, unmercifully by the class and with gentlest consideration by the instructor. The chances are that every bit of advice that was so kindly given will be treasured up and confidently employed to the extent of each man's ability. And many a young pastor will feel that his success in meeting the difficulties and solving the problems of his parish is due to the wise teaching and kindly patience of the professor of homiletics.

Another part of the practical side of the preparation is the training of body and voice accurately to express the thought of the mind. This course is planned with a care that has not often met with proper appreciation.

There has been no intention in the use of the word "practical," in the preceding paragraphs, to allow the inference that the other courses are unpractical. The subject-matter of a sermon is certainly not the least

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Woolsey Professor of Biblical Literature.

BENJAMIN W. BACON,
Buckingham Professor of New Testament Criticism and Interpretation.

EDWARD L. CURTIS,
Holmes Professor of the Hebrew Language and Literature.

FRANK C. PORTER,
Winkley Professor of Biblical Theology.

WILLIAM F. BLACKMAN,
Professor of Christian Ethics.

important part of the product, and it is difficult to imagine a sermon that owed nothing to the teaching of the instructor in Biblical theology.

It seems a large undertaking to attempt in two years to get a clear conception of the religious institutions and ideas and teachings of the whole Bible. Such a course of study must of necessity be general. Only the outline is sketched for one, but it is drawn with bold, confident strokes, that preserve the fair contour indelible in spite of the many erasures that mark the repeated failures to fill in the exquisite details. The course runs far into the realm of theological science, dealing with all sorts of knotty questions and profound speculations; and yet there seems to be no hesitation on the part of him who leads, and the students follow with a confidence that is humanly perfect.

One who fights God's battles needs to study previous campaigns. The course in church history in the Middle year, together with its sequel in the history of Christian doctrine in the Senior year, give one such knowledge of the ways and means, the struggles and opportunities of the Christian Church in the past, and trace a development that tends strongly to faith in its ultimate triumph.

Without such happy outlook the sociological work of the Senior year would darken the whole future. The hideous and threatening and saddening features of the darker sides of modern life and modern society are put before the men in a stronger light than they have before seen them; not only stated as facts and supported by statistics, but actually seen in a visit to the charity and correctional institutions of New York.

There is optional work for those who find time for it, — private criticism of sermons, extra work in Hebrew and Greek and in German theology, a course in apologetics, readings from the Apocryphal writings, and an exercise in hymnology. Besides which, all the courses in the Undergraduate and Graduate Departments are open to members of the Divinity School.

The variety of opportunities might prove a temptation to slight the regular work of the school, and, recognizing this, the Faculty, while placing no other restriction upon the choice of electives than that such extra work shall not conflict with that of the regular course, rightly refuse to allow such studies to count toward the B. D. degree. But for those who are strong enough to use aright these opportunities, the close connection with the University is another point in favor of the school.

For those who desire to pursue theological study beyond the prescribed course there is a Graduate or Fourth Year Class, to which candidates are admitted by vote of the Faculty. The course is fully abreast of current thought, and the same spirit of free discussion and impartial statement prevails here as in the regular course.

To speak of the courses of study alone would be to omit some of the strongest formative influences. The lectures by men who are making church history to-day; the quiet, sincere talks in the weekly prayer meetings; the united efforts at the jail, the Hospital, and the City Missions; the work together in the Library, the time spent in the Music Room at the social hour after supper and at the frequent receptions when student and professor meet; the friendships that bind men

together as College friendships can, — these are influences whose force one cannot reckon. But those whose lives and characters have been shaped by them look back to those three years with inexpressible pleasure, and join as heartily as any in the common labor of love, "for God, for country, and for Yale."

CHAPTER V.

THE MEDICAL SCHOOL.

IN the fall of 1896 the Yale Medical School, for not the first time, demonstrated its progressive spirit by extending its term of instruction from a three to a four years' course. It is a matter of congratulation that the change was made without interrupting the usual yearly growth of the School.

Chartered in 1810, the Medical School becomes the oldest of the professional departments of Yale University, and fifth in point of age among the medical schools now existing in the United States. For many years the School was affiliated with the Connecticut Medical Society, the professors being appointed by the College from nominations made by the Society, while a committee from the Society acted jointly with the Faculty in examining candidates for graduation.

The character of the work of a medical school has changed greatly since those early days. Then the student studied in the office of his preceptor, and received all his practical training from him. The Medical School had to furnish only a systematic presentation of the medical subjects, and to provide for anatomical dissections. So for many years the work of the Yale Medical Department was carried on by a system of didactic lectures, extending only through the winter months, but well adapted to supplement the instructions of the preceptor; and when the medical training began to de-

Medical School

velop, the Yale School was one of the first to add to the winter lectures a spring course of recitations and laboratory work in chemistry and microscopy.

Identified with the School during its early years were such men as Æneas Munson, Jonathan Knight, William Tully, Nathan Smith, Henry Bronson, and Benjamin Silliman.

That the Faculty and curriculum of the Yale School were well adapted to the requirements of the times in which it was founded, is evident from the position which it occupied; but changes early took place in the character of the work required of a medical school, which materially affected its prosperity. The preceptor system passed out, and in its wake came a demand upon the schools to furnish clinical instructions. This condition could at that time be most easily and fully met in the larger cities. The increased facilities for transportation further favored the movement to such schools as those of Boston and New York. Another element in the situation which acted unfavorably upon the prosperity of the Yale School in the forties and fifties, was furnished by the multiplication of similar institutions just at that time. Through all these years, however, the Medical School maintained its standard, and among the additions to its Faculty list at that time were such names as David P. Smith, Francis Bacon, James K. Thacher, Charles A. Lindsley, and Moses C. White.

The Medical School of to-day began in 1879, when, in advance of all the medical schools in this part of the country except Harvard, a graded three years' course was instituted, the year lengthened to nine months, and a system of matriculation examinations established. This change so far led rather than followed the demands

of the profession, that the attendance was at once diminished over sixty per cent. As other schools advanced their requirements to a like level, the relative severity of Yale's requirements was less marked, the numbers grew again, and Yale was ready for the next step which her standard should require. For medical science has in these last two decades pushed out so far into what were then scarcely discovered regions; the specialties have so multiplied, and the demands of the public for more knowledge and experience on the part of their physicians have so increased, that the three years of undergraduate work were found all too short. In 1896 the course was lengthened to four years, the requirements broadened, and the facilities for observing and treating disease materially augmented.

The Faculty now consists of fifteen professors and assistant professors, ten instructors and lecturers, and sixteen clinical assistants. The clinical instruction of the School is supplied principally by the New Haven Dispensary, whose buildings are situated upon the School grounds, and whose principal attending physicians and surgeons are professors or instructors in the School. During the year 1897–98, this institution treated a total of 16,300 patients, of whom over 5,000 were new cases, and dispensed more than 20,000 prescriptions. The Dispensary requires the services of ten clinical professors, heads of departments, with twenty-four assistants. The new Dispensary building, whose early completion is promised, will aid materially in better utilizing this great store of clinical material. The building is to contain a commodious clinical lecture room, an operating theatre, and separate apartments for each of the specialties.

HERBERT E. SMITH,
Professor of Chemistry and Dean of the Medical School.

THOMAS H. RUSSELL,
Professor of Clinical Surgery and Surgical Anatomy.

WILLIAM H. CARMALT,
Professor of the Principles and Practice of Surgery.

CHARLES A. LINDSLEY,
Professor of the Theory and Practice of Medicine, Emeritus.

Under the present system of instruction, the first two years are mainly spent in teaching methods of study, and in acquiring the mass of facts from minute and gross anatomy, physiology, and chemistry, which are necessary as a basis for the theoretical and practical work of the later years. Anatomy naturally claims a large share of attention for the whole of the first two years. Dissections of the cadaver occupy the winter months of both years, and strict quizzes are required on the work done.

In physiology, the student is given a recitation course for the first term, covering the elements of the whole subject. This is intended to familiarize him with the ground-work of the vital processes of the body, and to better enable him to comprehend the importance and application of other branches simultaneously pursued. During the rest of the first two years, lectures upon minute physiology are given, and profusely illustrated by all the more important physiological experiments. For this purpose the Department has an excellent equipment of apparatus.

Chemistry occupies a still larger amount of time for the first year, and the course is made to include general, analytical, organic, and physiological chemistry. A large amount of experimental laboratory work is required, which supplements a thorough course of recitations and lectures. The student is taught not only the common reactions of the metals, but also to identify and separate them from mixtures.

Histology and embryology complete the studies of the first year. These subjects are taught by recitations, lecture and laboratory work. Each student is personally taught the use of the microscope, and methods of preparing specimens for microscopical study.

Anatomy and physiology are continued through the second year. The student also makes the acquaintance of materia medica, which course is conducted for the first term in the laboratory, where personal instruction is given in preparing the more common drugs for medicinal use. Later, a short term in the prescription department of the Dispensary gives an excellent idea of how prescriptions are compounded and dispensed.

Pathology occupies a good share of attention during this year; and the course includes recitations, lectures, microscopical work, and attendance on autopsies at the morgue.

The immensely important subject of bacteriology is taken up in a lecture and laboratory course, in which all the common bacteria are cultivated, and their cultural peculiarities observed. They are later stained and studied under the microscope.

With the opening of the third year the instruction changes. The student then takes up those branches which more directly apply to the practice of medicine and surgery. The treatment of disease is approached from three standpoints. Under medicine, the study of the etiology, symptoms, physical signs, course, and treatment of all the diseases is pursued. Under therapeutics, the materia medica are again discussed, as well as the other remedial agents. Best of all, in the clinics of the Dispensary, each student is personally instructed in the art of physical diagnosis, of utilizing all his senses in recognizing the different diseased conditions, and, in general, of identifying not so much the name of the disease, as the exact pathological condition, and applying to it the rational corrective.

The extensive subject of surgery is covered by a

JAMES CAMPBELL,
Professor of Obstetrics and the Diseases of Women and Children.

OLIVER T. OSBORNE,
Professor of Materia Medica and Therapeutics.

JOHN S. ELY,
Professor of the Theory and Practice of Medicine.

HARRY B. FERRIS,
Professor of Anatomy.

MOSES C. WHITE,
Professor of Pathology.

course of lectures extending over the whole of the last two years, by an extensive experience in the Dispensary, and by attendance at operations and ward clinics at the hospital. The New Haven Hospital is situated conveniently near the School, and is naturally an invaluable adjunct to the department. In its amphitheatre operating-room 283 major operations were performed in 1897. In the hospital 1,154 cases received treatment. On its attending, visiting, and consulting staff are twenty-six of the most prominent physicians and surgeons of the city. During the last two years attendance is required here on both surgical and medical clinics, in which all surgical procedures and therapeutical measures receive ample illustration.

Obstetrics and gynecology are taught during this year by a course of recitations, and preparation is made for the practical training to follow.

With the Senior year the student is no longer a spectator at the clinics, but becomes an active assistant of the several physicians and surgeons, and often, under their supervision, is allowed the entire handling of cases. He serves in rotation on medical and surgical clinics, as well as on those for the skin, nose, throat, ear, and eye. The clinics for children — in which babies make up seventy-five per cent of the cases — are especially large and instructive. Over thirteen hundred cases were treated in this clinic alone during the last year. He also serves on the gynecology clinic.

Finally, residence is required of each student for a considerable length of time in the Dispensary building, where they serve as assistants in the midwifery service, under the supervision of the head of that department. Each man is required to attend and present a written

report of at least two confinements. The specialties are all taken up in their order and thoroughly taught, not only by recitation and lecture, but by abundant clinical demonstration. The work of Senior year is thus almost entirely practical clinical experience. Lectures are, however, continued in surgery and therapeutics, while sanitary science, medico-legal jurisprudence, and insanity are also taken up.

To recapitulate: the Yale Medical School strives for the first two years to lay a solid foundation, by inculcating that great mass of facts which every physician must have at his command, and by cultivating a mental fitness for the acquirement of medical knowledge; in the third year, to ground her students in the sound theory of the practice of medicine and surgery; and, while continuing these theories in the fourth year, to also furnish ample clinical facilities for observing and treating the actual disease, and putting all the theories to the test.

As to the standard of the School, the Medical Department has always prided itself on one point: that, while the requirements were high and the examinations rigid, the course of instruction was more than sufficient to qualify the pupils for them. Quizzing outside the course, and other similar helps outside the class-rooms, are rated as unnecessary, and are distinctly discouraged.

Law School (*As projected*)

CHAPTER VI.

THE LAW SCHOOL.

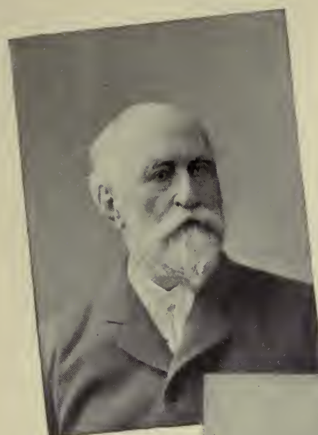
THE Yale Law School is a school of direct instruction. But it blends in instruction and instructors the scholarship of the law and the hard and the strong points of its application. It would fit the student to do the actual work of the lawyer as soon as he may. But it has not hesitated in these latter years, with their peculiar demands, to add another year to its course and to raise its standard of admission.

The year 1898 saw a graduating class of Yale LL. B.'s who had spent three full years in study. The reasons for this lengthening of the course are quite familiar to any one who has at all familiarized himself with the problems of a legal education. The increase in the amount of material to which a lawyer of to-day must have ready access, and the necessary elaboration of that system by which he is brought to it most quickly and most directly, have made a longer course of preparation absolutely indispensable. It is naturally better for some reasons that this additional year has been required, for it is apt to be true that at the end of the second year the student has acquired a legal taste and has formed habits of thought which enable him to read law more rapidly and intelligently. The system of jurisprudence has come more nearly within his grasp, and much more readily does he assign each topic to its subordinate position. From this

point of view, the last year is more valued than the two previous.

To describe the nature of the Yale legal education, — its way of getting at the point, — one might use the word "practical" in the best sense. The personnel of the Faculty most clearly illustrates the method of instruction. The majority of the Faculty and instructors are either judges or practising lawyers. There are to-day, on the teaching staff, two judges of the highest Court of Appeals in Connecticut and one judge of the United States Court, — all holding recitations in regular class-room work covering ten subjects in the curriculum. The subtle science of pleading is taught by a judge of the highest court of original jurisdiction in the State. Besides the twenty-two professors and instructors who actually teach, the system of legal education at Yale is re-enforced by the most helpful and often inspiring presence of additional lecturers, who now number twelve, and who include such men as Edward J. Phelps, late Minister to England, and the Hon. Nathaniel Shipman, of the United States Circuit Court of Appeals. As a considerable number of men in each class always intend to practise in the State of New York, the School offers a course in the New York code of civil procedure which is taught by a New York lawyer in active practice.

A very distinctive feature of the School, and one quite in line with its general principle of practical instruction, is seen in the intimate relations between the instructor and student. This is illustrated almost constantly at the close of recitations, when the students gather in groups about the instructor's desk, receiving that personal and more minute direction which fastens on the mind theories promulgated in the general ex-



FRANCIS WAYLAND,
Dean of the Law School and Professor of English Constitutional Law.

SIMEON E. BALDWIN,
Professor of Constitutional Law, Corporations, and Wills.

MORRIS F. TYLER,
Professor of General Jurisprudence.

WILLIAM K. TOWNSEND,
Edward J. Phelps Professor of Contracts and Admiralty Jurisprudence.

EDWARD J. PHELPS,
Kent Professor of Law.

position. Besides this, the courses include a very high percentage of recitations.

The regular courses and lectures are supplemented by a series of addresses each year in the Storrs foundation. This course calls jurists of particular eminence from this country and abroad.

It is the belief of the Faculty that the work of the first year should be chiefly confined to the study of text-books which treat of the main subdivisions of law. In addition there are prepared and printed by the School a carefully selected set of leading cases to accompany each separate subject, which must be read and recited upon in connection with the regular lesson. Daily recitations are held and every man is called up in each subject at least once every other time.

In the Middle and Senior years reference to cases is constantly made during a recitation. Others are specially assigned for study, and the students are encouraged to read the reports freely. The School has an excellent library open both day and night, and students have free access to the shelves.

Yale was the first school in the country to offer a graduate course in law. In 1898 the M. L. class numbered twenty-three men. The School is still the only one to offer a four years' course culminating in the degree of Doctor of Civil Law. This course, in addition to other subjects, requires a thorough study of Roman law and the French code.

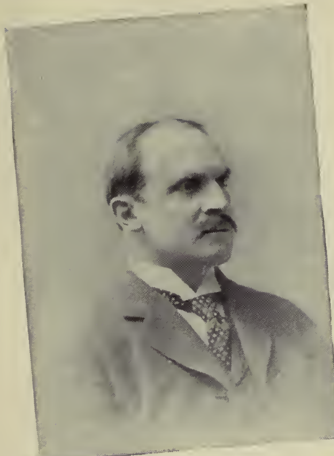
The mere raw bones of the history of the School shows its great increase in popularity in latter years. Another plain evidence of its substantial growth is its occupation of its new quarters on Elm Street, a building most excellently adapted to its purposes, making the

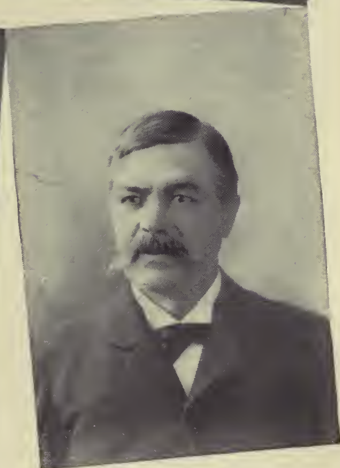
conduct of all its exercises far more easy, pleasant, and effective. The building is a few doors below College, fronting on the Green. This is the School's first home of its own. In a very practical way again the working part of the School has been attended to in this building before that which was not absolutely necessary. The building, as it now stands, is yet without its front, but there is not a little reason to hope that this condition will not continue long.

The plan of the building is most convenient. On the ground floor is a large recreation room for the students, and another room containing lockers for the whole School, and lavatories. The first and second floors contain recitation rooms and smaller rooms which are used by the executive officers and by the debating and quiz clubs. The entire third story is given up to the library and reading room, the latter equipped with long oak tables. The outlook is pleasant; the light is perfect.

The Yale Law School has always given a great deal of attention to debate. The Kent Club, dating back to 1863, is the oldest living institution of its kind at the University. It is the public debating club of the School, holds weekly meetings in the School building, and is open to all classes. These debates take a wide range and are warmly contested. The smaller debating clubs are very valuable. They contain from eight to twelve members, and are usually presided over by a professor. They meet weekly, and each member is obliged to make a five minute speech off hand.

The Junior class in the fall term is organized into clubs of twelve men each who meet weekly under the charge of the younger instructors, who conduct the





THEODORE S. WOOLSEY,
Professor of International Law.

GEORGE D. WATROUS,
Professor of Contracts, Torts, and Estates.

JOHN WURTS,
Professor of Elementary Law, Real Property, and Trusts.

DAVID TORRANCE,
Professor of Evidence.

quizzes and review the work which has already been covered in the classroom. As the year advances, their programme is varied by moot courts. A printed statement of facts is given out, the counsel are appointed, briefs are prepared, and at the end of two weeks arguments are made and decision rendered. These clubs are carried on during the following years.

A moot court for the whole school is convened each Tuesday. It is presided over by one of the Faculty, with whom are associated as judges two or more members of the Senior class. The clerk and other court officers are students. Cases are assigned to members of the lower classes for preparation for trial and argument. The argument is conducted with all the formalities of a regularly constituted court. The decision is made by the presiding officer and the opinions are written by the associate judges. The character of the court is sometimes changed and the experience varied by jury trials, conducted with due regard to all details of such proceedings.

In 1891 the Yale Law Journal was established. It is a student publication, controlled by a permanent board. The latter provision gives it character and reliability, and at the same time does not detract from the excellent effect upon the students themselves of conducting an enterprise of this sort. It commands contributions from leading graduates from all over the country, and is becoming the organ of the Connecticut Bar.

It is not an uninteresting feature of the School that its secret societies are so healthfully conducted as to furnish much aid to the members in their studies.

CHAPTER VII.

THE SCHOOL OF FINE ARTS.

THIS department of Yale University was founded by Augustus R. and Caroline M. Street, in 1864. A distinct department of the Fine Arts in the University was a new feature in the general scheme of education which Yale has the credit of inaugurating in this country. Indeed, this step preceded the founding of chairs of instruction in the Fine Arts in similar institutions abroad, a practice now become quite common.

Yale had before this enjoyed the distinction of being the first institution of learning in this country to establish an art collection. In 1831, a building was erected on the campus for the display of the paintings of Colonel Trumbull, which had been secured to the institution by purchase. This collection consisted of several of the most important of Colonel Trumbull's works, including the "Signing of the Declaration of Independence," "The Battle of Bunker Hill," and "The Death of Montgomery at Quebec," besides a collection of historical portraits and miniatures.

When Mr. Street came forward with the proposition to found in Yale College a distinct Department of the Fine Arts, his aim was not simply to found a museum, but to establish "a school for practical instruction, open to both sexes, for such as proposed to follow art as a profession; and to awaken and cultivate a

Yale School of the Fine Arts

taste for the Fine Arts among the undergraduates and others."

A large and costly edifice was erected by Mr. Street, consisting of two main wings, one 34×80 feet, and the other 72×24 feet, connected by a central structure 45×35 feet. The basement provides drawing and modelling class-rooms; the first story contains studios, libraries, a lecture room, and other class-rooms; the second story comprises fine galleries for the purposes of an art museum, and the third story has additional rooms for the "nude-life class" and an etching studio fitted up with a printing-press and necessary appliances of the etcher's art. The general property-value of the institution, including endowments, is something above four hundred thousand dollars.

In 1869, Mr. John F. Weir was elected Professor of Painting and Director of the School. To him was intrusted the task of shaping and directing all the affairs of the School, including its course of instruction. At the same time, Mr. D. Cady Eaton was elected Professor of the History of Art, which chair, however, he resigned without having entered upon his duties in the School. In 1871 a foundation for a Professorship of Drawing was added through the liberality of Mr. Street, and Mr. John H. Niemeyer was appointed to fill this chair. In 1879 Professor James M. Hoppin was appointed Professor of the History of Art. Other instructors who have been, or are still, connected with the School, are: Dr. John P. C. Foster, Instructor in Anatomy; Harrison W. Lindsley, Instructor in Architecture [deceased]; Frederic R. Honey, Instructor in Perspective [resigned]; Miles A. Pond, Assistant in Drawing, and George H. Langzettel, Clerk.

When Professor Weir was called to take charge of the development of the School, the institution was without funds for immediate application; but drawing-classes were opened, occasional lectures given, and the general plan of the School was definitely shaped. Funds were raised from various sources for equipping the class-rooms with the requisite material for instruction. The Trumbull Collection had been removed to the Art School, and the now celebrated Jarves Collection of early Italian art was deposited in the School, filling one of the large galleries. With the profits of a series of important exhibitions, made up of masterpieces owned by private collectors in New York, Professor Weir secured funds for furnishing and equipping the class-rooms and for the purchase of casts. In 1872 a large purchase of casts was made in Europe, which has since been added to from time to time. A collection of Braun's "Autotypes" from the works of the masters was also formed, together with collections of etchings and engravings. Eventually, a small but valuable collection of original sketches by the old masters was secured, including Rembrandt's famous "Hundred-guilder print," while the library of art-works and technical hand-books grew rapidly.

It was the intention of the founders, strongly emphasized in conformity with the best professional advice and endorsed by the Board of Trustees, that the Yale School of Fine Arts should be, first of all, a professional art school, affording technical instruction in the arts of design — namely, painting, sculpture, and architecture, — including all that relates to the history, literature, and criticism of these arts. It was recognized at the start, and distinctly emphasized in the gift, that art is a

liberal profession, and all its methods are an intellectual process.

The School has attained its position by the thorough manner in which this governing idea has shaped its organization and development. As thus associated in the general university scheme, the School of Fine Arts takes its place with the other professional schools, and is accorded the same privileges. While providing for the technical instruction in art, the studio-practice is supplemented by courses of lectures in the history and criticism of art and related topics, while courses of illustrated public lectures have contributed to broaden the scope of its instruction and usefulness as a department of the University.

The technical instruction is given in the antique class, painting classes for portrait and still-life, nude-life class, modelling and composition classes, with courses of illustrated lectures in anatomy, perspective, composition, and in the history of art.

Among the prizes is a fellowship prize of fifteen hundred dollars [the William Wirt Winchester Scholarship] offered for competition once every two years, which enables the successful competitor to pass two years in study abroad. The degree of Bachelor of Fine Arts is conferred by the University upon advanced professional students, who are recommended by the Faculty for marked ability, and who, having fulfilled the requisite elementary course in this or some other Art School, have passed satisfactorily an additional course of advanced studies in the Yale Art School, covering two years, and who have produced an approved original composition in painting or sculpture, and a satisfactory thesis on some topic relating

to the fine arts. Certificates bearing the signatures of the members of the Art Faculty are given to all those who fulfil the requirements of the elementary course of three years in the Art School.

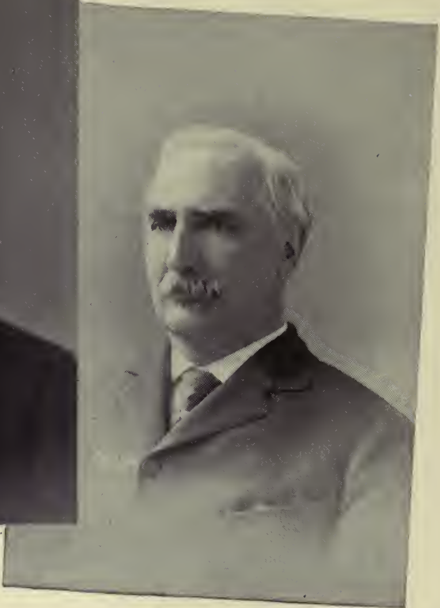
In addition to its own corps of instructors, the Faculty invite, from time to time, representative men in the various professions to assist in the instruction, to criticise the work of the composition class, to deliver lectures, and to exhibit their works in this connection, — thus bringing the students in touch with the professional life of the day. Many of our most distinguished artists have assisted in this way.

At the close of the college year, an exhibition of the work of the students in the various departments of the School is held and prizes are awarded. These exhibitions illustrate the two characteristics of the School, — the academic system employed in the earlier part of the course, and the individuality that is promoted among the advanced pupils, the latter feature being especially emphasized in the painting and composition classes.

But that which gives the Yale Art School its peculiar prestige is the breadth of its course for the equipment of the professional student, the technical course being supplemented by that which aims to inform the pupil with all that relates to the history and literature of art. Courses of illustrated lectures are open to the undergraduates and the public. The class-rooms are equipped with suitable material for instruction, and for the life-classes three or four models are employed daily throughout the college year. The walls of the class-room for the nude life are hung with original studies by some of the most distinguished pupils of the *École des Beaux Arts*, including studies by Bastien le Page and Dagnan-

JOHN H. NIEMEYER,
Street Professor of Drawing.

JAMES M. HOPPIN,
Professor of the History of Art.



JOHN F. WEIR,
William Leffingwell Professor of Painting and Design.

Bouveret, — that the pupil while at work may be aided by the best examples of students' work.

The Art Library is an important adjunct to the class-room instruction, where the student may become familiar with the art of the past and the present, through histories and periodicals. The library of the School contains full sets of the more important French, German, English, and American art publications, and a collection of technical hand-books, histories, and biographies. The cases also contain portfolios of etchings, engravings, and photographic reproductions. The library of the Art School is open freely for the use of the pupils of the School, while the University Library is also open to them, the students of the Art School being entitled to the same privileges accorded students in the other professional schools of the University.

The number of students of all classes now receiving instruction in the Art School is between 250 and 300. The number of professional students averages about 60, while an "elective class" from the Junior and Senior classes of the Academic Department numbers about 40. In addition to these there are classes in free-hand drawing from the Scientific School.

In 1871 the Jarves Collection of early Italian art was purchased for the School. This collection fills one of the main galleries, and numbers one hundred and twenty original examples, dating from the eleventh to the seventeenth centuries. Many of these are *tempera* paintings, on panel. Some of the more important works are by Botticelli, Sodoma, Francia, Signorelli, Fra Diamenti, Fabriane, Lo Spagna, Mantegna, Matteo da Siena, Sano di Pietro, Gozzoli, Masolino, and Andrea del Sarto. This famous collection, originally formed by James

Jackson Jarves, and the Alden wood-carvings purchased from the estate of Col. Bradford R. Alden, give the Yale Art Museum a distinction. The Alden collection comprises three elaborately carved confessionals and about seven hundred and twenty square feet of carved oak wall panelling, of the seventeenth century, formerly belonging to a monastery chapel in Ghent. The workmanship belongs to the best period of Belgian wood-carving. The Jarves and Alden collections, the Trumbull collection, a collection of contemporary works, and the collection of casts numbering about one hundred examples, comprise the Museum of the Art School, and the student has the advantage of these for purposes of study while engaged in the technical work of the class-room.

The Yale Art School takes its position among the Art Schools of this country by reason of the breadth and thoroughness of its course of instruction and the peculiar advantages of its rich and diversified equipment. Its professional prestige has been well established. Its development has been marked by a steady growth and accretion, both in its technical equipment and its art collections. It is now looking for additions to its building fund, as it already is cramped for space. It is also working for the founding of a chair of Architecture, with the necessary equipment for establishing instruction in this branch of Art.

CHAPTER VIII.

THE DEPARTMENT OF MUSIC.

WHEN Yale founded her Department of Music eight years ago, she not only pushed American University development a long way forward, but indicated more clearly than by almost any other step the breadth of her own scheme of University instruction. The record of that department, in the number of its students and the quality of their work, has shown that the time was ripe for this step. The development of the department and particularly the quality of the men enlisted in the work, together with the standards which they have set, shows that a spirit of truest scholarship inspires the whole undertaking. It offers advantages to many which make immensely easier the conditions of musical education. It is, at the same time, relentless in its thoroughness, and upholds the highest ideals.

The department was not created complete, if indeed any such step would have been possible. No princely benefactor unlocked with a golden key all the possibilities of a musical education in an American university. It began humbly, as other departments began,—as the College began. It was in the autumn of 1888 that the proposition was made at a meeting of the Fairfield County (Conn.) Yale Alumni Association to suggest to the Corporation the advisability of establishing a School of Music which should be in all respects worthy of a place in Yale.

At a meeting soon thereafter, the Corporation took up the matter and appointed an energetic committee to investigate the possibilities. At the head of this committee was Dr. Charles Ray Palmer, who had been the earliest of agitators for a department of music, and who has followed and aided the development of the school with greatest zeal. Dr. Munger is another member of the Corporation who was early and helpfully interested in the foundation of the department, while Professors Seymour and Perrin of the Academic Faculty were among its active friends.

The Corporation's first definite act upon the proposition of the Fairfield County Alumni Association was the passage of a resolution, at the meeting in November, 1890, to the effect that the plan for such a department was an excellent one, and that the University was ready to proceed with it when the sum of $300,000 was in hand for that purpose. The beginnings of the department were not, however, altogether deferred until the arrival of such a financially millennial era. At this time the Hon. Robbins Battell of Norfolk, Connecticut, became interested in the plan. Through the co-operation of his sister, Mrs. Ellen Battell Eldridge, funds were soon forthcoming for the establishment of a Chair of Music, which the Corporation named the Battell Professorship. Donations from this family for the benefit of this new school at Yale reached ultimately a handsome sum, which is but one of a series of noble generosities on their part in the cause of Yale education.

Dr. Gustave J. Stoeckel was the first to be called to this chair. He was an accomplished musician, who had been since 1855 the college organist. Previous to 1890 Dr. Stoeckel had given some instruction in

Samuel S. Sanford,
Professor of Applied Music.

Horatio W. Parker,
Battell Professor of the Theory of Music.

music to those of the undergraduates who desired it, but this formed no part of the college curriculum. With the foundation of the professorship, however, he offered three courses, Harmony, Counterpoint, and Musical Forms, each in two hour recitations once a week. These were open to undergraduates, graduates, and special students of both sexes. In 1893, the degree of Bachelor of Music was established by the Corporation. In the following year Professor Stoeckel resigned his chair.

It was a piece of no ordinary good fortune that the University secured at this time Mr. Horatio W. Parker of Boston as the incumbent of the chair thereafter known as the Battell Professorship of the Theory of Music. Mr. Parker was a pupil of Joseph Rheinberger of Germany. He brought with him to Yale not only a thorough equipment for the position of head of the Department, but a reputation as a composer and scholar that had already become more than national. His best known work is the oratorio, "Hora Novissima," but his writings extend over a great number of musical forms. They tend toward the ecclesiastical, in which department Professor Parker is the foremost American worker. A recent oratorio, "St. Christopher," which has been performed with much success in New York, is to strengthen Professor Parker's position at home and abroad as it becomes better known.

At the same time with the appointment of Mr. Parker to the Battell chair, Mr. Samuel S. Sanford accepted the call to the Professorship of Applied Music. In the past three years he has co-operated with Professor Parker most successfully in the development of the Department. Mr. Sanford studied with some of the

best teachers in America and Europe, and finished his education under Anton Rubenstein. To describe him as a pianist would be to use terms that would seem extravagant to any but the comparatively limited number who are familiar with his, in many respects, unexcelled power with this instrument.

At this same time also Mr. Isidor Troostwyk, a pupil of Joachim, was made instructor in violin playing, and Mr. Harry B. Jepson, a graduate of Yale, 1893, was made instructor of organ playing. At this time also the three additional theoretical courses were offered of Strict Composition, Instrumentation, and Free Composition.

And with this great increase of the Faculty and development of the course, came the next necessary and very valuable step. The College Street Church, which was situated only a few hundred feet from the campus proper, was acquired by the University, with the special purpose of using it in the Department of Music. It furnishes an audience room of considerable size for concerts, and also accommodates the piano and violin departments of the School.

A feature which distinguishes this Department from similar ones in America, and places it on the same plane with the best schools of music in Europe, is the existence of the New Haven Symphony Orchestra, which has been organized in connection with this Department, under the direction and training of Professor Parker. In the short time since its establishment it has been brought to a very high standard, and is in itself a distinct addition to the musical opportunities of New Haven. As an adjunct of the school it is invaluable, not only as an educator in the best works

of the masters, but as giving to a pupil the opportunity to hear his own works played. This enables him to detect their weaknesses and to perfect his orchestral speech. The student himself may play in the Orchestra if he is sufficiently advanced in his work. Some of the results of this practical training were shown by the concert in June, 1898, at which all the soloists were students, and an original composition of distinguished merit, by one of the members of this Department, was performed.

The aim of the theoretical portion of the Department is to encourage the serious study of music in its noblest forms, with the ultimate purpose of waking an interest in original composition, and training composers. The theoretical courses are directly under Professor Parker, and while the recitations are in classes, he finds time personally to correct the work of students done outside the class-room. The class instruction is practical and direct, and largely by means of blackboard exercises on the staff, in which the student is required to take part, that he may receive the benefit of the criticism of the class on his work.

Piano instruction is, of course, individual. Professor Sanford gives his personal care to training those students who have developed sufficient technique in ensemble and concert playing. The admission to the piano department is to those who have a practical acquaintance with the instrument.

Mr. Troostwyk instructs his violin students individually or in classes of two, as the student may elect. The violin students come under an instructor who combines an excellent technique with a high order of musical intelligence.

The course in organ playing is under Mr. Jepson, whose lessons are given individually in Battell Chapel. Mr. Jepson's work is in evidence constantly in his playing in the chapel services, and in frequent recitals. At the latter the audiences, in their size and character, show that the recitals are highly valued among the musical opportunities of New Haven.

The object of the Department of Music is to "provide adequate instruction for those who intend to become musicians, either by profession or teaching, and to afford a course of study to such as intend to devote themselves to musical criticism and the literature of music. The Department is open to undergraduates and graduates, also to special students, without distinction of sex." The theoretical studies consist of Harmony, Counterpoint, the History of Music, Strict Composition, Instrumentation, and Free Composition. No student is admitted to the practical courses, which consist of Piano, Organ, and Violin-playing, unless he has already been admitted to one or more of the theoretical courses. Of the theoretical courses, Harmony, Counterpoint, and the History of Music are considered elemental. On the completion of the course in Counterpoint, students "may become candidates for a Certificate of Proficiency, in the Theory of Music, by passing an examination — conducted partly in writing and partly *viva voce* — in four-part Harmony and Counterpoint, in the History of Music, and in the Structure of Song and Sonata forms." An unprepared analysis of classical works is also required.

The advanced courses of Strict Composition, Instrumentation, and Free Composition "are open only to students who are able to pass the examination re-

quired preliminary to the granting of the Certificate of Proficiency in Theory." Members of these classes at the end of two years' work, or its equivalent, may become candidates for the degree of Bachelor of Music. The candidate is examined by the Faculty of the Department, and must give, prior to his examination, satisfactory proof of proficiency in the theory of music and in any two of the following languages (one of which must be a modern language): Greek, Latin, French, German, and Italian. He must also, as a preliminary to his examination, furnish an original composition in one of the forms designated by the Professor of the Theory of Music. The examination itself is in advanced Counterpoint, Canon, Fugue, the higher forms of Musical Composition, and impromptu orchestration.

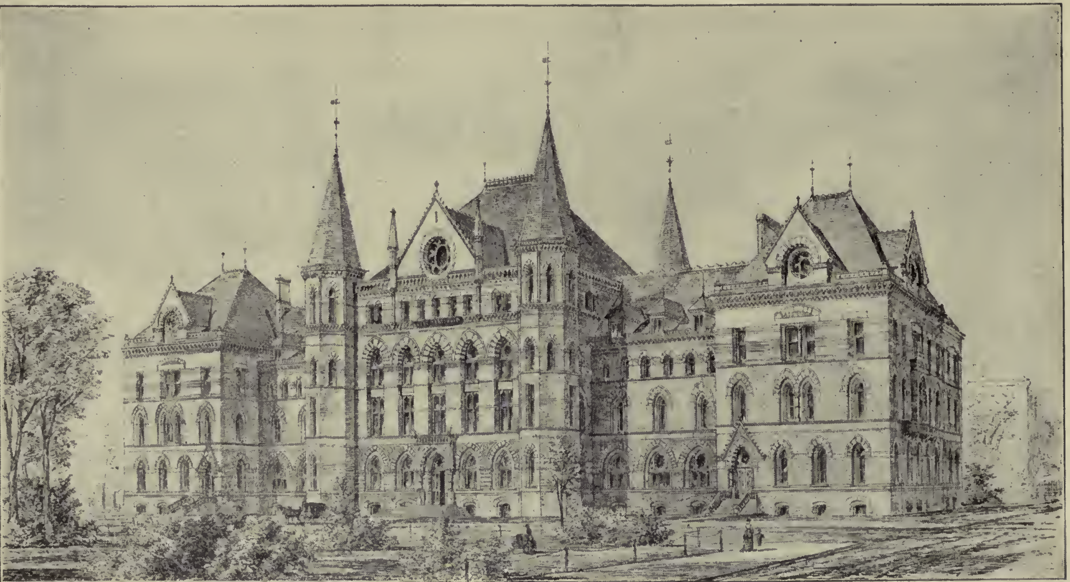
Diplomas are awarded in the department of practical music "to those students who, having successfully completed a three years' course of instrumental study, are qualified to act as teachers or to appear as soloists."

There are five scholarships now available in the department. Three of these were given by Mr. Morris Steinert of New Haven. One is of one hundred and fifty dollars, and is awarded for proficiency in playing the violin. The other two are of one hundred dollars each, and are given for piano and organ work. Last year the Lockwood Scholarships were founded by the will of the late Miss Julia A. Lockwood of South Norwalk. The income is sufficient to pay the tuition of two students in the department.

The friends of this Department now particularly desire, in conformity with their own high standards and with the invariable habit of Yale, a vastly increased

endowment. Since their desires for this are founded on such an excellent record, it does not seem unreasonable to believe that the Department will be generously assisted to a work in the future commensurate with the possibilities of the Department and with the needs of the nation in this line of education. None of the famous conservatories of Europe is self-supporting. In some, notably the Paris Conservatoire and the admirable institution in Brussels under Gevaert, instruction is given for a nominal fee. In Brussels five francs yearly is charged.

But the study of music is being pursued more seriously and effectively every year, and the conditions for study in America are improving constantly. The outlook for the future is bright enough when one remembers how old is Art and how young is our country.



PEABODY MUSEUM
(As projected)

CHAPTER IX.

THE GRADUATE SCHOOL.

THE ambition of the first President Dwight, at the beginning of this century, in the development of Yale, was to make it, not merely a place where young men should pursue a curriculum, but to make it a place of research. In this spirit he established, besides the professorships of Science, Mathematics, and Classics, the Connecticut Academy of Arts and Sciences, for the purpose of bringing together the members of the Faculty and other men of learning and science, for the encouragement of research. This idea was still further developed in the establishment in 1818, by Professor Silliman, of the American Journal of Science, which was the organ of the Academy for fifty years. In the next year, 1819, the American Geological Society was founded here and the Cabinet building was erected. The interest in this subject resulted in establishing the foundation of the magnificent collections of the Peabody Museum. This idea was extended in 1844 by the incorporation of a Philological Society, and by the gift of a valuable library to the American Oriental Society on condition that it be deposited with the Yale Library. These centres of scientific and philological life were the germs of the Department of Philosophy and the Arts, projected in 1846 for the purpose of affording at Yale the opportunities for advanced study and research, which could only be secured at that time in the universities of

Europe. The Graduate School of to-day has been developed through the years since 1846 along these lines.

Courses of instruction were offered in 1847, by President Woolsey, in Thucydides and Pindar; Professors Silliman in Chemistry, Mineralogy, and Geology; Kingsley, in Latin authors; Gibbs, in General Philology; Olmsted, in Natural Philosophy and Astronomy; Stanley, in Calculus or Analytical Mechanics; Porter, in Psychology, Logic, and the History of Philosophy; Salisbury, in Arabic; Silliman, Jr., in Chemistry, Mineralogy, and Metallurgy; and Norton, in the applications of Science to Agriculture.

Truly a goodly opportunity for those days. The omissions in the courses of instruction offered are naturally striking to men of the present day. No lectures are proposed for Political and Social Science, and History; nothing is offered in Modern Languages, including English; nothing in Music or the Fine Arts. Of the honored Faculty of forty years ago, but one remains, — Prof. Edward Elbridge Salisbury, the pupil of Garcin de Tassy and of Lassen, the founder of the chair of Sanskrit and Comparative Philology.

The Sheffield Scientific School had its beginning as a graduate department of the University, under the act of the Corporation in 1847. The explanation of many of the differences between the regulations for the two undergraduate departments of the University lies in the earlier development of the graduate branch of the Scientific School. For a time the undergraduate part of that School was so unimportant comparatively, that its members received the same freedom which was granted to the graduate students.

Yale created its first Doctors of Philosophy in 1861, — the late Eugene Schuyler, LL. D., U. S. Minister to Greece; James Morris Whiton, well known as a teacher, Greek scholar, and theologian, and Arthur Williams Wright, Professor of Experimental Physics to-day at Yale. In 1871–72, Yale had 25 graduate students; in 1872–73, 50; in 1873–74, 60; in 1874–75, 55; in 1875–76, 60; in 1876–77, 65; in 1877–78, 50; in 1878–79, 45. Obviously and naturally the number of students diminished after the establishment of Johns Hopkins University, and the development of the Graduate Department of Harvard. To these causes were added the death and illness of several prominent Yale Professors, notably Hadley, Thacher, and Packard.

In 1885–86, only 42 students were registered in the Graduate Department of Philosophy and the Arts. In 1897–98, 270 students were so registered. The average increase, then, has been just seventeen per cent each year, but the most rapid advance has been made during the more recent years. Part of this is due to the admission of women since 1892 to the courses which lead to the degree of Doctor of Philosophy; but of the 283 students of the years 1898–99, only 40 are women.

As to the number of courses of instruction offered, comparison with a score of years ago is somewhat difficult, since the announcement of courses was then more informal, and the courses were often modified greatly to meet the needs of the particular students who presented themselves. Ten years ago about six or seven hours a week of strictly graduate instruction were given in the Department of Philosophy; while for 1898–99, 28 hours of graduate instruction are offered in those branches. In the Department of History, Political Science, and

Law, 45 hours a week of graduate instruction are offered, and even more in that of Semitic Languages and Biblical Literature.

During recent years combinations have been made between related departments, so as to cover the whole field of learning better than ever before. The Theological Seminary does not simply secure great advantages for its students from the courses of the Graduate School, but also contributes courses in History and Political Science as well as in Biblical Literature. The Department of Philosophy unites with that of Greek in the study of Aristotle, with that of German in the study of Hegel, and with that of Natural Science in the study of the Theory of Evolution.

Until 1892, the Graduate Department of Philosophy and the Arts was conducted by an executive committee of six professors, but little formal organization was attempted. In 1892, a dean was appointed; two years later, a more formal organization was effected with an Administrative Committee of twelve, and a dean's office opened, which has added much to the convenience of the students and the efficiency of the Department.

The Faculty of the Graduate School is composed of those professors in the University who devote a large part of their time to instruction in advanced courses, and of another large class who offer one or two courses in the Graduate School, although the bulk of their instruction is in the undergraduate department.

The aids to study and research in particular lines, which the University offers, are indicated in a brief outline of the contents of the University Library, and also in the chapters describing the different departments of study, with the laboratories, museums, and collections of

different kinds, briefly touched upon in connection with their particular department of study. The list of voluntary associations, where students and instructors meet for the reading of papers and discussions, include the Classical, Mathematical, Political Science, Philosophical, Semitic, Modern Language, English, Physics Journal, Engineers, Chemical, and French clubs. Some of these clubs, notably the Classical and Political Science clubs, have excellent quarters for their meetings and are equipped with special libraries of peculiar value to their members. The Philosophical Club has its laboratory.

Since most of the degrees offered in the graduate courses are of long standing, and the requirements are so fully set forth in the publications of the University, it is unnecessary to give a description of them. The degree of Master of Science, however, was established only in 1897. It is conferred on graduates of Yale or other universities of two years standing or upwards, who "have taken their first degree in Science and who pursue successfully a higher course of study in Science under the direction of the Governing Board of the Scientific School." The course involves at least one year of resident graduate study.

Besides the fourteen fellowships in the Graduate School, open to graduates of the Academic Department of Yale University, the Corporation has within recent years established, out of the income of University funds, five other fellowships yielding $400 each, open to graduates of all colleges, with preference given to those who have already spent one year in graduate study and shown capacity for original work.

Of scholarships, there are three open to graduates of Yale, and twenty others recently created by the Corpo-

ration, from the income of University funds, yielding $100 each, which are open to graduates of all colleges.

This is a part of the story of the workshop of Yale, but we will be a little out of order for the sake of showing how these graduate workers live. They are not of the campus — of the society of Yale — in a strict sense, but they have their own world, which is quite an addition to the various college worlds of New Haven. Since it has come in these latter times, it is a part of the plan of this book to speak of it, and, in speaking of it, appropriation will be made, almost verbatim, of a picture of it, sketched recently for the Hartford *Courant* by Mr. Francis Parsons, who has consented to its partial reproduction here.

"The Graduates' Club is the centre of social graduate life. The institution was founded about eight years ago, and began by holding modest but congenial gatherings in the old Anketell house on Elm Street, in front of the new Law School building. In 1894 the Club moved into its present quarters — the Day house on Chapel Street, opposite Trinity Church. The house is furnished very artistically, and contains many valuable pictures and a good deal of heavy old furniture.

"The Graduates' Club is by no means an unimportant factor in the university feeling at Yale. It serves to bring men together from all departments; it gives them a common ground of companionship, and nourishes a certain university *esprit de corps*. Here the student meets his professor on other than class-room terms. The Club gives a personal and friendly quality to graduate work; it furnishes an opportunity for men of like tastes and training to rub elbows and compare notes.

"Our graduate student comes in about half-past six, throws his cap and sweater on the carved oak chest just inside the door, and goes upstairs, where the men are sitting about the

rooms in the cane chairs, reading the magazines and waiting for dinner. More men drop in and say 'hello.' Somebody is writing busily at the desk in the corner, and a few groups are talking in subdued tones. Soon John in his white apron appears at the door and says, 'Dinner is served.'

"A small company of men dine at the Club regularly, and to their number are added the frequent transients. They are not all studying for degrees, but many of the younger instructors, lawyers, and newspaper men are among them. They know each other well, and the conversation during dinner is intimate, embracing all manner of subjects. While the theological student considers final appeals in matters of ethics, while the student of English deals summarily with literary affairs, and the scientific tutor talks with authority of kathode rays and other disquieting topics, every one at the table can generally be depended upon to talk on any subject, whether he knows anything about it or not. And when the coffee has arrived and they have 'matched' for cigars, the whole company has settled down into a satisfied, companionable spirit, and a knowledge that fate cannot harm them.

"Sometimes the coffee is served in the large dining room upstairs. If there is a visitor at the Club that night it is proper to show him the Yale memorabilia on the walls, and allow him to admire the coziness of the small lunch room downstairs where there are 'boxes' in the fashion of English coffee-houses, and wall paper with pictures on it of gentlemen in pink coats following the hounds.

"Probably, however, our graduate student will have to hurry off to work, or to a meeting of his quiz-club, and then there is a burning of midnight oil, or a discussion of fine points of medicine or law for some time. But, perhaps, after the quiz, the reactionary spirit will prevail, and some one will go downstairs to see if there is any beer in the house, while others group themselves in a semicircle before the fire. Then the man on the end of the semicircle will reach for the guitar and begin to sing softly as if to himself, till, as one by one the

other voices take up the song, everybody forgets for a little while all about the liability of common carriers and other very worthy subjects. It is all one whether the man with the guitar has begun 'My Country, 'T is of Thee' or 'She–e–e only answered ting-a-ling,' — and he is equally liable to begin either, — provided the fire is blazing merrily and the bull-terrier lies quietly enough on the window-seat to allow one to make considerable use of him as a pillow.

"There have been times — for these graduate students are regular devils of fellows on occasions — when a few congenial souls would push this dissipation so far as to adjourn later to Mrs. Moriarty's with the avowed intention of getting a Welsh rarebit and a mug of ale. Sitting in that familiar resort, amid the familiar hunting pictures and collegiate relics, it almost seems to the Yale men as if their undergraduate days were back again."

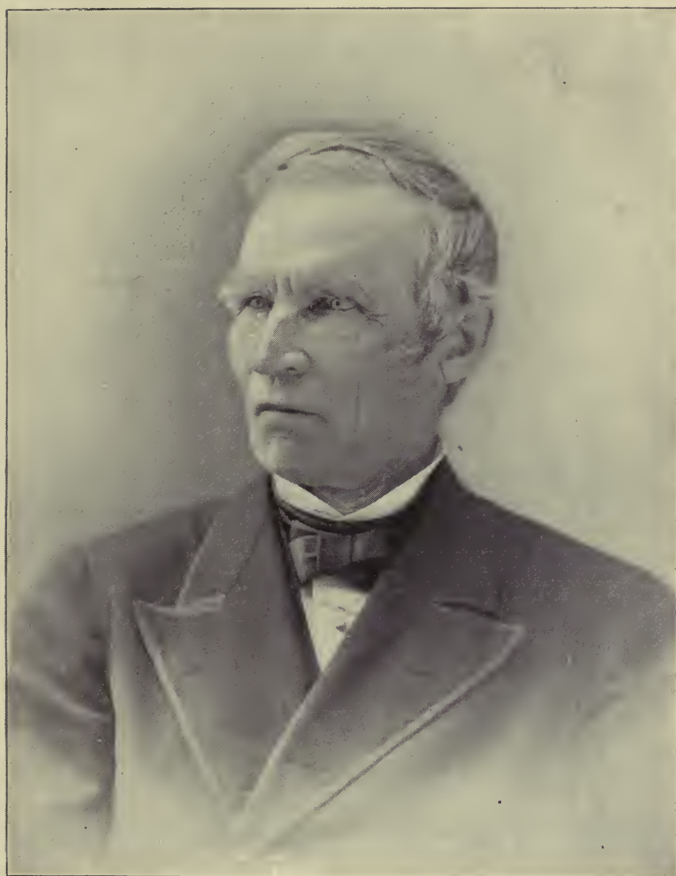
PREFATORY NOTE TO CHAPTERS ON DIVISIONS OF STUDY.

THE chapters that immediately follow are intended to give an outline sketch of the instruction offered at Yale University in certain fields of learning. Emphasis is generally laid on the instruction given in the Graduate School, which, being of an advanced nature, best indicates quality and aims; but the sketch may emphasize the system of undergraduate instruction, for each division is treated according to its particular characteristics. A brief historical sketch, or a few allusions to the past, indicate in each case the traditions of the Department. These chapters are not criticisms. If they give the reader a suggestion of the work that is done and the way in which it is done, they fulfil their object.

The chapters that precede, on the Academic and Scientific Departments and professional schools, have been impersonal. These that follow are full of personal allusions, since by telling of the men at work in these various divisions of study, it is easier to tell what kind of study and teaching there is. It so happens that many men, who have done the best of work and made the best of names in Yale, do not appear in these sketches. Their work has been given almost entirely to the established curricula. And some of the makers of modern Yale have only been touched upon, or direct reference to them altogether omitted. Of such is Dean Phillips, by whose executive talent the Graduate School has attained such proportions in these last few years; Dean Wayland, who should see his long, heavy labors for the Law School crowned in the completion of a building (perhaps called Hendrie Hall, after the School's most generous benefactor), admirably adapted for its

work; Dean Smith, who took up the Medical School's uphill financial fight without dismay, with a standard still set high and advancing, and who has already seen the beginning of a decent endowment, enlarging quarters, and, better than all, the making of more and more excellent records by graduates. Other names come without suggestion, — Harris of the Divinity School, author of "The Philosophical Basis of Theism" and "The Self Revelation of God;" Stevens, of the same Faculty, a frequent and scholarly writer; Brastow, whose work in the chair of Homiletics and the Pastoral Charge is one of the strong features of the Theological School. The work of medical men like Lindsley, Carmalt, and White, who have given such long and loyal and successful service, is only indirectly referred to. In the Law School, the reader is left to infer the debt which is due to the devotion, the scholarship, and high name of Baldwin; to the inspiring enthusiasm of Townsend; to the poise and strength of such men as Woolsey and Tyler and Watrous. Still one might go on with the list, adding particularly the names of strong assistants who pull the laboring oars.

The names that follow are not, therefore, given as a register, or by way of discrimination, but for illustration. Of those named, the points are given which are thought to be most helpful to the understanding of their work. Sometimes it is what a man teaches; again, what he has written or discovered. With the one, it is what the world says of him; with the other, what his students say of him. Of one, all his degrees are named and his membership in honorary societies; of another, these are not recorded. In a division like English, all the members of the staff may be included; in others, like Natural Science, it has been possible to sketch the outline of the work and the equipment, with an incomplete enumeration.



Late President Noah Porter

CHAPTER X.

PHILOSOPHY.

IN the history of the Department of Philosophy at Yale, one meets such names as Jonathan Edwards, Bishop Berkeley, and Noah Porter. Of the first and last it is safe to say that no men have had wider or deeper influence on American philosophical thought. Bishop Berkeley's association with Yale, while personally less direct than that of the other two, is perhaps as significant from the exhibition of his personal interest in the gift of money and books.

The general advance in studies psychological in the years since President Porter's day, has seen Yale abreast of it. The changes and growth in this Department in the last fifteen years can hardly be better emphasized than in the increase in and development of the Philosophical Department of the Graduate School. Fifteen years ago there was hardly any graduate work in Philosophy. A few students, generally in the Theological Department, would meet President Porter occasionally, and he would help them over difficult places in their own reading. The catalogue for the year 1898–99 specified twenty-three graduate courses in the Department of Philosophy.

In connection with this development of the graduate work, the friends of the School consider, with, naturally, a good deal of satisfaction, the number and quality of the students of philosophy coming from abroad, par-

ticularly from Sweden and Japan, and the quality of the work of graduate students. Many of the theses from this Department, presented to the University for the Doctorate, have been recognized as valuable contributions to the knowledge of the subject upon which they were written.

The philosophical instructors of Yale are also pleased with the number of teachers which their Department has furnished to other institutions. Here they have more than kept pace with Yale's reputation for developing educators. There are now thirty-five or forty instructors in psychological philosophy and co-ordinate subjects in the universities, colleges, and high schools of the United States, Japan, and India, who have had one year's training or more at Yale. Since 1889 at least twenty doctors of philosophy have gone out to special positions. About two thirds of the total number teaching are graduates of other colleges than Yale. Only four have taken their Ph.D. degrees from any other institution, and only ten have continued their studies elsewhere. In our own country these include professors of philosophy at Amherst, Union, Williams, and University of Pennsylvania. In Japan, Yale is represented by the President of Doshisha College, and the only professor of Ethics under the Japanese Government is also a Yale man. In India, she is represented at Pasumalai, and in Sweden at Upsala.

The introduction of laboratory methods, for the purposes of experiment and measurement, has been one of the latest developments. The Yale Laboratory, founded only six years ago, was one of the first to be established in this country. During these few years, it has published four volumes on its work, and the

fifth is almost ready for the press. It is the only psychological laboratory of this country which publishes its results. It is excellently prepared both for teaching and for original research.

The first name at Yale, in this Department, is Ladd. Professor Ladd has been very prolific in his writings, and his works have had an extensive circulation and have received the most flattering endorsements, not only here, but in England and on the Continent. His writings have been much used in India and two of his books have been translated in Japan. His reputation, and the reasons for it, are often not appreciated by the undergraduate student at Yale. This fact rests on the inherent difficulties of making the study of psychology compulsory. It is at least very hard to introduce a student successfully to this subject who approaches it in a spirit of indifference or worse. But the record of undergraduate opinion is not of importance here.

The most advanced graduate courses are, very naturally, in charge of Professor Ladd, and these are for the most part conducted on the seminar plan, the object being, not to teach the tenets of any special school, but to inculcate a desire for the truth and to guide and stimulate to scientific methods of research. These courses sometimes take the form of careful and critical reading of some philosophical masterpiece, sometimes the investigation of some special problem or problems by the various members of the class.

Prof. George M. Duncan is next to Professor Ladd in point of service. In 1888, after several years of study in Germany and France, under such men as Wundt, Heinze, Zeller, Paulsen, Ribot, and Janet, he came to Yale to de-

vote most of his time to instruction. Professor Duncan carries a great deal of the regular undergraduate instruction in Psychology and Philosophy, and offers, as well, various graduate courses in advanced Psychology and History of Philosophy for which his scholarship especially fits him. He has recently translated selected portions of the writings of Leibnitz, and made various contributions to foreign magazines in the form of English bibliographies.

Prof. E. Hershey Sneath of this Department has a peculiar reputation as a teacher. He has provided a series of text-books for the purpose of making the average undergraduate acquainted with some of the chief philosophical masterpieces. It was to this end that he organized and edited "The Series of Modern Philosophers" (8 vols.), and also the "Ethical Series" (6 vols.). He himself wrote the "Philosophy of Reid," and the "Ethics of Hobbes." Professor Sneath bears also a large share of the undergraduate instruction, and is peculiarly successful in it. He also offers graduate courses, conducted after the combined seminar and lecture method, in Philosophy of Mind, Philosophy and Literature, and Advanced Ethics.

The work of the psychological laboratory of Yale has already been mentioned. Dr. E. W. Scripture, who conducts it, received his training under Wundt and other teachers, and came to Yale in 1892. Besides editing the "Studies," Dr. Scripture has edited two books; one for the Chatauqua Society, entitled "Thinking, Feeling, and Doing," and one for the Contemporary Science Series, entitled "The New Psychology."

Lines for special work in Ancient Philosophy are followed by Dr. Stearns, a member of this Faculty, who

George T. Ladd,
Clark Professor of Moral Philosophy and Metaphysics.

E. Hershey Sneath,
Professor of Philosophy.

George M. Duncan,
Professor of Philosophy.

has recently returned from study with Zeller, Erdman, and others. An interesting phase of the subject, to wit, the study of Psychology and Philosophy as Applied to Education, is taken up in a course offered by Dr. Gervase Green.

The Department of Philosophy at Yale has the cooperation of some of the other departments, as it should have. Evolution can be studied not only from the psychological and philosophical standpoint, but in its biological aspect under Professor Williams of the Department of Physical Science. The course in Hegel, offered for 1898–99, was to be read in the original German under Professor Palmer of the Modern Language Department, this being preparation for the philosophical study of the author under Professor Ladd.

As in the case of so many of the departments, Philosophy at Yale is aided by a club made up of students and professors in this Department. The papers which have been first presented here and freely discussed, have, in not a few cases, excited a very wide interest.

CHAPTER XI.

POLITICAL AND SOCIAL SCIENCE.

INTERESTING evidence of the growth of the social sciences can be had by a comparison of the catalogue of Yale of half a century ago with that of the present. As the branches of this subject have been differentiated, and the spirit of scientific inquiry has spread to this field, it has become necessary to put a considerable number of men in charge of the work formerly successfully conducted by a single one. In 1825 we first find instruction given in Political Economy. It was limited to lectures delivered before the Senior class during the first two terms. While President Woolsey was at the head of the University he took entire charge of this Department, and it was not until 1872 that there was a professorship for this and allied subjects.

In the catalogue of that year was the following statement: "Professor Sumner will instruct in Political Economy." This single sentence meant much. Indeed, as one looks back to the last quarter century of Yale teaching, he finds in this announcement more of significance as to the tone and force of the truth-loving teaching of Yale than he could find in almost any other similar sentence; for no teaching at Yale has made such a general and such a deep impression as the teaching of Sumner, and no influence has been more wholesome than the loyalty to truth of this compelling reasoner.

But as bearing on the interest in and extent of the teaching, it is interesting to compare this provision for instruction with the condition of the Department to-day, when, aside from the elaborate undergraduate courses, there are twenty-seven courses offered to graduate students by seven men eminent in special branches of the subject.

The American college student, as a rule, is interested in the history of the political and financial policy of his country, and desires a working knowledge of the law of economic forces. To gain this end the general undergraduate courses at Yale are well fitted, and the best men of Yale teach in these courses, which are most popular. Naturally, the instruction is developed along much more advanced lines by these same teachers in the graduate work, and what is offered there will best show the character and strength of this Department.

In charge of the courses in Societology and Anthropology is Prof. William G. Sumner, who has now withdrawn all his courses in Political Economy. His works, with which the student of American politics is best acquainted, are "The Financier and Finances of the American Revolution," the Lives of Andrew Jackson, Alexander Hamilton, and Robert Morris, and "The History of Banking in the United States." Of all his writings, "What the Social Classes Owe Each Other," has had the widest circulation. Valuable assistance is rendered to the course in Anthropology by the collections in the Peabody Museum.

Prof. Henry W. Farnam, who is in charge of the Department of Political Economy in the Sheffield Scientific School, offers to the graduate student courses in Finance, Labor Organization, and Pauperism. He

has been much interested in the problem of poor relief, and has written quite extensively on this subject. Among his articles along this line are "The State and the Poor," and "Progress and Poverty in Politics." Professor Farnam is senior editor of the "Yale Review," to which he has been a frequent contributor on questions of finance. He is not only a most generous supporter of Yale, but one of her most public-spirited of teachers, and can add to the force of theoretical instruction by the considerable experience which his civic and philanthropic activities bring him.

The graduate courses in "Economic Problems of Corporations," and "The Relation between Economics and Ethics," are under Prof. Arthur T. Hadley. The appearance of "Railroad Transportation," in 1885, established Professor Hadley's position in his field, and since then his mastery of his science has brought him into very close relations with men in control of the largest railroad properties. Indeed, his case illustrates one of the interesting developments in the modern environment of University teaching. In such lines as these sciences it is not and cannot be so closely contained within the "academic shades," — so far separated from the world outside — as of old. The blending of the theoretical and real is most wholesome. Professor Hadley has been Labor Commissioner of Connecticut, in which position also he showed his talent for dealing with facts in a spirit broad and practical. For all of this, he has not been drawn from the broader lines of economic study. On the contrary, he has so developed in them as to make his election to the presidency of the American Economic Association a very natural one. Among his writings may be mentioned his com-

ARTHUR T. HADLEY,
Professor of Political Economy.

JOHN C. SCHWAB,
Professor of Political Science.

HENRY W. FARNAM,
Professor of Political Economy.

IRVING FISHER,
Professor of Political Economy.

WILLIAM G. SUMNER,
Pelatiah Perit Professor of Political ana Social Science.

paratively recent "Economics," which is not only a new text-book for students, but one most serviceable to the business man or general reader.

Prof. William F. Blackman, who occupies the chair of Christian Ethics, takes up such problems of American life as the negro, the immigrant, the defective, dependent, vicious, and criminal classes; the city, the wage and factory system, the family, communism, socialism, and anarchism. In connection with these courses are given the opportunity for the inspection of the workings of the charity and correctional institutions of New York City.

The courses offered by Prof. John C. Schwab are intended to give the student a general knowledge of the fundamental principles of taxation and finance, together with a broad outline of the financial and industrial history of this country. He is an authority on the finances of the Confederate States, and has written extensively along this line. He also offers a course on this subject, — the only one to be found in the catalogue of any American university. Professor Schwab is editor of the "Yale Review," to which he has made frequent contributions.

What might be called the mathematical side of Political Economy is not the side which appeals with perhaps the most interest to the general student or reader. It is a development of the science of the very greatest importance, and its future is most interesting. The interest in it is more general abroad. Perhaps for that reason, Prof. Irving Fisher's reputation is making even faster there than here. Professor Fisher was graduated from Yale only in 1888, but has done very unusual work in that time in this line of the development of the

mathematics of Economics. His "Appreciation and Interest," and a series of articles on "Capital," served to establish his position. In his "Theory of Value and Prices," he has applied to the problems of Political Economy the principles of Mechanics and Hydrostatics. In his mathematical work Professor Fisher has prepared an introduction to the Infinitesimal Calculus.

George L. Fox, head of the Hopkins Grammar School and connected with this department of instruction in the Graduate School of Yale, offers a course on Comparative Municipal Government. He approaches his subject from a very practical point of view, and his course is thus adapted to teaching to the student his duties in politics.

The increased size of the classes in the Department of Political and Social Science has suggested the scheme of assistants, who relieve the professors of part of the care of the class-room work. The plan makes the professors' work all the more valuable, and supplies the element which is sometimes missing in the treatment of large classes.

In order to further the development of Political Science in the University, there was published in May, 1892, the first number of the "Yale Review," which has since become one of the leading economic journals of the country. The magazine is edited by the professors in this Department, including Prof. Edward G. Bourne of the Department of History. "Committed to no school and to no party, but only to the advancement of sound learning, it aims to present the results of the most scientific and scholarly investigations in Political Science."

One of the most useful adjuncts to the Department is

the Political Science Club, formed of the Faculty and graduate students interested in general economics. The meetings, which are held every two weeks, are occupied with the discussion of the questions of the day, or with the reading of one or more papers on any subject of interest to the members. Through the generosity of Professor Farnam, the society has a room very tastefully furnished and provided with a good working library. The room is open to the members at all hours, and as the library is composed largely of reports and works in general demand, it is admirably fitted for purposes of reference.

CHAPTER XII.

HISTORY.

A REVIEW of university study in this country for a half century shows a remarkable slowness in admitting to History a place as an advanced study. It shows also, that, when once its position was recognized, that position strengthened and developed everywhere with remarkable speed. Yale was not a pioneer in the history movement. She has, however, in recent years very freely responded to its impulse, and, in the rapidity of development of her historical courses, has forged well to the front.

The distinctive feature of the organization at Yale of the work in History, is the separation of the graduate and undergraduate courses, which allows the closest adaptation of methods of instruction to the ends in view. The undergraduate work is more general in character, and is designed to interest the students in history, to train them in intelligent judgment of historical events, and to help them to the acquirement of a fair amount of positive historical knowledge, by a discussion of the sources of information and by teaching them how to discriminate between the essential and the non-essential. The graduate work, on the other hand, is more especially designed to train the students to certain methods of research and criticism. It presupposes a general knowledge of the period, and is directed towards

the testing of accepted ideas or the extension of existing knowledge.

The student who, after a general course of historical study, devotes two or three years to this practical work, will be equipped for the proper prosecution of historical investigation and for an independent solution of all historical problems, up to the limit of his intellectual power. He will know how the work ought to be done; he will instantly discriminate between good and bad historical work, and so far as his natural gifts permit, he will himself do good work.

This very sharp differentiation between the graduate and the undergraduate work is maintained, because it is believed that the needs of the majority of the two classes of students are essentially different, and that the needs of each could be less perfectly met by any other system. If the individual student is not ready for the advanced work, he will be urged to take the undergraduate courses, and if he is a candidate for a doctor's degree he will be compelled to take them, unless he has covered the ground in some other perfectly satisfactory way.

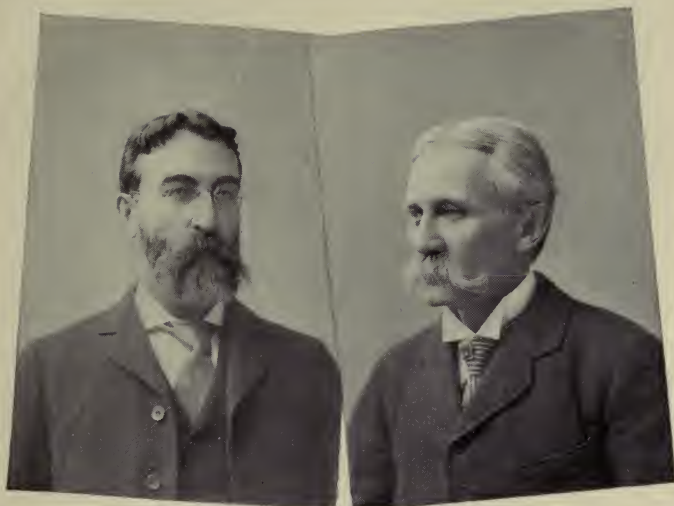
The teaching force, as now constituted at Yale, consists of four professors, one assistant professor, two lecturers, and two assistants. Twenty-five years ago all the work in history was done by one man, Professor Wheeler, who is now the senior officer of the Department.

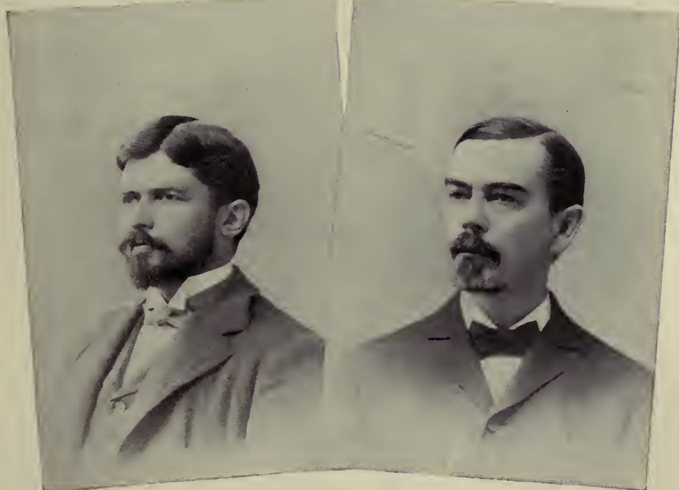
When appointed, he was the first man chosen to the chair of History at Yale apart from Ecclesiastical History. He is still in active service with apparently undiminished powers. It is certainly an uncommon distinction in one of the older colleges, for a pioneer of the Department to see such growth in his field of work as Professor Wheeler has witnessed. Before Pro-

fessor Wheeler began his work as instructor thirty years ago, the historical teaching at Yale had been small in amount although scholarly in character.

On the other hand, one or two terms work with a stirring teacher, fresh from study with Laboulaye and Droysen, must have imparted new life to the latter months of a college course in the early seventies. Professor Wheeler had not been here long before he had secured a hold on the students, which has grown stronger with the lapse of years. He is always sure of a large student audience at any public lecture. He is a keen and incisive critic of character, and emphasizes effectively the element of personality in history. His thorough knowledge and independent judgment gain him the confidence of the student body, even when their assent to his views may be withheld. Of late his work has been mainly in modern European history, from 1789 to the present day. His residence in Paris and Germany during the changes and the growth of the middle sixties has made him an especially interesting instructor and guide through the labyrinth of modern Continental history.

Next to Professor Wheeler in length of service is Prof. George B. Adams, who came to Yale ten years ago as the successor of Professor Dexter in the Larned chair of American History. Two years later, Professor Adams was transferred to European History, and in this field now confines his teaching to the Middle Ages, with the exception of a course in English Constitutional History. Professor Adams' earlier studies were pursued under Professor Wheeler's direction. Later, after a period of teaching, he went to Leipzig, where he worked with Arndt and Maurenbrecher. As a teacher and writer he





GEORGE B. ADAMS,
Professor of History.

ARTHUR M. WHEELER,
Durfee Professor of History.

EDWARD G. BOURNE,
Professor of History.

CHARLES H. SMITH,
Larned Professor of American History.

excels in lucid exposition, and this quality, supported by thorough scholarship, has enabled him to achieve remarkable success in presenting to the public, in a readable form, the results of modern scholarship. His "Civilization of the Middle Ages," and "French History," are admirable specimens of such work. As a teacher Professor Adams is stimulating alike to graduates and undergraduates. His energy and enthusiasm become contagious. His activity as an officer of the Department, as a member of the Council of the American Historical Association, and as Chairman of the Editorial Board of the American History Review, has extended in the University and beyond its walls a powerful interest for the promotion of sound historical study.

Prof. Charles H. Smith has occupied the Larned chair of American History for eight years. He came to Yale from Bowdoin. During his service here, the work in American History has developed very rapidly, reaching such proportions as to require a division of the field. Professor Smith now devotes much of his time to Constitutional History. Students think highly of his lectures. They "get a great deal" from them. His instruction is clear, well thought out, and pervaded by an admirable sanity of judgment and a natural fairness of mind. These qualities make him the trusted adviser as well as helpful teacher of a large portion of the student body.

The general courses in American Political History, formerly given by Professor Smith, were in 1897–98 assigned to Prof. Edward G. Bourne, who had returned to Yale in 1895, to take a professorship in History. Professor Bourne was graduated from Yale in 1883, and was

appointed an instructor in History and a Lecturer in Political Science in the College in 1886. After two years he left to accept a position at Adelbert College, where in 1890 he was made Haydn Professor of History, filling the position until his second call to Yale. Professor Bourne had before this been teaching European and English History. The change provides for an increase of the number of courses, and especially for more attention to Colonial History. It is also in accord with Professor Bourne's predilections, as American history has been the field of his special studies. Besides the political side Professor Bourne has investigated particularly the early discovery period. Among his writings, his studies on certain chapters of the Federalist and the formation of the Constitution, are particularly worth noticing. Professor Bourne's work, particularly with his graduate classes, shows a very progressive and thoroughly scientific spirit.

The courses previously in Professor Bourne's charge are now in the hands of Assistant Professor Richardson, who graduated from Yale in 1889 and was Instructor in Political Science and History in Colorado College during 1889 and 1890. In 1892 he was appointed to the professorship of History in Drury College, filling this position until his call to Yale in 1897. A two years' leave of absence having been granted him in 1895 by the authorities of Drury, he spent this time in work at Heidelberg with Winkelmann, Schaefer, and Erdmannsdörffer. The public have received a very favorable impression of Professor Richardson's scholarship and abilities from his recent volume, "The National Movement in the Reign of Henry the Third."

An unusual and valuable feature of the history

courses at Yale is the opportunity to study the modern history of the far East, — China, Japan, and India, — and their relations with Europe. The events of the year 1898 and those which will flow from them in the future, will inevitably direct the attention of an increasing number of students to this field of study. This course, as well as two others on Ancient and Mediæval Oriental History, is conducted by Mr. F. W. Williams, the son of the eminent Orientalist, Prof. S. Wells Williams. Family associations, a childhood spent in the far East, and study and travel in Europe, give Mr. Williams an exceptional equipment for instruction in this field.

And now as to the advanced courses of study designed primarily for graduates. Every candidate for a degree is expected to begin with the course in methods and criticism, conducted jointly by Professors Adams and Bourne. The first half of this course is designed to make the student familiar with the tools with which he has to work, and with processes of scientific historical investigation. Historical bibliography and internal criticism receive special attention, and the sphere of the studies auxiliary to history is reviewed. In the second half-year the work is wholly practical, and consists of the critical examination of texts, with the purpose of training the student in sound historical induction. Every candidate for the doctor's degree must have such a knowledge of general history as would be acquired in a successful prosecution of the college courses in European and American History, and in his special field his knowledge must be detailed, thorough, and critical. His mastery of the processes of historical investigation and generalization he must show in his thesis.

Among the other twenty-six courses announced in

the Graduate Pamphlet for 1897–98, it is worth while to record, as indicating the general character of the work, Professor Wheeler's on Recent English Constitutional History; Professor Smith's on the Political and Constitutional History of the United States from 1850 to 1877, a period not yet covered in a satisfactory way by any of the general histories; Professor Adams' course on Mediæval Institutions; Professor Bourne's on the Diplomatic History of the United States; Professor Richardson's on English Political and Constitutional History from 1603 to 1688, Dr. Strong's on the Social and Economic History of the South.

Prof. George P. Fisher, the Dean of the Divinity School, is attached to the staff in History in the Graduate School, where he offers a course in Church History. It might have been more appropriate to begin this chapter with such a name. It is none the less pleasant to close it with a mention of such a course and such a teacher. He has been before the world in his writings and his public services for fifty years. To the scholar or the general reader the names come at once of one or another group of his writings. "The Grounds of Theistic and Christian Belief," "The Beginnings of Christianity," "The Outlines of Universal History," "The Manual of Christian Evidences," — and so we might run on. And his last work — if the critics are right — is his greatest. His "History of Doctrine," published in 1896, is a remarkably comprehensive treatment of a vast field. It is so clear and condensed, that "every sentence is a definition."

CHAPTER XIII.

SEMITIC LANGUAGES AND BIBLICAL LITERATURE.

AS a formally organized branch of the University, the Department of Semitic Languages and Biblical Literature is comparatively young. In 1886 the university chair of Semitic Languages was founded. Prof. William Rainey Harper, Ph. D., Yale, 1875, was the first incumbent, holding it till 1891, when he was called to the Presidency of Chicago University.

In 1889 the Woolsey Professorship of Biblical Literature was established, Professor Harper also assuming the responsibilities of this chair (1889–1891). Since 1889 the instruction along these two lines of investigation has been given by the same set of teachers. In 1897 an important forward step of organization was taken in the formal recognition by the Philosophical Faculty of the incumbents of the Divinity School professorships of Hebrew, New Testament Greek, and Biblical Theology as members of this Department for university instruction, thus affording at the present time a staff of one professor, two instructors, and two assistants, for the Department as a whole, and three other professors for special courses.

No history of Semitic studies at Yale would be complete that failed to acknowledge the obligation of the Department to Prof. Edward E. Salisbury, LL. D., who was Professor of Arabic from 1841 to 1856. Not

only was he a strong factor in those earlier days in the progress of Semitic studies in this country, but he collected and gave to the University a special Semitic library, particularly rich in Arabic literature, known as the Salisbury collection. Professor Salisbury continues to show his interest in the work by providing for the enlargement of this library to keep pace with the rapid advance of Semitic research. The value of this working basis is inestimable.

A large and unselfish service has been rendered to Yale and to the cause of Biblical scholarship by Rev. Prof. George E. Day, who held the Holmes Professorship of Hebrew for twenty-five years (1866–1891). Professor Day continues his interest in Semitic subjects, but no longer offers instruction.

At the present time the university chair of Semitic Languages, formerly held by Professor Harper, is vacant. But it is none the less easy to judge the quality of the Department by the records of the instructors who are at work.

Prof. Edward L. Curtis, Yale, '74, Union Theological Seminary, '79, took his doctorate at Berlin after studying there from 1879 to 1881. For the next ten years he held the chair of Old Testament Literature and Exegesis at the McCormick Theological Seminary, Chicago. Since 1891 he has been the Holmes Professor of Hebrew at Yale. Aside from constantly contributing to the leading Biblical periodicals, he was assigned the article on the Hexateuch in Johnson's Encyclopedia and a number in the new Dictionary of the Bible. For the Haupt Polychrome Bible he contributes Zephaniah, and for the International Critical Commentary he is to prepare the books of Chronicles.

In graduate work he offers studies in the text, interpretation, and archæology of the Old Testament.

Prof. Frank C. Porter, Beloit, '80, Yale Divinity School, '86, Ph.D., Yale, '89, was made Winkley Professor of Biblical Theology in 1891. As an historical student his specialty is the period before and during the life of Christ. On the literature of this obscure period he is a recognized authority on both sides of the Atlantic. He contributed to the new Dictionary of the Bible an unusual article on the "Apocrypha." To the International Theological Library he is to contribute a volume on the Contemporary History of the New Testament. For graduate students Professor Porter offers special courses in Palestinian and Hellenistic Jewish Literature and a seminar on the sources and methods of Gospel criticism.

Prof. Benjamin W. Bacon, Yale, '81, Yale Divinity School, '89, became in 1896 the Buckingham Professor of New Testament Criticism and Interpretation. He, too, is a contributor to the Bible Dictionary and to the critical journals. At present he is preparing a volume in the new Handbook series on New Testament Introduction. For graduate students he holds a seminar on the Teachings of the Jews.

Prof. Frank K. Sanders, Ripon, '82, spent four years in India as a college instructor, came to Yale for advanced studies, and took his doctorate in 1889. Appointed in 1888 as assistant to Professor Harper, he became in course of time his successor as Woolsey Professor of Biblical Literature, with charge of the combined Department. He comes much before the public as a lecturer, as instructor at summer assemblies, and as a promoter of popular Bible study, and in his contribu-

tions to periodical literature. He is co-editor of the Students' Historical Series, about to be announced by Scribner's. He has recently published a volume entitled "The Message of the Earlier Prophets," the first of a contemplated series, and is at work upon two volumes of Outlines for the Study of Biblical History and Literature. With graduate students his work varies according to the special needs of classes. It always includes a seminar on some phases of Biblical history and literature.

Of the other instructors, Dr. Harlon Creelman, Yale Divinity School, '89 and Ph.D., '94, gives special attention to the courses in Hebrew and Biblical Literature, while Dr. H. W. Dunning, Yale, '94, Ph.D., '97, offers advanced courses in Arabic, Syriac, and Ethiopic. Mr. William J. Moulton, Amherst, '88, and Yale Divinity School, '93, took the Hooker fellowship and spent three years at Göttingen. He has returned to Yale, and offers courses in the critical use of the Septuagint and on the Maccabean period. Mr. M. Wolodarsky, a student at Nemerof and Kiel in Russia and for some years at Yale, offers reading courses in Rabbinic literature and instruction in modern Hebrew.

The departmental instructors and students maintain a club which meets at least monthly to discuss original papers and reviews.

The Department has had a successful career during the thirteen years of its existence. It has furnished occupants of no less than sixteen important Biblical or Semitic chairs in this and other countries, and has trained as many more who did not aim at professional work. The latter function of the Department is an increasingly important one. There are many clergymen

who desire the breadth of outlook and the scholarship implied by the winning of the doctorate degree, but do not care to abandon their profession. To train such men as these is an enterprise as much in line with Yale's historic mission as to swell the ranks of those who wish to give instruction.

CHAPTER XIV.

THE CLASSICS.

THE "revival of learning" in this country really dates from 1805, when the course of study at Harvard was improved, and James Luce Kingsley, a graduate of only six years' standing, who had been tutor since 1801, was appointed by Yale her Professor of Hebrew, Greek, and Latin. In order that his chair might not be a sinecure, he was to lecture also on Ecclesiastical History, and to serve as college librarian. As yet Harvard had no permanent Professor of Greek or Latin, her learned Dr. Popkin being appointed in 1815. Indeed, at that time the number of students at Harvard was decidedly smaller than at Yale, which for some years had held the "primacy" among American colleges. But we should not suppose that Professor Kingsley gave all the instruction in the subjects of his professorship. On the contrary, the teaching was done mainly by tutors, and he had fewer hours of class-room exercises than his successors of to-day. He had the general supervision of the work, and met each class during one term of its course for lectures. After twelve years, in 1817, Professor Kingsley was relieved of his duties in connection with Ecclesiastical History; and fourteen years later, in 1831, Theodore Dwight Woolsey came to Yale as Professor of Greek, while a little before this the instruction in Hebrew had been put under the care of Professor Gibbs. But Professor

The Woolsey Statue

Kingsley continued to be Professor of Latin until 1851, the term of his service as instructor being rounded out to a full half-century.

Dr. Woolsey achieved so high a reputation later as the President of Yale College and an authority on all matters of international law, that his services as a classical scholar are relegated to the background in the ordinary picture of college life. But he was the first scholar of our country to receive a thorough philological training in Germany and in France, a contemporary of George Ticknor, the historian of Spanish literature, and George Bancroft, the historian of America. Woolsey continued to perform the duties of his Greek professorship, together with those of the President of the College, until 1851, and his Greek books, which he finally presented to the college library, bear witness to the breadth and depth of his classical study. Probably no one else in America during the fifteen years between 1831, when he was made professor, and 1846, when he was elected President, studied so thoroughly the "corpus" of Greek inscriptions, Plato, Aristotle, and Theocritus, to say nothing of the Greek drama. In those days advanced graduate students were not many in this country, but Dr. Woolsey had a graduate class which included James Hadley, and another which included William Dwight Whitney and the younger President Dwight. His editions of Greek plays and Platonic dialogues were not only far better than any which this country had known, but even better than any of the same aim in England or Germany. To Kingsley and Woolsey, as pioneers, classical learning in this country owes more than it at present recognizes.

But Kingsley did not stand alone as Professor of

Latin during that long half-century. In 1842 Thomas Anthony Thacher, a graduate of the Class of 1835, after service of four years as tutor, was appointed Assistant Professor of Latin, and was promoted to the full professorship on Kingsley's retirement in 1851. His labors for the College ended only with his death in 1886. He was a thorough and able scholar; but his skill in the management and care of students was so great and unusual that his scientific work was often interrupted, and his influence on scholarship in the country at large was by no means so great as on college government and the general problems of higher education. He was perhaps the first (in 1843) to advocate the establishment of a regular course of instruction for graduate students, such as Yale now has in her Graduate School.

Shortly after Dr. Woolsey's accession to the Presidency of Yale College, James Hadley, of the Class of 1842, was made Assistant Professor of Greek — in 1848 — and in 1851 was promoted to the full professorship. He had a thoroughly scientific mind, of crystal clearness. A high authority, who knew well his early work, said that the best mathematician in the country was spoiled when Hadley devoted himself to Greek. He was interested in the whole field of human knowledge, and lectured on Roman law as well as on Homer. The outlying districts, the less frequented paths of Greek literature, interested him. His accuracy was extraordinary, and some of his learned discoveries attracted such attention abroad as to be translated and published in Germany. His death in 1872 was a severe blow to Classical Philology in America. He was then at the height of his powers, and if he had lived would have published far more in the next score of years than he

had done already. His influence on the scholarship of the country was only in its beginning. If Hadley had lived until now, classical scholarship in Yale and in the whole country would have advanced to a higher plane even than at present.

In 1863 Lewis Richard Packard was made Assistant Professor of Greek, as associate to Hadley, and was soon promoted to a full professorship. He was a brilliant scholar, with mind as clear-cut as his face, but after years of physical suffering he met a premature death in 1884, leaving undone much work for which he was well fitted.

The historian of classical studies in America will not forget to mention that Prof. Chauncey A. Goodrich of Yale, son-in-law of Noah Webster and reviser of his dictionary, prepared for the use of schools a translation of a German Greek grammar, which for a score of years was the text-book of the subject most used in our country; nor that Prof. William A. Larned not only used Demosthenes's oration on the Crown as a text-book in teaching rhetoric, but also prepared the best rhetorical commentary ever published on this oration; nor that Evangelinus Apostolides Sophocles, afterwards the learned professor of Classical and Byzantine Greek at Harvard, here, shortly before 1840, began his work in connection with American colleges; nor will he overlook the Philological Studies of the elder Professor Gibbs.

No sketch of Classical Philology at Yale or in the country would be complete without the mention of what has been done at this University in the field of Sanskrit and Comparative Philology. In this department Yale preceded her rivals and associates. Only

three or four universities in the world had professors of Sanskrit in 1841, when Edward Elbridge Salisbury (who still lives in an honored old age) was appointed Professor of Oriental Languages at Yale, after long study with Lassen at Bonn and Garcin de Tassy in Paris. In 1854 Professor Salisbury provided a permanent endowment for the chair of Sanskrit and Comparative Philology, and resigned it to William Dwight Whitney, who did more than any other man of his time to establish sound views of the origin and growth of language, and remained more honored, both at home and abroad, than any other American scholar in any department of science until his death in 1894. It was chiefly under Whitney and Hadley that an advanced course in Philology was established at Yale, the first in the country which might vie with like courses in Germany.

So much for the past of the Department of Classical and Indo-Iranian Philology at Yale. Never before was it so strong as at present, never before offering so many advanced courses of instruction. It is a simple statement of fact that no other university of the country has so large a Faculty in this department.

The senior officer of the department, and its chairman by the election of his colleagues, is Prof. Tracy Peck, Yale, '61, who after study in Germany and Italy, two terms in the tutorship, and ten years of service as Professor of Latin at Cornell, was called to Yale as professor in 1880. For the year 1898–99, he received leave of absence from university duties, in order to serve as Director of the recently established American School of Classical Studies in Rome, — a service for which he is specially qualified by his familiarity with Rome, where he has recently passed nearly two years.

THE LATE WILLIAM D. WHITNEY
Professor of Sanskrit and Comparative Philology

Professor Peck was President of the American Philological Association in 1885–86, and has read a number of learned papers before that body, on the Authorship of the *Dialogus de Oratoribus*, on Latin Alliteration, Roman Quantity, Cicero's Hexameters, and kindred subjects. He is one of the editors-in-chief of the College Series of Latin Authors, and has edited part of the history of Livy for that series. His most important graduate courses are on Lucretius, Early Latin, the Satires of Horace, and Latin Philology.

Prof. Henry P. Wright, Yale, '68, a pupil of Thacher, Whitney, and Hadley, has taught Latin at Yale since 1872. Like his predecessor, Prof. Thomas A. Thacher, his unusual fitness for certain important duties of administration has drawn him somewhat from special philological work, to the deep regret of his colleagues in this department; but he unites with Professor Ingersoll in giving courses in Latin Lyric Poetry, and Latin Satire and Comedy.

Prof. Edward P. Morris, Yale, '74, after study in Germany and service as teacher in other institutions, was called to Yale in 1891. He is best known, perhaps, as a Plautine scholar, having edited three plays of that author. His chief work has been in the field of syntactical investigations, several of which have appeared in the American Journal of Philology, and he has shown peculiar skill in stimulating and guiding research. His most important graduate courses are on Plautus, Historical Syntax, and Catullus.

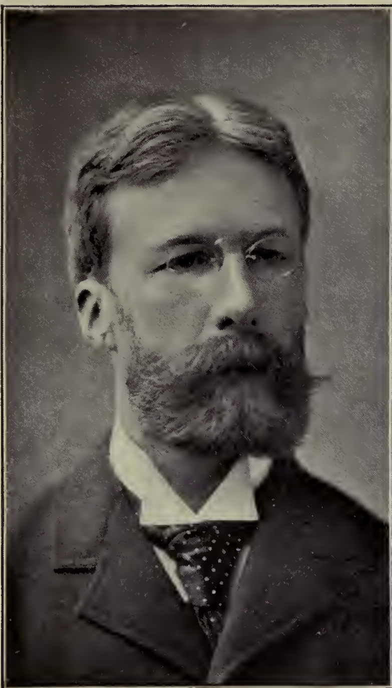
Prof. Henry R. Lang, a graduate of the University of Strassburg, a high authority in the department of Romance Languages, gives courses in Low Latin which are of interest and high value for students of classics.

Prof. Hanns Oertel gives two courses on the Italic Dialects, and one in the writing of Latin prose.

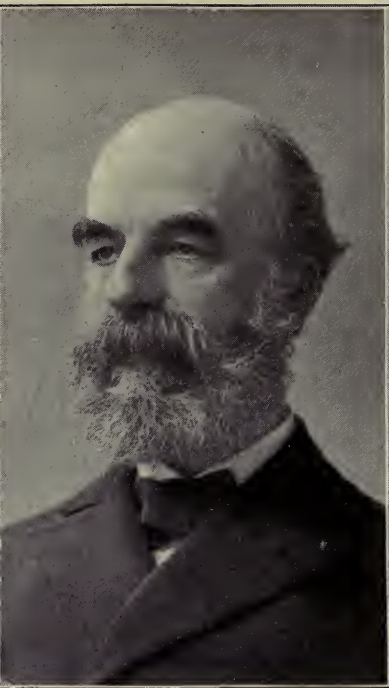
Prof. J. D. Ingersoll, Yale, '92, offers a course in Latin Comedy, and Dr. J. J. Robinson one in Roman Law.

The senior officer of the Greek Department is Prof. Thomas D. Seymour, Yale, '70, who, after study in Germany and eight years of service in teaching in the Western Reserve College, was called to Yale in 1880. He was president of the American Philological Association in 1888–89. Since 1887 he has been Chairman of the Managing Committee of the American School of Classical Studies of Athens, and since 1889, Associate Editor of the Classical Review. He is one of the editors-in-chief of the College Series of Greek Authors, and has published two volumes of a college edition of the Iliad, an edition for the use of schools of six books of the Iliad, an introduction to Homeric Language and Verse, and Selected Odes of Pindar. He has read papers on Homer, Pindar, Æschylus, Xenophon, etc., before the Philological Association. He has received the honor of election to honorary membership in the Archæological Society of Greece. His principal graduate courses are on Epic Poetry, Æschylus, Pindar, Plato, and the Greek orators.

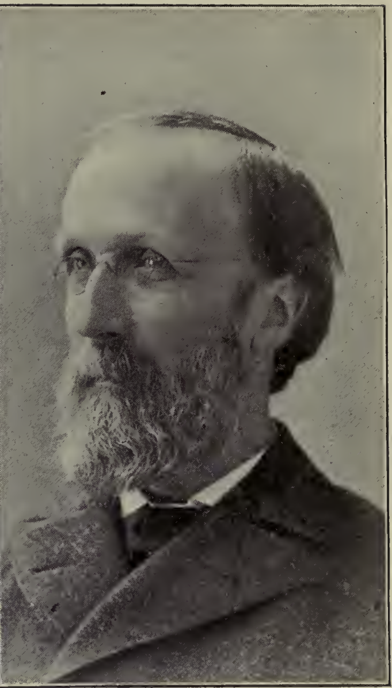
Prof. Bernadotte Perrin, Yale, '69, a student of the Graduate School of Yale in the time of its high glory under Hadley and Whitney, and later of German universities, was called to Yale from the Western Reserve University in 1893. He was president of the American Philological Association in 1896–97, and has read papers before that body on the Crastinus Episode at Palæo Pharsalus, Equestrianism in the Doloneia,



Edward Washburn Hopkins,
Professor of Sanskrit and Comparative Philology.



Tracy Peck,
Professor of the Latin Language and Literature.



Thomas D. Seymour,
Hillhouse Professor of the Greek Language and Literature.

and Genesis and Growth of an Alexander myth. He has published also an edition of Cæsar's Civil War, and two volumes of a college edition of the Odyssey, as well as a commentary for the use of schools on eight books of the Odyssey. His important graduate courses are one on Thucydides and the historical tradition of the Pentekontaëtia, a similar course on Herodotus, another on the Alexander tradition, and one on Pausanias.

Prof. Thomas D. Goodell, Yale, '77, came to Yale as assistant professor in 1888, and was advanced to a full professorship in 1893. During the year 1894-95 he had leave of absence in order to serve as Professor of the American School of Classical Studies at Athens. He has published a book entitled Greek in English, and Greek Lessons, and articles on the Use of the Genitive in Sophocles, Quantity in English Verse, the Order of Words in Greek, Aristotle and the Athenian Arbitrators, Dörpfeld's book on the Greek Theatre, and some special work in the Journal of Archæology. His Graduate courses are on Sophocles, and Greek Art.

Prof. Horatio M. Reynolds, Yale, '80, has taught Greek at Yale since 1883, being advanced to a full professorship in 1893. He has devoted himself particularly to literary themes. His most important courses for graduates are on Aristotle's Poetics, Late Greek Poetry, and Euripides, and a course with Professor Oertel on Greek Inscriptions.

The Rev. Cornelius L. Kitchel, Yale, '62, has taught in all at Yale about thirteen years. He has edited Plato's Apology and Crito. He offers a course on the Choëphori of Æschylus, the Electra of Sophocles, and the Electra of Euripides.

Dr. T. Woolsey Heermance, Yale, '93, offers a course in Modern Greek. He studied for two years in connection with the American School at Athens, and has published several articles in the American Journal of Archæology.

Dr. Thomas C. Stearns, Yale, '86, who has had several years of study of this subject at Yale and in Germany, offers two courses in Greek Philosophy.

In Indo-Iranian Philology and Linguistics, Prof. E. Washburn Hopkins, Columbia, '78, after graduate study in Germany, and service as a teacher at Columbia and at Bryn Mawr, was called to Yale as Professor Whitney's successor in 1895. He has published a large work on the Religions of India, and many papers in the Journal of the American Oriental Society, and in other learned periodicals. He gives instruction not only in Sanskrit, Sanskrit Literature, the Avestan Language and Literature, and Pāli, but also in Comparative Syntax.

Professor Oertel, in addition to his courses on Greek inscriptions, and in connection with the Latin Department, gives courses of instruction in Linguistics (an introduction to the scientific study of language, intended for students of the classics and of modern languages), Phonetics, and on the phonology and morphology of the Latin language. He has published in the Journal of the Oriental Society extensive and important papers as the outgrowth of his studies in Sanskrit, and has published articles on linguistics in the American Journal of Philology. In no other university of America is the field of Indo-Iranian Philology and Linguistics so fully covered as at Yale.

In connection with the more formal courses, the less

EDWARD P. MORRIS,
Professor of the Latin Language and Literature.

THOMAS D. GOODELL,
Professor of the Greek Language and Literature.

HORATIO M. REYNOLDS,
Talcott Professor of the Greek Language and Literature.

BERNADOTTE PERRIN,
Professor of the Greek Language and Literature.

formal work of the Classical Club should be mentioned. This is constituted of the instructors and the graduate students of the Department, and has for its headquarters the principal room of Phelps Hall. It meets every Saturday, and spends that evening in reading and discussing the work of some classic author, with reports and original papers in the field of Greek and Latin philology.

Particularly important for those who are engaged in classical, philological, and archæological studies, is the apparatus provided by the University library, particularly in serial literature. Probably no other library of the country has a better collection of philological periodicals and publications of learned bodies, and only one other in America has so good a collection of general classical books. The library of the American Oriental Society is deposited in the Yale University Library, and is at the command of students and all investigators. In addition to this apparatus, the Classical Club has in its large reading-room in Phelps Hall more than twenty-five hundred volumes of texts, commentaries, works on antiquities, etc., as a departmental library, which are at all times ready to be used by the advanced student, and which furnish to him the advantages of an excellent private library. Few college libraries of America are richer in the important works of this Department than this special library of the Classical Club.

CHAPTER XV.

MODERN LANGUAGES.

THE development of the teaching of Modern Languages into a consistent, thoroughly organized department of instruction at Yale has been accomplished since 1890. Up to that time friends of the Department felt that it was receiving unusually scant appropriation of University resources and insufficient attention in the development of the University curriculum. Judged by the ambition of members of its staff it is not yet what it should be. But of what department may that not be said? The Department of Modern Languages is well organized, with high standards and an unusually even excellence of instruction.

It is strongest in the undergraduate work, which is arranged with particular reference to the general needs, and carries out its ideas very successfully. In its graduate department, the students are not as numerous as in some other branches, but are increasing, while the courses are extending and covering more and more thoroughly the field of European languages and literature. That it is a progressive department, is shown by the appointment last spring of Dr. Andreen to the instructorship of the Scandinavian Department, with a leave of absence for two years for courses at Upsala and Christiania, and is also indicated by the plan to establish in the near future a German sem-

inary with an excellent working library for advanced students.

The department is called a young one. So it is if rated from the time of its thorough organization. But for more than seventy years Modern Languages have been taught as a part of the curriculum at Yale, though with a good deal of irregularity. Before 1825 provision was made for instruction, though no official recognition of such instruction occurs. In that year the catalogue officially recognizes the Modern Languages, and instruction is offered in French during the third term of Junior year. This course was optional with Fluxions, Greek, or Hebrew. The next year an instructor, M. Charles Roux, was appointed in French and Spanish, and one of these two languages might be taken as an optional in the third term of Junior year.

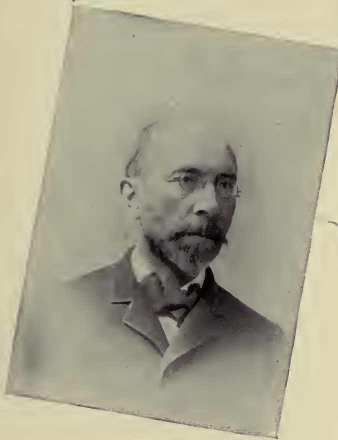
The next step was in the year 1831–32, when Julius Meier was appointed to an instructorship in French and German. No provision was made, however, at the time for the study of German in the curriculum. Though French and Spanish were continued as optional, it was not until 1841 that German was added to the choice of optionals in the third term of Junior year. In the following year Italian was added.

Instruction by regularly appointed instructors in French was given from this time on with the exception of one or two years, but in Spanish and Italian there were long intervals of suspended animation. German was taken care of by special instructors from the year 1843 to 1847, but not again after that until 1854, when William D. Whitney was appointed Professor of Sanskrit and Instructor of German.

Important steps were taken in 1857, when the onus of extra expense to the student for instruction in German and French was removed. These studies remained as optional for the third term of Junior year. The next move was in 1864, when Dr. E. B. Coe returned as Street Professor of Modern Languages. At that time French was taught in the third term of Sophomore year as a required study, and German in the second term of Junior year, also as a part of the required curriculum, with an elective added in advanced German during the first term of Senior year. The next year, 1868, French was required for two terms, the last term of Freshman and the first term of Sophomore year.

In the year immediately following this, the curriculum widened out considerably in both German and French. Soon after the appointment of Franklin Carter, now President of Williams, as Professor of German, in 1872, there came a very marked development. German was soon required for the entire Junior year, with an optional of four hours a week in Senior year, with lectures as well during the first term of the last year. An optional of four hours a week in both Junior and Senior years was offered in French.

The appointment of Professor Knapp in 1879 marks a further extension of instruction in the Romance languages. But Professor Carter retired in 1881, and for ten years thereafter the chair of German was left unfilled. The work in that language was most fortunately in charge of Assistant Professor Ripley, an instructor of unusual ability, who brought the Department to an excellent condition and is still one of its most loyal friends. His departure in 1888 to accept a business position in Boston caused very sincere regret.



ARTHUR H. PALMER,
Professor of the German Language and Literature.

GUSTAV GRUENER,
Professor of German.

JULES LUQUIENS,
Street Professor of the Romance Languages and Literatures.

HENRY R. LANG,
Professor of Romance Philology.

The year 1891 marks the beginning of a determined and successful effort for the development of the Department. In that year Professor Palmer was called to the chair of German in the Academic Department, while A. Guyot Cameron was made Assistant Professor of French, in charge of the instruction in that language in the Scientific School, a position which he held until 1897, when he left to accept a position at Princeton, his alma mater. During that time he aroused extraordinary enthusiasm in his classes by the spirited quality of his instruction and his lectures, as well as by his personality, and his departure from the school was made the occasion of an unusual demonstration by both students and graduates. The appointment of Professor Palmer and of Assistant Professor Cameron in 1891 was followed, in 1892, by the appointment of Professor Luquiens to the chair of Romance Languages and Literature, to make good the vacancy caused by the resignation of Professor Knapp. In that same year, 1892, Dr. Henry R. Lang was made instructor in Romance languages, and has since been made Professor of Romance Philology.

Between 1884, which marks the beginning of the optional system, and the year 1891, the only changes in the system worth noting were the placing of the study of Modern Languages in Freshman and Sophomore year, and a final reörganization which confined both elementary French and German to the first two terms of the curriculum. As to advanced graduate work, the year 1891 was the beginning of carefully organized departments and a systematic development of graduate study and teaching.

This is sketching only the Academic Department.

In the Scientific School, from almost the beginning, a knowledge of French and German was required for the degree of Ph.B., and in the year 1860, in the establishment of a fixed course of studies there for the attainment of this degree, both languages were included in the curriculum, of which they form an important part at present.

The two main divisions in the scheme of study of Modern Languages at Yale are, first, Romance; second, Germanic. The Romance is sub-divided into French proper, and, secondly, other Romance languages. The Germanic Department is subdivided into German and Scandinavian.

The first department of the Romance studies is under Professor Luquiens. Professor Luquiens received his doctor's degree from Yale, and was formerly Professor at the Massachusetts Institute of Technology. He has also been one of the lecturers of the Lowell Institute, has edited a number of text-books, and has contributed critical studies of French literature. His courses cover French literature from the earliest period to modern times, and include linguistic work in early and later French.

The other Romance languages are under the direction of Professor Lang, a Ph.D. of Strassburg, whose name is particularly associated with scientific contributions to romance philology and folk lore. He is the editor of "The Song Book of King Denis of Portugal," and is an authority on Portuguese and Provençal. His courses cover Spanish and Italian, with special courses in Dante and Petrarch, in Provençal and Low Latin, — a complete gradation of courses covering Romance philology from the earliest times.

Among the other graduate and undergraduate courses may be mentioned those of Mr. R. L. Taylor in the masterpieces of French literature, and also in Nineteenth Century French Literature. The French of the first two years is in charge of Mr. Taylor, with whom is associated Mr. Holbrook, who has returned to Yale as tutor of Romance languages after studying three years in Europe, chiefly in Paris. The more elementary work is done by Messrs. F. O. Robbins, Yale, '96, and Mr. M. A. Colton, also a Yale graduate.

Besides good library facilities, the work of this Department is supplemented by the French Club, composed of students and instructors, and the Modern Language Club, whose meetings and papers offer their peculiar stimulus to the student.

The first division of the Germanic languages, German, is under Prof. A. H. Palmer, who formerly occupied a chair in Western Reserve. Professor Palmer's writings have been confined to text-books and articles on German literature. He gives courses in German Philology, including Old Norse, Gothic, and Old High German, together with comparative Germanic grammar, and also advanced undergraduate courses covering the history of German literature.

Prof. Gustav Gruener is associated with Professor Palmer. He received both his bachelor's and doctor's degree from Yale, has edited text-books, and contributed articles on German literature. His particular part of the instruction covers the Middle High German and the Reformation periods, together with advanced undergraduate courses in modern German literature.

Professor Corwin, of the Scientific School, also offers

graduate instruction in German literary criticism, and Dr. W. A. Adams offers courses in modern German literature. Mr. H. A. Fair, Yale, '96, has charge of the elementary work in German. The complete system covers the history and development of the German language and literature from the Gothic to the present time, forming a full course in German, with detailed study of particular periods. The method of instruction combines lectures and recitations. The particular value of the Library facilities is in the valuable texts and complete sets of periodicals, well supplemented by general literature and scientific monographs.

German in the Scientific School is under the direction of Assistant Prof. Robert N. Corwin, whose doctor's degree was taken at Heidelberg. He is assisted by Dr. Herbert D. Carrington, also a Ph.D. of Heidelberg, and by Mr. F. B. Luquiens, Yale, '97. The French and Spanish of the School are taught by Mr. William Henry Bishop, the novelist, and Mr. Charles C. Clarke, who took up his work in 1898, after spending many years in Paris. Mr. O. G. Bunnell, Yale, '92, is associated with them. The courses in the two branches are systematic and well arranged, designed to give a practical knowledge of these languages for use in advanced work, and to give the students some philological training. The instruction is well adapted to these ends, and has been very successful. The instructors are broad in their sympathies and in close affiliation with the College and University work.

The Scandinavian division is at present in charge of Professor Palmer, whose courses include Old Norse and modern Scandinavian. As indicated earlier in this chapter, the plans at present writing promise early de-

velopment of this Department, which is to be placed in charge of Dr. Andreen, who has been sent abroad to complete his preparation for the work. The plans cover systematic study and instruction in Old Norse and the modern Scandinavian, both language and literature, together with Germanic Mythology and Antiquities. For this work in Scandinavian the Yale Library is particularly valuable on account of its recent acquisition of the library of Count Riant, which is the most valuable collection of books of its kind in America.

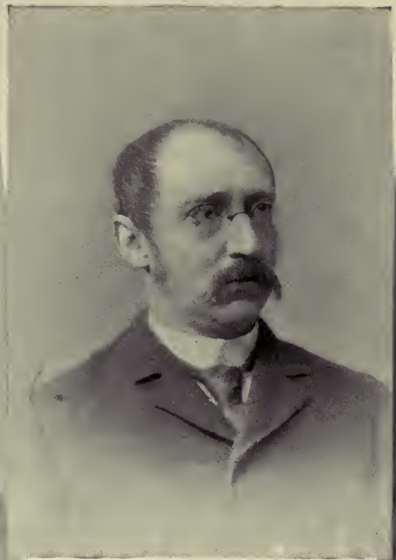
CHAPTER XVI.

ENGLISH.

IN 1848 (just half a century before a most aggressive fighter among Yale graduates made his fierce assault upon its English Department), all instruction in the language and literature of our mother tongue at Yale was given by Professor Larned. Professor Goodrich gave a course in Eloquence, but did not properly belong to the Academic Faculty. The courses of English in Freshman year consisted of "Lectures on the Structure of the Language, and Composition;" in Sophomore year, "Elocution, Declamation, and Composition;" in Senior year, "Forensic Disputations." One looks in vain for announcements of courses in Shakespeare and the Drama, in Milton and his contemporaries, and in our Modern Poetry; in short, for what we call to-day literary courses.

On the other hand, in the field of language, Yale was building up a very strong reputation. Her peculiar contribution in the field of English was Noah Webster's American Dictionary of the English Language, compiled by a graduate of the Class of 1778, which has kept its character as a Yale production by successive revisions by Professor Goodrich, and later by Professor Porter, while Professors Thacher, Hadley, Dana, Gilman, and Whitney were conspicuous contributors to it. The selection of Professor Whitney for the editorship of the Century Dictionary, and his subsequent work, added

ALBERT S. COOK,
Professor of the English Language and Literature.



HENRY A. BEERS,
Professor of English Literature.

THOMAS R. LOUNSBURY,
Professor of English and Librarian of the Sheffield Scientific School.

materially to the sum of Yale's achievements in this field. Professor Whitney added to his influence by his English grammar, while Professor Hadley, in his philological essays, and in his history of the language in Webster's Dictionary, contributed his generous quota to Yale's work along this line. Professor Hadley's history probably suggested to Professor Lounsbury his own work on the same subject, which carried the scholarly achievements of the past into the present.

It must be admitted that the very extent of these achievements in language study emphasized the one-time great neglect, in the Yale course, of ample instruction in literature and belles-lettres. This neglect was not alone observed in Yale's curriculum, — it was characteristic of her sister colleges. It is only within the last decade that the reform began in good earnest at Yale, — a reform which has now been carried so far as to make it quite unnecessary that the anomalous situation should be continued, of American students seeking opportunities to study and investigate their own tongue and literature in German universities.

In conformity with the purpose of this book, to give a picture of the Yale of to-day, Yale's record in this Department will be traced no farther back than 1892. In the fall of that year the English Faculty in the Academic Department consisted of three men, — Professor Beers, Professor Cook, and Professor McLaughlin. The two former devoted their time to the Senior and Junior classes, offering in all eight courses, aggregating fifteen hours; while for the two lower classes there was but one instructor, Professor McLaughlin. Necessarily there could be no English in Freshman year, and in Sophomore year there was but four months' work in each sec-

tion of the class. It is worth while to recall this, if only to add, that, even under these circumstances, Professor McLaughlin made such an impression on the intellectual life of the place as has not been duplicated. Others on the Faculty of Yale have been far more widely known, but in recent times no other, of whom the writer has knowledge, has moved on the mind and spirit of those who came under him with quite the same power of personal inspiration. A literary atmosphere, largely of his own creation, was felt by the most careless. And he died almost at the beginning of his work as a teacher.

There were three then on the English Faculty of Yale College. In 1898, only six years later, there were nine professors and instructors on the English staff of the Academic Department. English has been introduced into the Freshman curriculum, and continued throughout Sophomore year; a department of Rhetoric has been established, and the number of Junior and Senior electives has risen from eight to fourteen, aggregating twenty-six instead of fifteen hours. The work has been fairly well systematized, and various courses arranged forming an harmonious plan, while the English of the Graduate Department has been placed on a substantial basis. Of the Scientific School Faculty three members give instruction in English.

Prof. Thomas R. Lounsbury is senior professor of English at Yale and at the head of the English Department in the Scientific School. He was appointed instructor in 1870. English students at Yale are generally eager to seek the courses of the author of "The History of the English Language," of the "Life of Cooper," and of "Studies in Chaucer." Of the latter work Prof.

Brander Matthews has said in the "Century" that it is one accepted by all "as the most important contribution yet made by an American scholar to the great unwritten history of English literature." As such glimpses as may be given of the men composing the staff of any one department are the best evidence of what that department is, and as another has done this work for us, it may be allowable to quote still further from this same critic: "A Professor of English is rare who has both philologic training and æsthetic perception, as Professor Lounsbury has. And he has also a rarer quality, — the temper of the true scholar. . . . In fact, whether the study he presents be linguistic or literary, whether it be spelling reform or the English language, whether it be the prose novels of Cooper or the poetic tales of Chaucer, Professor Lounsbury handles it with the same firm grasp, with the same understanding and sanity, with the same wholesome good-humor." Professor Lounsbury has taken a particular interest in the Yale Library, and is not a little responsible for its very judicious selection of English works.

Prof. Henry A. Beers, the senior professor of English in the College, began his work at Yale as a tutor in English in the year 1871. When the English Department was under fire in the winter of 1898, one of the most noticeable features of the comments of Yale graduates was the unanimity of opinion expressed in regard to the quality of the scholarship of Professor Beers. The one regret concerning Professor Beers, which is expressed most frequently, is that he has not had more time for creative work. This regret is based on the quality of some of his short stories and sketches.

Professor Beers offered in 1890–91 a graduate course

on the development of the Romantic Movement in English Literature which marks an epoch in the teaching of English Literature at Yale. It was a very stimulating course, and was perhaps most highly valued of any graduate work for a number of years thereafter. "The Beginnings of the English Romantic Movement," published by Dr. William Lyon Phelps in 1893, which was a distinct contribution to English literary studies, was one of the first fruits of this teaching by Professor Beers. It made a study of a special department of the general field treated in Professor Beers' course. This book was the thesis offered by its author as a candidate for the doctor's degree, after a course in the English Department of Yale under the direction of Professor Beers.

The noteworthy characteristic of this course in the development of Romanticism was the application of the spirit of what is now called the study of Comparative Literature. It was the investigation of a special chapter in the story of the evolution of English Literature, — of the evolution of tastes and standards and forms. It was, in short, literary history in the best sense. Of such a general nature is the course on the English Renascence, by Professor Lewis; on fiction, by Professor Cross; on lyrical poetry, by Dr. Reed. Dr. H. A. Smith's course on Literary Criticism, offered in recent years while he was connected with the Department, was another good illustration.

Professor Beers' range of subjects of instruction is wide, and he frequently changes them. Of late his graduate courses have been in Shakespeare and the Modern Drama, Milton and his Contemporaries, Victorian Literature, and Theories of Metrical Translation.

Prof. Albert S. Cook was called from the University

of California to begin his work at Yale in the fall of 1889. He is a man of tireless energy, his labors having been particularly arduous and successful in the field of Old and Middle English. He translated and adapted Siever's "Grammar of Old English," and this and his own first book of Old English are standard. Probably his best reputation rests on his edition of the Old English poem, "The Judith," which is a perfect philological product. Professor Cook is almost exclusively occupied in the Graduate Department, and is less known to the undergraduates than most of the other members of the English staff. He has published a book on "Biblical Quotations in Old English Prose Writers." He has recently assumed the editorship of the department of English in the newly established Journal of Germanic Philology.

Assistant Prof. William L. Phelps became an instructor at Yale in the fall of 1892. He is one of the younger members of the Faculty, having graduated from Yale in 1887. Prof. Phelps has a conspicuous talent for teaching. He is unconventional to the point of arousing considerable criticism as to methods, always attacking his subjects with a peculiar directness and freshness. He has of late withdrawn from the required work and his electives are in Chaucer, Seventeenth Century Literature, American Literature, Tennyson, and Browning.

Assistant Prof. Wilbur F. Cross began work at Yale in 1894. He has charge of the Freshman English in the Scientific School. His specialty has been English fiction, particularly in its origins, and its connection with foreign literature. This is his principal work in the Graduate Department, where his course is very much prized.

Assistant Prof. Charlton M. Lewis, a graduate of the College in 1886, turned to the teaching of English after a few years in the study and practice of law. He came to Yale in 1895, and three years later received his doctor's degree and an assistant professorship. The choices for the college year 1898–99 made his course in Nineteenth Century Literature the largest English elective. He also offers a special course in the English Renascence.

In these six years of advance, Yale further increased her staff by three recent graduates of the College. One is Dr. Edward B. Reed, who was recently given charge of the Freshman work. He took his doctor's degree in 1896, and spent the following year in study in Paris and Munich. Another addition to the force was Dr. Frank H. Chase, valedictorian of the Yale Class of 1894. Dr. Chase's specialty has been the study of Old English syntax. In the year before coming to Yale he studied at the British Museum in Berlin. Upon appointment to the Yale staff, he was given for his work for the year 1898–99 the English of Freshman year, and has an elective on the History of the English language. In the fall of 1898, Mr. George H. Nettleton, Yale, '96, was made an instructor in the Scientific School.

In the last three years Assistant Prof. Charles S. Baldwin has organized a Department of Rhetoric, where, it is unnecessary to say, the amount of work is enormous, and where, it is only fair to say, the results of the work have been very satisfactory to those who are watching the growth of the English Department at Yale. The characteristic of the teaching is the large proportion of time given to personal criticism of the theme. This work has been entirely with the Sophomore class,

though Professor Baldwin has of late been able to offer an elective to the Juniors. Professor Baldwin had up to 1898–99 one assistant, Mr. Chauncey Wetmore Wells, Yale, '96. A second assistant, Mr. Emerson Gifford Taylor, was added for the year 1898–99. Mr. Taylor was graduated from Yale in 1895.

For the year 1898–99, six professors and assistant professors were scheduled for eighteen graduate courses in English. A very large proportion of these courses were offered by Professor Cook, who, having but one undergraduate elective, devotes practically his entire time to the advanced students. What Germany has had hitherto to offer in graduate work is preeminently Old and Middle English. In Professor Cook, a pupil and friend of Professor Siever, Yale has enlisted an authority in our early language. His work is supplemented by Dr. Chase, while in Chaucer there is Professor Lounsbury, whose name is particularly associated with studies of this poet.

The special incident most encouraging in all the recent work in English at Yale, was the performance in 1898 of Beaumont and Fletcher's "Knight of the Burning Pestle." This was prepared by the students themselves, without the knowledge of their instructors, before whom it was produced as an unexpected demonstration of the success of their own teaching. These students had been making a special study of the Jacobean drama. Their excellent presentation of this play is said to be the first ever made in this country.

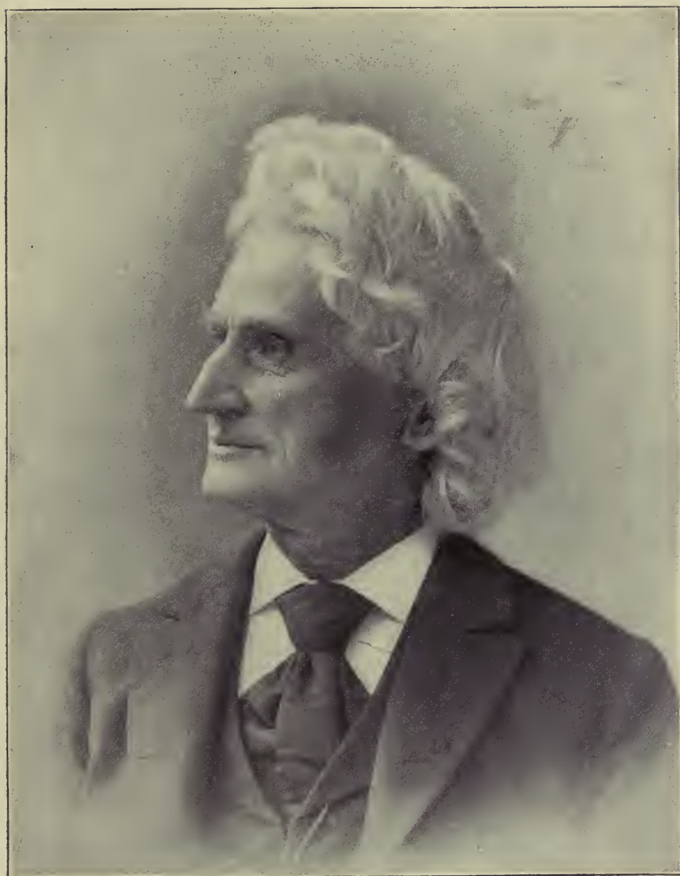
CHAPTER XVII.

NATURAL AND PHYSICAL SCIENCES.

YALE College, conspicuous for the training of young men in the old knowledge and wisdom of the fathers, has taken a place, both as a College and as a University, in the teaching and the development of the sciences, which is somewhat of a revelation to those not intimately acquainted with her work. A brief survey of the field will show the position of her men and her methods in this century of prodigious scientific advance.

In 1804, Benjamin Silliman was appointed "Professor of Chemistry and Mineralogy." Educated as a lawyer, it was necessary for him to go to Scotland, England, and France, to find instruction to fit him for his new professorship, and to take the few minerals Yale College then possessed to Dr. Seybert of Philadelphia, the only American to be found who was versed in such subjects, for identification. For the first quarter century, Professor Silliman led the way among Americans in teaching science.

In the year 1838, the science-teaching at Yale was done by three men, namely, Silliman, the Professor of Chemistry, Pharmacy, Mineralogy, and Geology; Olmsted, the Professor of Mathematics and Natural Philosophy, and C. U. Shepard, assistant to the Professor of Chemistry. The Sophomores then studied surveying and Olmsted's Natural Philosophy and Mechanics;



LATE JAMES D. DANA

Silliman Professor of Geology and Mineralogy

the Juniors listened to experimental lectures on Chemistry, Mineralogy, Geology, and select subjects of Natural Philosophy, and Astronomy, given by Silliman.

In the following sixty years the force engaged in teaching science has grown, from two professors and an assistant, to twenty full professors, six assistant professors and directors, and forty instructors and assistants, — a force of sixty-six men, not including those engaged in teaching pure mathematics, or those teaching the medical applications of science in the Medical School. Eleven of the full professors are members of the National Academy of Science, and all of them have made, in their special departments, notable contributions to the advancement of science.

This group of related sciences is naturally divided into four departments, namely, I, Mineralogy, Geology and Paleontology; II, Physics; III, Chemistry; IV, Biology. All of these were taught by Prof. Benjamin Silliman alone, less than a century ago.

Mineralogy and Geology.

The late Prof. James D. Dana did more than anyone else in America to reduce the innumerable facts of Geology to a science, to show the system in the history of the American continent, and also to systematize the science of Mineralogy. His "Manual of Geology" and "System of Mineralogy" are both classics. The former, in its fourth edition, is still the standard exponent of American Geology the world over.

As the Scientific School developed, active investigation in the field of Mineralogy was shifted to that department, and in 1864 George J. Brush was appointed Professor of Mineralogy. In the next twenty years

he described many new minerals, and co-operated with Professor Dana in issuing the successive supplements and new editions of his "System of Mineralogy." In 1874 he published his "Manual of Determinative Mineralogy." He has also accumulated a large and exceedingly valuable collection for the special purpose of teaching Mineralogy. This collection is probably better adapted for its purposes than any other in the land, and is always available for purposes of investigation and instruction. His laboratory became the training place of many of the present experts in the science, including his successors, Professors E. S. Dana and Penfield. As Director of the Sheffield Scientific School, Professor Brush's services, not only to Mineralogy, but to all the sciences, have been even more important than they could have been had he restricted his attention to his favorite science alone.

Any suggestion of scientific work at Yale leads early to the Peabody Museum, which Darwin longed to visit, and of which Huxley spoke in terms which Yale's friends proudly repeat to visitors. The building is at once a source of great Yale satisfaction and great Yale regret. Large as it is, it is now altogether too small for the great collections which have been gathered. For their proper display alone, and for the future development of science at Yale, the University longs for a friend to send the message that will make it possible to continue at once with the plan for the building, in which the present structure is only one wing.

Prof. O. C. Marsh is the head of the Museum, and University Professor of Paleontology. He has also been connected with the United States Geological Sur-

The late OTHNIEL CHARLES MARSH, *Professor of Palæontology, obit. March 18, 1899.*

Residence and part of grounds of the late Professor Marsh, bequeathed by him to the University for a Botanical Garden.

vey for many years, in charge of Vertebrate Paleontology. Professor Marsh directs the studies of advanced students in Vertebrate Paleontology. Great advances and discoveries in Paleontology of the present century are closely connected with his work. His discovery and study of the fossil fauna of our Western States is a well-known story. Out of more than three hundred pamphlets and volumes, it is difficult to select the most important, but to students the most striking of his works are: "The Discovery and Explanation of Birds with Teeth," in his Monograph on "The Odontornithes;" "The Discovery and Description of the Gigantic Eocene Mammals, Dinocerata," in his volume on that group; "The Discovery and Study of the Great Saurians of the Mesozoic Time;" and the tracing of the successive genera of the horse-type from the Eohippus of the Eocene to the modern horse. His standing is shown by his repeated election to the Presidency of the National Academy, and by his receipt of the Cuvier prize, and various other similar honors.

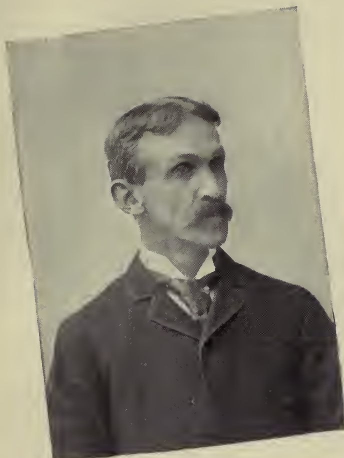
The Professorship of Historical Geology in the Sheffield Scientific School is held by Charles E. Beecher, who offers courses in Invertebrate Paleontology, and who is most closely associated with Professor Marsh in his work. The collections of the Peabody Museum furnish abundant material for illustration. Professor Beecher is particularly known for his works on the structure, development, and affinities of brachiopods and trilobites, investigations which were begun while he was connected with the New York State Museum. He is one of the editors of the "American Geologist."

The Peabody Museum is stored with material for comparison and study in Paleontology. The Verte-

brate fossils donated by Professor Marsh form the best collection in existence of these relics. The Invertebrate fossil collection is large, and includes many type-specimens, and a large number of beautiful preparations made by Professor Beecher. In Mineralogy, besides the elaborate, systematic exhibition collection in charge of Professor Dana, there are the Brush collection and several students' collections. The Petrographical collection, in charge of Professor Pirsson, includes typical rocks and sections from all lands.

The Mineralogical Department, formerly cared for by Professor Brush, is in the hands of Prof. Samuel L. Penfield, a graduate of the Scientific School in the Class of 1877. Yale has long enjoyed the reputation of being the leader among American universities in this special department of Mineralogy. Few reputations in science, at home or abroad, are better than that of the head of this Department. It rests particularly upon his investigations in chemical mineralogy and crystallography and descriptions of new species. His accuracy and painstaking assistance to special students, added to the advantages of the Brush collection and library, and a laboratory well equipped with apparatus and appliances for studying the chemical, crystallographic, and physical properties of minerals, make this a favorite place for the enthusiastic student.

Prof. E. S. Dana, though holding the chair in Physics, has made his peculiar reputation in the field of Mineralogy, the field in which his father was pre-eminent fifty years before. The name of Dana is held to its high reputation particularly by the "New System of Mineralogy," written by the son. One of his best-known pieces of work is on the crystallographic form



EDWARD S. DANA,
Professor of Physics and Curator of the Mineralogical Collection.

SAMUEL L. PENFIELD,
Professor of Mineralogy.

HENRY S. WILLIAMS,
Silliman Professor of Geology.

ARTHUR W. WRIGHT,
Professor of Experimental Physics.

of native copper. Besides this work, Professor Dana has published a "Text-Book on Mineralogy" and "Minerals and How to Study them," both of which are standard works which bring the science within the grasp of the general student.

Prof. Louis V. Pirsson has charge of the instruction in Physical Geology in the Sheffield Scientific School, and of the graduate courses in Petrology. He has contributed a number of important papers dealing with theoretical problems in Petrology, and has also done valuable geological work in Montana, for the United States Geological Survey, results of which are embodied in the following four bulletins: "Castle Mountain," "Highwood Mountain," "Bear Paw Mountain," and "Judith Mountain." Students in this branch are given active work in determining and classifying rocks by optical and chemical methods and in studying their history and origin.

Leaving the Scientific School group, we come to the successor of the late James D. Dana in the Silliman Professorship of Geology, Henry Shaler Williams. He is chiefly known for his studies of the relations of organisms to geology. His course, Geological Biology, and his book with the same title, treat of fossils as determining geological formations and their relation to environment and past evolution. As a member of the United States Geological Survey he is known for his work and numerous papers on the Devonian, and on the principles of correlation in stratigraphical geology. His high standing, on the other side, is indicated by his position as American member of the International Geological Congress. An outgrowth of his paleontological and zoölogical studies is the course on the

Philosophy of Life and Organisms, in which life is discussed in relation to other natural forces, and evolution is reduced to a systematic science. His laboratory, with its select collection of fossils, and his rich working library on Paleontology, are open to students.

Physics.

In the domain of physics Yale has, in the Academic Department, the Sloane Laboratory, with equipment very thoroughly organized for methods of experimentation and original investigation in modern physics. It is under the charge of Prof. Arthur W. Wright, of the Chair of Experimental Physics, whose investigations have been particularly in the fields of electricity and light. He has been making particular study for a number of years of the phenomena of electric discharge, shadow effects, and chemical changes accompanying it, and was the first man on this side of the water to confirm the discovery of the Roentgen rays. His studies on the volatilization of metals in exhausted tubes, and the application of the method to the formation of metal-covered glass specula, have been of importance in the formation of electrodes in the vacuum tubes employed in X-ray work. Professor Wright is assisted by several instructors.

Prof. Charles S. Hastings, who holds the chair of Physics in the Scientific School, has associated his name with improvements in the telescope, resulting from his researches in the field of optics. His study of the solar spectrum and sun spots, and the discovery that chemical compounds exist in the sun, are some of the more important theoretical results of his labors. His investigations of the laws of double re-

fraction in Iceland spar, and the principles of refraction of light in general, have been of the highest practical value in the determination of causes of imperfection of sharpness of detail in images, and spherical and chromatic aberration, and for calculating the forms of surface, and determining the chemical composition of the materials necessary for the production of the most perfect astronomical (and also microscopical) objectives. Professor Hastings' laboratory covers one floor of the spacious Winchester Hall, and is admirably equipped for general physical work and study, more especially in its technical applications.

In this Department, Assistant Prof. Frederick E. Beach is occupied mainly with the work of instruction, having charge of the Scientific Freshman class.

Prof. J. Willard Gibbs occupies the chair of Mathematical Physics. Professor Gibbs' theoretical work, though performed purely from the mathematical standpoint, forms to a very great extent the basis of the science of Physical Chemistry as it is known to-day. His most important published works are those on the "Equilibrium of Heterogeneous Substances," "Thermodynamics," and "Graphic Methods." Professor Gibbs' work is entirely in the post-graduate department, where he offers extended courses.

Chemistry.

The four-storied brick Sheffield Chemical Laboratory is the newest and most modern building devoted to chemistry in the University, and is considered a peculiarly well-appointed laboratory, with means for a very excellent quality of work. This building suggests the group of men in the Scientific School who are in this special branch of science.

Before enumerating the active corps, one naturally turns to the Emeritus Professor of Agricultural Chemistry, who has been connected with the School from its earliest day, and who has been an exceptionally active investigator. Prof. Samuel W. Johnson has been a prolific writer. His two standard works — "How Crops Grow" (published in 1868), and "How Crops Feed" (published in 1870), have been translated into German, French, Russian, Swedish, Italian, and Japanese. Professor Johnson was influential in organizing the first Agricultural Experiment Station, that of Connecticut, and has been very influential in the general establishment of these stations throughout the country.

Among the present generation of Sheff students, Professor Mixter is perhaps more generally thought of in connection with the government of the student body. His peculiar success in this direction has naturally drawn him a great deal from his particular work, but has by no means made him inactive in this branch. He has written not a little, especially in organic chemistry, in which his work on amido-bodies is perhaps the best known, and is the author of a "Text-Book on Elementary Chemistry."

Horace L. Wells, Professor of Analytical Chemistry and Metallurgy, is known particularly for his extended investigations on double salts, and for his work on the perhalides of the alkali metals. His researches along these lines have materially widened the knowledge of the compounds formed by the very rare elements, cæsium and rubidium. His writings are very frequent on subjects in Mineralogical and Analytical Chemistry. At the head of the latter Department at Yale, he offers courses for research and advanced study in this and allied branches.

LOUIS V. PIRSSON,
Professor of Physical Geology.

CHARLES E. BEECHER,
Professor of Historical Geology.

HORACE L. WELLS,
Professor of Analytical Chemistry and Metallurgy.

FRANK A. GOOCH,
Professor of Chemistry.

The presence of a considerable corps of instructors and assistants make it possible to widen the scope of the laboratory's work. Among these are several who offer advanced courses and opportunities for research in their respective specialties. William J. Comstock and Dr. H. L. Wheeler are in charge of the organic work. Dr. Wheeler has specialized on tautomerism, in which field his work is particularly well known. Dr. James Locke conducts the work of students engaged in general preparative inorganic chemistry. The laboratory also has a room especially equipped for research in physical chemistry, in charge of Dr. B. B. Boltwood. A considerable number of scientific articles are published from the laboratory annually. Its officers have also issued an extended list of text-books, among which, in addition to those already named, are Professor Wells' "Qualitative Analysis," and re-edition of "Fresenius," with translations of Classen's "Electro-Chemistry," and Menschutkin's "Analytical Chemistry," by Doctors Boltwood and Locke respectively.

The chemistry of the Academic Department is housed in the Kent Laboratory, a large three-story brown stone building, the gift of Albert E. Kent of San Rafael, Cal. At its head is Prof. F. A. Gooch, who is aided by Assistant Prof. Philip E. Browning, and four assistants. Professor Gooch is an analyst whose contributions have been principally to the practical side of quantitative chemistry, both in apparatus and methods. The introduction of the Gooch crucible has materially modified quantitative chemistry. About seventy-five papers have been published from the laboratory since its opening in 1888, relating chiefly to analytical and inorganic chemistry. Many of the recent iodine methods of Pro-

fessor Gooch are included in this series, as well as the adaptation by Professor Browning of his amyl-alcohol method to the separation of the alkaline earth metals.

It is impossible to close the subject of chemistry at Yale without referring for the second time in this chapter on Science to Professor Gibbs, simply as the author of the Gibbs-Phase-Rule. This rule is of such importance in Chemistry, that in several universities entire courses of lectures are devoted to it alone. The student at Yale may therefore feel that he has a particular advantage in this branch of the science, in being able to hear the rule explained and treated in all its bearings by its enunciator himself.

As in nearly every department of study at Yale the work in chemistry is aided by a departmental club. The Chemical Club is composed of instructors, graduate students, and others interested in this science. It holds fortnightly meetings for the discussion of papers and reviews of recent work.

Biology and Physiology.

Russell H. Chittenden is the Professor of Physiological Chemistry, but his name and particular work are not entered under that head because his chief activities and successes are in the direction of Physiology. He is the recognized head of his science in America. While yet a student, he made the discovery that glycocoll was a constituent of animal tissues, and since that time has been very actively engaged in the investigation of physiological chemical problems, such as the primary cleavage products of proteids, the influence of various substances — drugs, poisons, alcohol, and the like — on digestion and metabolism, and the distribu-

PROFESSOR RUSSELL H. CHITTENDEN
Director of the Sheffield Scientific School

tion of poisons in the body and their elimination from the system. His most important work was the investigation of the chemistry of the digestive processes, summed up in his book entitled "Digestive Proteolysis," published in 1894. From these investigations much of our knowledge upon this subject has been derived. "Studies," published from 1885 to 1889, presents in printed form much of the work of the laboratory during those years. Professor Chittenden is President of the American Physiological Society, and has just been made Director of the Department of Physiological Chemistry of the College of Physicians and Surgeons of Columbia University. With Professor Gooch he represents the chemists of the University in the National Academy of Sciences. Professor Chittenden is seconded in his experiments by Assistant Prof. Lafayette B. Mendel, whose best work is on the physiology of lymph formations. The laboratory possesses unusual facilities for research work, as is shown by its many publications; and the excellence of the undergraduate courses is attested by the high rank which its graduates attain in the medical profession.

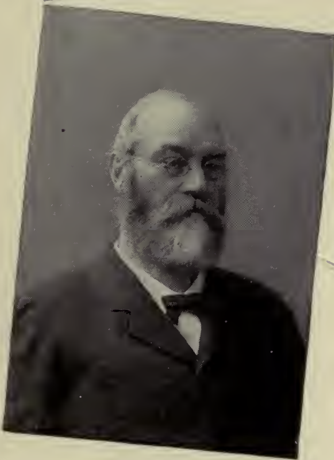
Instruction in General Biology, Comparative Anatomy and Embryology, both for undergraduate and advanced students, is under the personal direction of Professor Sidney I. Smith and Dr. W. R. Coe. Professor Smith has held the position of professor of Comparative Anatomy since 1875. He is the author of numerous works describing the crustacea of America, including the embryology of certain species.

In Zoölogy, the student at Yale has access to the large collection in the Peabody Museum. Professor Addison E. Verrill has filled the chair of Zoölogy since

1864, and his connection for many years with the United States Fish Commission has enabled him to describe a great number of marine invertebrates, collected under his direction. His published articles, notices, and works, exceeding two hundred in number, deal with nearly every class of invertebrate animals. Among the most important of these articles are those treating of the echinoderms and corals of the west coast of America and the invertebrates of the West Indies and the Atlantic coast of North America. His own private collection, containing type-specimens of many North American invertebrates, is also deposited in the Peabody Museum. The extent of Professor Verrill's investigations have not allowed him to be drawn too deeply into specialized work to the neglect of systematic zoölogy and morphology.

Agriculture.

Yale's work in the application of science to agriculture has been, since 1864, in charge of Prof. William H. Brewer, who has in this time been the Professor of Agriculture in the Sheffield Scientific School. His life has been one of ceaseless activity, and his work has carried him into public positions of many kinds in the City, the State, and the Nation. His writings, generally in the form of reports or contributions to scientific journals, are very numerous, and cover the widest range of subjects. He wrote the "Botany of California," a standard work, which is as much the basis of similar study in that part of the country as is Gray's Botany here. He has specialized on the laws of heredity until he has become an authority on the vastly important questions of stock breeding. He has sketched



SIDNEY I. SMITH,
Professor of Comparative Anatomy.

ADDISON E. VERRILL,
Professor of Zoölogy and Curator of the Zoölogical Collection.

WILLIAM H. BREWER,
Norton Professor of Agriculture.

WILLIAM G. MIXTER,
Professor of Chemistry.

the "First Century of the Republic's Agricultural Progress," and has contributed valuable geological papers to the "American Journal of Science." He has lectured on all kinds of practical agricultural topics, and is a recognized authority on many of the problems of forestry. Within recent years he has entirely rewritten a Physical Geography. And so the list might be indefinitely extended. His power of acquisition and his energy seem limitless.

But the story of his work for Science would be hardly half told if it did not include his successful labors in the upbuilding of the Sheffield Scientific School. Since his connection with it he has been indefatigable and indispensable, co-operating with Professor Brush in every good work. His energy and store of knowledge of men and things have been constantly at the service of the School. Professor Brewer is a member of the National Academy.

Department of Botany.

In the Department of Botany, which is in charge of Dr. A. W. Evans, access is possible to the herbarium of the late Daniel C. Eaton, who was the first Professor of Botany at Yale, and held the position from 1864 until his death in 1895. It comprises over sixty thousand sheets, mostly different species, and is particularly rich in the flora of North America, and in the mosses and ferns. Of the latter this collection is most complete. It was in this field that Professor Eaton held particular authority.

The Journal of Science.

For eighty years the American Journal of Science has been edited and published by men of the Yale Faculty. Professor Benjamin Silliman established this paper in 1818, when the many branches of physical and natural science, now recognized, had, with the single exception of astronomy, hardly gained a footing in this country. It was not the least of Professor Silliman's large work for science and for Yale, that he founded, and through many discouragements, maintained and developed to the highest point of reputation throughout the scientific world, the "American Journal of Science." For twenty years Professor Silliman carried on both the editorial labors and the business part of the work. In 1838, his son, Benjamin Silliman, Junior, later Professor of Chemistry at Yale, was associated with him. With the beginning of the second series, James D. Dana, his son-in-law, soon to be made Professor of Geology and Mineralogy, became one of the editors-in-chief. After a period the editorial labors devolved almost entirely on Professor Dana, and later, these duties were assumed by his son, Edward S. Dana, whose name appears among the editors-in-chief in 1875. The latter has conducted the paper to the present date. With the vast development of the field of scientific research and the increasing specialization by scientific workers, journals devoted exclusively to single branches of scientific work have arisen, sharing the field which this journal held so long alone. Its standard and its good name, have, however, been upheld, and it is to-day an excellent index of the scientific spirit of Yale. In the list of its associate editors are found such names as Dr. Wolcott Gibbs,

Dr. Asa Gray, Professor Louis Agassiz, and many of the best known investigators of the present day. The Journal has thus had cordial support among the workers elsewhere, and especially at Harvard University.

CHAPTER XVIII.

MATHEMATICS, ENGINEERING, AND ASTRONOMY.

Mathematics.

A STEADY growth from the first and a very rapid development in the last ten years are the features of the history of the Department of Mathematics at Yale.

In the old days a single professor taught both Mathematics and Natural Philosophy, but in 1836, by the election of Professor Stanley, Mathematics had a chair of its own. When Professor Stanley died in 1853, Professor Newton, although only twenty-five years of age, was appointed to fill the vacancy. For more than forty years, that is, till his death in 1896, the Department was under Professor Newton's vigorous and progressive administration. During this time the Department increased from one professor and two tutors to a staff, in the Academic Department, of five professors and four instructors, and in the Sheffield Scientific School of two professors and four instructors, — a total of seven professors and eight instructors. In the Academic Department are Professors Gibbs, Richards, Beebe, Phillips, and Pierpont, and the instructors are Messrs. Strong, Westlund, Hawkes, and Sellew. In the Sheffield Scientific School are Professors Clark and Smith, and the instructors are Messrs. Starkweather, Lockwood, Marshall, and Granville.

The instruction in the undergraduate department may be considered first. In looking over the course of study followed half a century or more ago, one is surprised at first sight to observe how small the change is when compared with that which has taken place in the Department of Natural Sciences. In 1836, the year of Professor Stanley's appointment to the chair of Mathematics, the Freshmen studied Day's Algebra and Playfair's Euclid. In the Sophomore year Euclid was finished and Solid Geometry, Plane and Spherical Trigonometry, Logarithms, Mensuration, Conic Sections, Surveying, and Navigation were taken up. In the Junior year Astronomy was required, and Fluxions (the Calculus) was offered as an optional.

These studies are largely what are given to-day. The reason why so little change has been necessary is to be found in the fact that Mathematics is not only one of the oldest sciences, but also the most exact. Geometry received from the Greeks a form so perfect that later generations can add but little. The Elements of Euclid and the Conics of Apollonius of Perga still enjoy the admiration they excited twenty centuries ago. And this is true, though to a less degree, of the other branches of Mathematics, — Algebra, Trigonometry, Analytical Geometry, and the Calculus, the youngest of which was venerable before many of the sciences which crowd our college curriculum of to-day were born.

But, even under these circumstances, changes have been taking place in undergraduate instruction in Mathematics. Perhaps the most radical has been the introduction of the Calculus into the Sophomore year. To effect this, the courses of study in this year were divided into two parts. The first is the traditional course in

Mensuration, Surveying, and Navigation, under the charge of Professors Richards and Beebe. The second, under Professor Phillips, embraces Graphic Algebra, Analytical Geometry, and the Calculus. The advantages derived from this radical change are obvious. Students who wish to make an extended study of Mathematics or Physics and Astronomy, will reach the Junior and Senior years prepared for much more advanced work than hitherto. For these students advanced courses are now offered in Algebra and Analytical Geometry, Higher Analysis and Higher Geometry, the last two being really graduate courses. In addition a course of much more advanced character than ever before is given in the Differential and Integral Calculus.

The instruction in Mathematics in the Graduate School is as radical and as extensive as in any of the other departments. In the first announcement in 1847 of the courses in the newly founded Graduate School, or, as it was then called, the Department of Philosophy and the Arts, the only course in Mathematics was one offered by Professor Stanley on the Calculus and Analytical Mechanics. On Professor Stanley's death, Professor Newton offered for a number of years "such branches of higher mathematics" as might be "agreed upon with the student." In 1860 the lectures were divided into three sections, of which Mathematics and Physics formed one. Professor Newton had charge of the Mathematics, and his courses were announced briefly as "Pure and Mixed Mathematics." Professor Loomis had charge of Astronomy.

The year 1871 is memorable in the annals of this Department, as it marks the entrance of Professor Gibbs into the school as Professor of Mathematical Physics.

ANDREW W. PHILLIPS,
Professor of Mathematics and Dean of the Graduate School.

WILLIAM BEEBE,
Professor of Mathematics and Instructor in Astronomy.

J. WILLARD GIBBS,
Professor of Mathematical Physics.

JOHN E. CLARK,
James E. English Professor of Mathematics.

He offered the Theory of Wave Motion, Capillarity, and the Potential Function. The number of courses offered by him soon grew, and they now form a stately series of lectures covering nearly the whole range of Mathematical Physics, an object of just pride to all the friends of Yale.

In the same year Professor Newton offered the Calculus, Statics, Dynamics of a Particle, Lunar and Planetary Theories, and Higher Geometry. These remained, with an occasional change to courses on shooting stars and meteors, and the Calculus of Probabilities, the subjects he taught till his death. In 1873 the Department received the addition of Professor Clark's instruction, who began to lecture regularly on Definite Integrals, Differential Equations, Determinants, Analytical Mechanics, Numerical Approximations, and Least Squares.

Since then the Department has been steadily growing. In 1884 Professors Beebe and Phillips began to give graduate instruction, the former turning his attention to Geodesy and Practical Astronomy, while the latter devoted himself to Geometry, Curve Tracing, and Map Projection. Professor Phillips inaugurated a movement at Yale which has been so successfully carried out in Germany. It has been his constant effort, by the construction of geometrical models and machines, to render graphic and geometrically intuitive many results of advanced geometry and the theory of equations. The collection of mathematical models and machines has gradually grown under his ceaseless activity to be one of the largest in the country.

Some details may give a more exact notion of the field covered by the Department in the last few years

(1896–98). Professor Gibbs, besides his lectures in Mathematical Physics already alluded to, gives courses in Vector Analysis, with its application to Geometry, Astronomy, and kindred subjects, and an advanced course in Multiple Algebra, which embodies for the most part his own investigations in this direction. It is deeply to be regretted that this author, who is so widely and favorably known abroad for his epoch-making researches in Thermodynamics, does not publish an account of his ideas and methods in Multiple Algebra.

Professor Clark lectures at present on Determinants, Theory of Equations, and Differential Equations; Professor Phillips on Advanced Calculus; Professor Barney on Geodesy and Practical Astronomy, and Professor Beebe on Comparison of Orbits and Practical Astronomy and Surveying.

Professor Pierpont devotes himself to the analytical side of pure Mathematics, and has given courses on Introduction to Higher Analysis, Substitution Theory, Galois' Theory of Algebraic Equations, Functional Theory of Real and Complex Variables, Elliptic Functions, Linear Differential Equations, Modular Functions, Theory of Continuous Groups, and Theory of Numbers. Finally, Professor Smith, representing Modern Geometry, has given, since his return from Europe in 1896, Differential Geometry, Modern Geometry of the Plane and of Space, Algebraic Curves and Surfaces, and the Theory of Transformations of Space. In this latter course the theory of Lie's continuous groups play a dominant role.

With this influx of new and thoroughly modern courses, a change in the method of teaching has been

made. Instruction, which in the older days was often limited to directing the reading of the students and explaining difficult passages, is now given entirely by formal lectures. The seminary method, which is so efficacious abroad in training young men to be independent thinkers and investigators, has replaced the old custom of solving ingeniously devised problems of more or less trivial nature, which we inherited from England, and which the Mathematical Tripos still unfortunately fosters there.

In close connection with the seminary is the Mathematical Club, founded in 1877 by Professor Gibbs. This is one of the prominent features of mathematical life at Yale. The fortnightly meetings, held in the Sloane Laboratory, are largely attended, and the number of papers to be presented exceeds the limits of the time. Two series of papers were, among others of miscellaneous character, on the program for the fall of 1898: one on the relation between our intuitional and analytical notions of a curve, the other on hypercomplex numbers, of which the well-known quaternions are a type.

An important factor in the education of students of mathematics at Yale is found in the recently equipped seminary library rooms. Two pleasant and conveniently situated rooms have been set apart for this purpose, and friends of the Department, by donations of money and books, have provided a well-equipped and thoroughly modern departmental library. There are separate drawers and shelves for the books and papers of the students. These rooms are forming a central place of meeting for students in the Department, and everything is done to this end, in the belief

that the daily intercourse of students among themselves has an educational value of great importance.

Yale has always stood for an educational force; its professors have not only done their part to advance science by original contributions, but they have in an unusual degree helped to make science accessible by writing excellent text-books. This has been particularly true in Mathematics. At the commencement of the century Yale had taken a prominent position in this respect. The mathematical series of Professor Day, afterwards President of the College, had a widespread popularity. The series prepared by Professor Loomis numbered fifteen volumes, and embraced, not only pure mathematics, but its application to surveying, navigation, and astronomy, as well as a treatise on the allied subjects of natural philosophy and meteorology. The records show that over one million copies of these books have been sold. This fact makes comment on their value superfluous. The tradition so early established is being continued. A short time ago, at the request of Messrs. Harper and Brothers, Professor Phillips undertook to prepare a new series of text-books on Algebra, Geometry, Trigonometry, Analytical Geometry, and the Calculus, which are to be fully abreast of the best methods and advances in the science. A characteristic feature is the admirable photogravures of the figures of Solid Geometry, made from models in this subject belonging to the Yale collection. The constant efforts of Professor Phillips, already referred to, to derive all possible benefit from our geometrical intuition by the help of models, is thus bearing fruit in a new and broader field.

Engineering.

The history and character of the Engineering Department of Yale is consistent with the general history and character of the Scientific School, of which it is an important part. This means that this Department of instruction was established and developed, and is to-day maintained, by strong men, who have, from the first, held their standards high and formed their instruction on the principle of teaching a profession.

Norton, Lyman, Trowbridge, DuBois, Hastings, and Richards — these are the names of the men who have made the Department. The first three are gone. In 1883 the death of Prof. William Augustus Norton closed a service in the chair of Civil Engineering of more than forty years, and ended a well-rounded life of seventy-three years. Professor Norton's energies and abilities were lived into the School; in its making he played a large part. His sweetness and strength of character were lived into the life of the place — into the characters of hundreds who came and went at Yale.

The next name, that of Prof. Chester S. Lyman, is the name of another who lived for the School, and who also gave to it forty years of the most loyal service. It was in 1859 that he was appointed professor of Industrial Mechanics and Physics. His was another case where the personal element was a most important part of the instruction for those in his courses, and his memory in the School answers in many points to that of Professor Thacher in the Academic Department. The increase of the School made it necessary to relieve him of some of his duties, and in 1872 the title of his

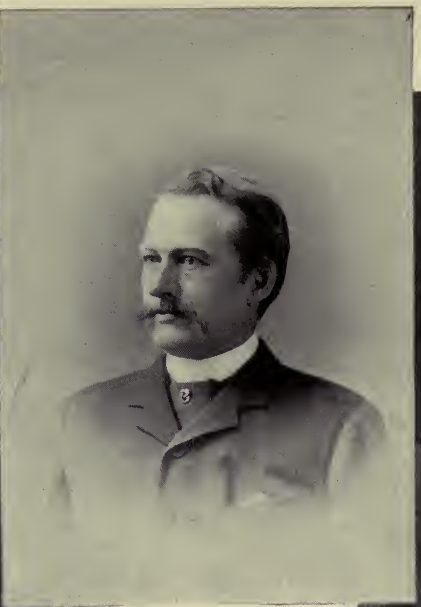
chair was changed to Astronomy and Physics. Until 1884 Professor Lyman controlled these two Departments, but in that year retired from the professorship of Physics on account of his impaired health, a new chair having just been created for that Department.

Captain William P. Trowbridge was called to Yale in 1870. He graduated at West Point at the head of his class, and for a number of years was in charge of an important section of the United States Coast Survey. When called to Yale, he was Vice-President and Manager of the Novelty Iron Works, then one of the three great engineering works of the country. He served in Yale until 1877, when he resigned to accept a professorship at Columbia. At Yale he was the first professor of Dynamical (afterwards known as Mechanical) Engineering. After leaving Yale he served, until his death in 1892, at the head of the Engineering Department of the School of Mines at Columbia. Professor Trowbridge is said to have been the first engineer to suggest the idea of the cantilever bridge.

Of the men now in the service of the School, Prof. A. Jay DuBois came to Yale in 1877 to fill the vacancy in the Department of Dynamical Engineering, left vacant by Professor Trowbridge's withdrawal. Professor DuBois served in this Department until 1884, when he was transferred to the chair of Civil Engineering, which had been left vacant by the death, a year before, of Professor Norton. The chair of Mechanical Engineering was filled at that time by the appointment of Charles B. Richards.

Professor DuBois is a graduate of the Scientific School in the Class of '69. He took the degree of Civil Engineering in 1870 and the degree of Ph. D. in

Charles S. Hastings,
Professor of Physics.



A. Jay DuBois,
Professor of Civil Engineering.

Charles B. Richards,
Higgin Professor of Mechanical Engineering.

1873. He studied mining at Freiburg in Saxony, and from 1875 to 1877 was professor of Civil and Mechanical Engineering at Lehigh. His work, entitled "Stresses in Framed Structures," is an almost universal authority for engineers and builders. He has also published an extensive work on "Theoretical Mechanics." The many translations, made by Professor DuBois, of foreign works on engineering subjects have furnished text-books which are used in nearly all engineering schools.

The Civil Engineering Department includes at the present time about sixty students. To the staff in this Department was added, in 1895, Assistant Professor Barney, who was graduated from the School in '79 and received the Civil Engineering degree in 1885, and who has had much outside experience in western railroads. John C. Tracy, a graduate of the School of '90, who received his civil engineering degree in 1892, is also an instructor in this Department.

The head of the Department of Mechanical Engineering, Prof. Charles B. Richards, was elected at the February meeting of the Corporation in 1884. The School, in making this selection, filled the chair with one who had demonstrated his mastery of principle and practice in the conduct of large industrial undertakings. Mr. Richards was connected for more than thirty years with some of the largest engineering works of the country. For ten years he was superintending engineer of the Colt Works at Hartford; and from 1880 until the time of his call to Yale, he occupied the same position in the Southwark Foundry and Machine Company of Philadelphia. He had served also as consulting engineer in the construction of a number of public

buildings, devoting himself particularly to the problems of warming and ventilation. In 1860 he made a very notable improvement in the steam engine indicator. His invention made possible further investigations, greatly stimulating the study of the steam engine and initiating a series of rapid developments in its efficiency.

Professor Richards served as one of the United States Commissioners at the last Paris Exposition. He is one of the revisers of the Webster's Dictionary, and has published sundry reports and monographs.

At the present time, four instructors, all graduates of the Scientific School, assist Professor Richards. They are William Wallace Nichols, M. E., Edwin H. Lockwood, M. E., George P. Starkweather, M. E., Ph.D., and William C. Marshall, M. E. Mr. Starkweather is principally occupied with the Mathematics of the Department. Mr. Nichols has had seven or eight years of practical experience, and Messrs. Lockwood and Marshall have both also had experience outside.

The Department of Electrical Engineering is under Prof. Charles S. Hastings, a graduate of the Scientific School in 1870. He received his doctor's degree from Yale in 1873, went abroad for study in Germany and France, and returned in 1875 to accept a position of Associate in Physics in Johns Hopkins University, where he was made Associate Professor of Physics in 1882. He came to Yale in 1884. Something further of Professor Hastings' record has been given in the chapter on Natural Science. He is assisted in the Electrical Engineering work by Dr. Henry A. Bumstead, who graduated at Johns Hopkins in 1891 and received the doctor's degree from Yale in 1897.

As has already been implied, the system of instruction in the Engineering Department has been developed on the plan of thoroughly grounding the student in the sciences on which engineering as a profession is based. This plan opposes any undue expansion towards instruction in the practice of the various handicrafts with which the engineer is brought into contact after entering upon his professional work.

This does not mean that the instruction is in pure theory, without that knowledge of the practical side which makes the mastery of principle of value. The civil engineering student is very carefully taught the use of the instruments in field work and road location, and in the designing of structures. In the Mechanical Engineering and the Electrical Engineering Departments very careful attention is given to machine drawing and design, and to practice in experimental processes and investigations, through the use of machinery and apparatus in the engineering laboratories. In these respects the courses have been greatly improved and largely developed in late years. The generous gift of the late Mrs. Winchester made a peculiarly valuable addition to the laboratory facilities, Winchester Hall containing an instructive collection of machines and apparatus.

The libraries of the Engineering Department are liberally supplied with current periodicals, and with many series of bound volumes of great value. Besides this, the Engineers' Club of the School, which is an active organization, gives an opportunity to both graduate and undergraduate students of listening to lectures on technical subjects by professional experts from different parts of the country, who represent a great variety of industries.

The relative numerical importance of the Engineering Department may be estimated from the fact that the courses contain only a little less than one half of all the students in the Junior and Senior classes of the Scientific School.

Astronomy.

In Astronomy at Yale, emphasis has been laid on investigation and practical work. The teaching of it, however, has not by any means been neglected. As far back as 1825, Denison Olmsted, later professor of Mathematics and Natural Philosophy, taught Astronomy. At the time of the great meteoric shower of 1833, Professor Olmsted of Yale and Professor Twining, a Yale alumnus, were the first to recognize the significance of the radiant point as showing meteors to be not terrestrial or atmospheric, but truly cosmical bodies, travelling in swarms about the sun. This suggested what has since been confirmed, namely, the close connection between comets and meteors. Later, Professor Herrick of Yale was the first to notice the disintegration of Biela's Comet in 1846, a discovery which went a long way toward confirming the theory of Olmsted and Twining.

Then Prof. H. A. Newton took up the subject in 1860. His investigations led to the discovery of the thirty-three year period for star showers, radiating like the shower of 1833 from the constellation Leo. He predicted that there would be another display in 1866 or 1867, a prediction which was grandly realized. Professor Newton's contributions to the study of comets and meteors, particularly the latter, formed an epoch in the history of the advance of astronomical science.

THE LATE HUBERT A. NEWTON
Professor of Mathematics

In 1874, Professor Lyman of Yale added another valuable contribution to the science by discovering the luminous ring encircling the planet Venus at the time of a transit.

In 1858, Mrs. Cornelia L. Hillhouse gave Yale a tract of land on Prospect Hill for an astronomical observatory. In 1870, Oliver F. Winchester deeded to the College twenty acres of land adjoining this as an endowment for the Observatory. The present building was erected in 1882, largely through the energy of Professor Newton, who was made the first director, and who served as acting director until a short time before his death, which occurred in 1896. One of Professor Newton's last acts for the Observatory was to procure the appointment, as Director, in 1896, of Dr. Elkin, the Astronomer of the Observatory. Mr. Robert F. Brown, Yale, '57, has held the position of secretary since the erection of the present building in 1882.

It was the Yale idea at the outset, and a characteristic one, to provide herself with an equipment which would enable her to do better work along certain lines than could be done elsewhere in America. Accordingly there was ordered of the Repsolds of Hamburg a new heliometer, which should be the finest and most improved instrument of its kind that had up to that time been produced.

Two years later, that is, in 1884, Dr. W. L. Elkin, who received his doctorate at Strassburg in 1880, was called from the Royal Observatory of the Cape of Good Hope to the Yale Observatory. Under his able direction the Observatory has performed some of the most refined work in parallax and proper motion that has yet been executed. The larger problems, that have been com-

pleted and are now in print in the volumes of Transactions of Yale University Observatory, include the following: A Triangulation of the Principal Stars in the Group of the Pleiades, by Dr. W. L. Elkin; the Orbit of Titan and Mass of Saturn, by Dr. Asaph Hall, Jr., formerly assistant astronomer of Yale; A Triangulation of the Principal Stars about the North Pole, by Dr. Elkin; the Orbit of Mitchell's Comet, by Dr. Margaretta Palmer, the paper being her thesis for a doctor's degree, one of the first to be given to a woman by Yale; A Triangulation of the Principal Stars in the Coma Berenices Cluster, by Dr. F. L. Chase. Dr. Chase graduated at the University of Colorado in 1886, received the doctor's degree at Yale in 1891, and has been connected with the Observatory since 1890. A considerable number of short papers have been published from the Observatory in the Astronomical Journals. Dr. Elkin has also completed, from a very extended series of observations, a determination of the parallax of the ten first-magnitude stars in the northern celestial hemisphere. The work is largely through the press.

The Observatory took an important part in the recent elaborate determination of the solar parallax, from observations of three of the minor planets. The work on this was in co-operation with the Royal Observatory at the Cape of Good Hope and with several of the foremost German observatories. Since 1892, both Dr. Elkin and Dr. Chase have been engaged upon an investigation of the parallaxes of a number of stars which have the largest proper motions, with the hope of finding among them some comparatively near neighbors of the solar system. Dr. Elkin has observed thirteen of these stars and Dr. Chase eighty-

YALE OBSERVATORY.

WILLIAM L. ELKIN,
Director of the Observatory.

FREDERICK L. CHASE,
Assistant Astronomer.

five of them. Over four thousand observations have been made, and the work of observation and discussion is well under way.

In addition to investigations with the heliometer, the Observatory has been the first to take up systematically the photography of meteors. It has for this purpose an instrument of unique design, carrying eight cameras, the lenses being of six to eight inches in diameter, and directed to slightly different regions of the sky and with an area of about twenty degrees square. All are carried by a single driving clock. Very recently a somewhat smaller instrument of similar design was constructed. This carries four cameras, and is mounted in a small new building in Hamden, about two and a half miles distant from the Observatory. The use of these two instruments, at different stations, makes it possible to ascertain the parallax of the meteors photographed.

The Observatory has a very good eight-inch Grubb equatorial and a transit instrument. It has for a number of years maintained a time service, furnishing accurate time to the New York, New Haven & Hartford R. R. and to the Standard Electric Time Co.

One of the best illustrations of the quality of the photographic work done at this Observatory, was the discovery, by the examination of the plates made of the meteoric shower of November, 1898, of the Chase comet, so called from the name of the assistant astronomer of Yale, whose eye first caught it. The comet was so far distant as to be very difficult of observation by the strongest glass.

Besides this, the Academic and Scientific Departments each possess a good telescope for class-room work.

The work of teaching, it should be recorded, was carried on after Professor Olmsted's death by Prof. Elias Loomis, who served from 1860 till the time of his death in 1889. Professor Loomis directed by his will that his entire fortune of $300,000 should ultimately be used for the support of the Observatory. It is held in trust by the University, and the income from one third of it is now available.

Elementary elective courses in Astronomy are now offered in the Academic Department by Professor Beebe and in the Scientific School by Dr. Chase, while a course in determination of latitude, particularly designed for civil engineers, is given by Professor Barney.

And here, as in other fields, Yale has the advantage of very scholarly investigations by Prof. J. Willard Gibbs. His work for Astronomy has been principally in improved methods of computation of orbits, the theory of perturbations, and kindred subjects.

Thus it will be seen that in this Department, in which the work has been very quietly carried on, Yale has done and is doing work of no mean order. And as her Observatory comes into possession of several bequests which have been made, still further expansion may be expected.

CHAPTER XIX.

THE LIBRARY.

YALE poverties have been exploited so frequently and with such moving eloquence, that a part of the public, at least, is sometimes sceptical as to the condition of the petitioner. It will probably be always a puzzle why the receipt of more moneys means that still more moneys are wanted. But Yale ambitions and actual needs grow with every increase of possession. The more good things the present shows, so much the more is it right to expect the future to give, in order that that already in hand may be the more effective.

In 1896 Yale's friends began to take counsel with themselves, — not always quietly, — as to the resources of the Library. It was, of course, assumed that they were not at all what they should be, and the case proved to be a more than ordinary illustration of Yale need. Following in the wake of an intelligent and serious discussion of the problem, came an act of the Corporation laying aside for the uses of the Library a very generous bequest from the estate of a very generous Yale benefactor, the late Thomas C. Sloane, Yale '68. This sum, netting $190,000, following a number of other smaller contributions, makes the present funds for the maintenance and development of the Library something over $300,000. The friends of the Library want as much more or twice as much more, and it should really come to them soon. But the danger point has been passed, and

assurance is given that the collection of books, gathered with rare discretion and discrimination, shall not lose any of its value by the insufficiency of present resources. The careful work of the past may now be carried out and developments on new lines are possible.

The point was freely emphasized in the discussion, that the Library was the heart of the University, — a truism which cannot be too often repeated. In other chapters some directions are mentioned in which this great central organ of university life is able to discharge its functions particularly well. Only a few special points will be here taken up to suggest the value of its general contents.

The University Library is divided into two departments. The smaller of these was formed by the libraries of the Linonia and Brothers Societies, which were made a part of the University Library in 1871. These Society collections form a library of general literature, as opposed to a library of research; a library for circulation, rather than for reference. It is naturally strong in modern English literature, including fiction, and in periodical literature. It is a custom of the University Library to keep the collection of books in this department at about twenty-five thousand. When they increase much beyond the latter point, the older volumes, which have ceased to circulate generally, are transferred to the shelves of the University Library proper.

Including this collection, the University Library contained in 1898 about 265,000 volumes. This does not take account of the libraries of the schools and departments, which would add 25,000 more volumes, making 290,000 in all.

Of the various special collections in the Yale Library,

New Library

which are of peculiar value, the one which is to be first mentioned bears the name of one of the Library's most generous friends. It is the Salisbury Collection of Oriental Languages and Literature. It has 4,500 volumes, containing sets of the leading Oriental journals and large works on Egypt by Champollion, Rossellini, and Lepsius. It has also a large collection of Arabic and Sanskrit texts and about 100 Arabic manuscripts. Besides these there is a special collection of Chinese Literature, of about 3,500 volumes, from the Honorable Yung Wing, Mr. F. W. Williams, Yale '79, and Mr. F. E. Woodruff, Yale '64. This collection includes a full set of the dynastic histories of China in 217 volumes. There is also a special collection of Japanese Literature of 4,500 volumes, the gift of Prof. O. C. Marsh, Yale '60, and Mr. F. W. Stevens, Yale '58.

In the department of Congregational History and Polity and the History of the Pilgrims, the Library is immensely strengthened by the Dexter Collection of 1,850 volumes, the gift of the Rev. Dr. H. M. Dexter, Yale '40. Dr. Dexter was in a peculiarly good position for gathering this collection, and spent a great deal of money upon it. Many of these books are beyond price to-day.

A friend of Yale, whose name has never been given, has added very greatly to the strength of the Library in Russian Literature by a collection of 7,000 volumes, including periodicals and society publications, and covering literature, history, geography, language, and bibliography.

The Riant Library was recently acquired through the generosity of Mrs. Henry Farnam. It is made up of some 5,000 volumes, relating to Scandinavia, and is a

collection not equalled in this country. Besides the books, there are theses by Scandinavian students to the number of not less than 15,000.

In the department of the Drama, the Library has made particular efforts, and not without considerable success. The collection of English plays is particularly good. In French Drama it has the collection once possessed by Charles Reade, containing nearly 6,000 different plays. These were all separately published, and are outside of the works of the great French dramatists, which would naturally be on the shelves of any complete library.

The Yale Library is rich in its collections of the publications of learned societies and scientific journals. A good deal of work has also been done in gathering the English periodicals, particularly those of the last century, of which there are something like two hundred sets in the Library. Probably nine tenths of the English periodicals mentioned in Poole's Index are also to be found on the Yale shelves. In American History and American Genealogy also, the Library contains collections of rather unusual completeness and value. They include the United States Congressional documents complete since 1825, as well as a great many before that time. In the department of Meteorology the library of the late Professor Loomis makes an important feature.

And going outside of the Library proper, two collections of the Divinity School would be especially worthy of mention, — the Lowell Mason Library, devoted to music, and the Foreign Missions Library, which is of unusual completeness.

The Library now increases annually about seven or eight thousand volumes, though special acquisitions

often swell this total very materially. Such an increase is equal in number to all the books that came to Yale in the first one hundred and twenty-five years of her life. In 1743 the number of volumes in the Library was 2,600. Twelve years later it had reached 3,000. In 1766 the total was 4,000, but in 1791 it had dropped back to 2,700. The Library was removed to the central part of the State during the Revolution for greater safety, and a great many of the volumes did not find their way back. The totals at certain points in the present century are as follows: 1808, 4,700; 1823, 6,500; 1835, 10,000; 1850, 21,000; 1860, 35,000; 1870, 55,000; 1880, 120,000; 1890, 180,000; 1898, 265,000.

The present Librarian of Yale, Mr. Addison Van Name, has served since 1865, or during the period when its Library increased from about 40,000 volumes to its present size. Prof. Franklin B. Dexter has been Assistant Librarian since 1869, and Mr. J. Sumner Smith has served in a similar capacity since 1876. Until 1894, when Mr. Borden took up that particular work, Mr. Smith devoted himself mainly to the care of the Linonia and Brothers Library.

For a great many years the Library's income was chiefly furnished by the frequent gifts of comparatively small amounts from the constant friends of Yale. Since 1833 gifts of $5,000 or more for the permanent funds have been received as follows: In 1833, Mr. John T. Norton, $5,000; 1836, Dr. Alfred E. Perkins, $10,000; 1849, Addin Lewis, $5,000; 1867–76, Dr. Jared Linsly, $5,000; 1877, Mrs. William A. Larned, $5,000; 1890, Hon. James E. English, $10,000; 1890, Mr. Geo. Gabriel, $10,000; 1892, Mr. Henry W. Scott, $5,000;

1893, Mrs. Azariah Eldridge, $15,000; 1895, Prof. Henry W. Farnam, $10,000; 1895, Mr. M. C. D. Borden, $6,000. These and many other gifts of less amounts, together with the Sloane fund, made the total permanent funds of the Library in the fall of 1898, $306,000.

CHAPTER XX.

MONEYS AND BUILDINGS.

THESE developments, touched on in the pages that have preceded, have meant the income and outlay of great funds. In 1896, President Dwight, reviewing in a Commencement address the record of a decade, told of gifts in that time of four millions of dollars, and a doubling of the invested funds of the University. Those funds in 1886 were estimated at two millions of dollars. The reports of Mr. Farnam, the treasurer, for the two years following 1896, have shown an increase of nearly half a million dollars in the funds. In these figures is included no part of the Lampson bequest, which has been estimated at upwards of four hundred thousand dollars and which, despite litigation and long and laborious processes of settlement, seems sure to come in full to the University Treasury. Not only have very generous gifts been received by Yale in this time, but the funds of the University, it is universally admitted, have been handled by the Treasury with discretion and success. President Dwight, early in his administration, had practically the entire responsibility for this matter, the treasurership having been left vacant by the sudden death, in December, 1886, of Mr. Henry C. Kingsley, who had served for nearly twenty-five years. In 1888, however, the care of the funds was again assumed by an officer appointed for that purpose, Mr. W. W. Farnam, Yale

'66, the present University treasurer, taking his position at that time. The maturing of bonds of a high rate of interest is one of the unpleasant features of the present financial condition of Yale — and indeed of many other educational institutions. This University has also, in recent years, been seriously threatened by the town, in tax suits, and by the legislature in hostile acts. The defence has been successful, but legal processes are costly.

The statistics printed in another part of this volume tell the particulars of the special generosities of Yale's friends in recent times — as well as in ancient times. It has been possible to give, in the chapters that precede, but a passing reference to the increase of the University's equipment in the past twelve years, which has included the addition of fifteen new buildings (whose erection is also recorded in the abridged histories of the different departments of Yale), and the substantial enlargement of several others.

But what is being done in the way of Yale education in these new quarters of the University has been at least suggested, except in the case of the work in the new Gymnasium, which should have a chapter of its own. The careful and systematic and scientific care which is here put on the undergraduates of Yale, by way of examination and direction in proper physical training, makes an important part of a scheme which contemplates a sound mind in a sound body.

But if mention is made of new buildings, the writer cannot forbear to speak of old buildings.

An English university man of letters and distinction, visiting New Haven a few years ago and wandering about the college buildings, asked the most of his

Interior of Campus, looking from Durfee, while Old Buildings were standing

questions and spent most of his time before old South Middle. Indeed, it was the only bit of Yale architecture which seemed to arouse in him any great interest. He admired much in the material equipment which the last fifteen years have brought, and doubtless wondered at it all, and counted it a typical American development. But the point which really touched his spirit, as a man who came from a university with a past of glorious centuries, was this simple monument of the earliest days of Yale, of which any such record in brick and mortar remains. At home, he would have counted it a young enough building, almost an upstart in the college group; but he realized its relative character, and seemed for the first time impressed with the personality of the institution, as he stood under the shadow of this dormitory.

Yale had been fifty years established when this was constructed; but for all this, South Middle's history reached back to the early days of Yale, and the view of it brought in upon him, as it has upon a hundred others who have thoughtfully gone through the unkempt campus, the fact that the history of New Haven's college is woven in with almost the earliest history of its country; that it began to send out men to fill their parts in the new world when the great republic was yet to be born; that while the colonies grew and fought and won, and thereafter through all the wonderful years of the nation's life, Yale's sons were doing their work in that life; that for two hundred years her teachers have been here, impressing upon the civilization of a young country the standards of a high education in things of mind and spirit.

I do not know whether this visitor entered South Middle. He would have been interested if he had;

though I would not be sure what his comments might have been. He must needs, had he entered, have found himself in the Yale Co-operative store. It would have been not a little of a shock to his historical reminiscences to have found in this monument of the past one of these modern academic department stores, by which the students of great colleges supply themselves with almost all of their needs, from lead pencils to spiked shoes. It is an interesting institution, and were the space at hand we would like to describe its growth from very humble beginnings to its present very considerable mercantile dimensions, and its independent command of a large and profitable corner of the New Haven market.

What a rough and ready way Yale has of using her historical relics, not to mention the disposing of them! This instance is even more interesting than the turning of the old Gymnasium, associated with the triumphs of scores of years of Yale's athletic life, into a general eating house or commons, where that which sustains the student's inner life can be had with more or less satisfaction for $4 a week. The old Gymnasium was not so very old, and it is a good deal better adapted to a commons than it ever was to a gymnasium. South Middle is very old — old for America. To hammer it to pieces inside to make clumsy quarters for a lively commercial institution does not, in the minds of a great many people, suggest an attitude which is very promising as to the future. But it is one of the many signs of the present disposition of Yale towards the visible things of the past.

It is one of the points around which a very lively discussion has taken place. Those who believe that the past of an institution — its old life, and achievements,

and heroes — are a tangible part of its assets as an educator, and are made a hundred-fold more accessible and effective when they are represented by such memorials as South Middle, count it a remarkable waste of the resources of Yale to remove it. Harvard's tender care of the old brick structures that have lived through her storied past, with the resultant air of age and prestige which their presence imparts to the college yard, are adduced as an evidence of the folly of the threatened course of Yale.

One of the most effective addresses ever made at an alumni meeting, was that of Wallace Bruce in 1896, when, speaking for the alumni, or at least, he said, for the Class of '67, he offered almost any price in money or in labor to save South Middle. If the relentless exigencies of light and air, or the demands of a decently artistic treatment of the quadrangle, made it no longer possible that South Middle should stand, the alumni of Yale would bear it tenderly, brick by brick, to some other point on the soil of Yale, and there rebuild it. Alumni Hall answered with applause that shook its walls.

The Bi-Centennial, which will be the great rallying time for all the sons as well as the friends of Yale, ought to see, if we may be pardoned a little editorial writing, a substantial agreement among those who manage Yale and Yale's friends, as to just what relation is to be held between the past and the present, — between the development of Yale University and the preservation of Yale College, materially, socially, and spiritually. South Middle is only the most patent illustration of the whole problem. The University must grow, as a university. The work of research, advancing on this or that line the

world's knowledge, must be more and more the noble opportunity of Yale; but shall it be any less a sacred trust to preserve all those ways and means of the older time, which made Yale College a close community, and the social progress through it an education in character? The imposing ceremonies of the new Commencement are the insignia of Yale the University. The ancient dormitory, lifting its simple brick walls close to the towers of Vanderbilt, and linking the old and new, witnesses among the glories of the present, the glory of the past, which may still be the glory and the strength of the present, — the simplicity and the wholesomeness of the College community, the Yale democracy.

Vanderbilt Hall

APPENDICES.

I.

IN the tables immediately following, the main points of the history of the different departments of the University are given in condensed form in chronological order. In disputed dates, we have tried to follow the authority of Prof. F. B. Dexter, using his history of the University, published in 1886, and the records contained in such convenient and condensed form in his triennial catalogue. The reports of President Dwight have furnished facts for the history of the last administration.

The record of the Professorship of Divinity, a chair which has always included the care of the College Church, and which has been vacant since the retirement of Dr. Barbour in 1887, is placed in the historical table of the Divinity School.

Where not otherwise stated, the date of the erection of a building means the date when its erection was begun.

YALE COLLEGE.

1597. Rev. John Davenport, the originator of the College scheme, born in Coventry, England.

1647. A tract of land called "College Land" was set apart for the purpose of a collegiate school, and a house (stand-

ing where the New Haven House now stands), was offered to the authorities for use in this connection.

1655. A subscription was taken up amounting to £540 for the purpose of a collegiate school.

1657. Fact made known of Governor Eaton's delivery to Mr. Davenport of books for college use.

1660. Bequest from Governor Hopkins.

1700. The College founded as a collegiate school. Ten of the principal ministers were selected "to stand as trustees or undertakers to found, erect, and govern the College." These Trustees met in New Haven and formed themselves into a body, and to their next meeting, in this or the following year, at Branford, each member brought books which he presented to the body for the foundation of a college in the Colony.

1701. October 16, (probably) a college charter was obtained from the legislature and an annual subsidy of £60 granted from the State treasury. On November 11, the first meeting of the trustees at Saybrook was held, and Rev. Abraham Pierson was chosen Rector, students to receive instruction at his house at Kenilworth.

1702. March. Jacob Heminway, the first student, entered the College.

September. First Commencement held at the house of Rev. Mr. Buckingham at Saybrook. Eight students in the College. Mr. Daniel Hooker, a graduate of Harvard, elected tutor.

1707. March 5, Rector Pierson died. Rev. Samuel Andrew of Milford put in nominal charge as Rector. Senior class assembled at Milford. The other classes were put under two tutors at Saybrook. Library removed from Kenilworth to Saybrook.

1716. Oct. 17, trustees voted to remove the College to New Haven. Rival school started at Wethersfield.

1717. September 11, first Commencement exercises at New Haven, conducted by Rector Andrew.
October 8, frame of new college hall erected.

1718. Governor Yale sent to the College East India goods which sold for £562 12s.; also three hundred books, and a portrait of the King (the latter still preserved).
The name Yale College bestowed at Commencement upon the institution in recognition of the bounty of Governor Yale.

1719. March 24, Rev. Timothy Cutler chosen Rector.
Wethersfield school adjourned to New Haven in June.

1721. July 8, Governor Yale died.

1722. Rector Cutler dismissed on account of his strong tendency toward the Church of England. Test of theological soundness on part of officers adopted thereafter and retained until 1823.
President's house built.

1722–26. College without a Rector.

1726. September 13, Rev. Elisha Williams made permanent Rector.

1732–33. Bishop Berkeley made gifts of books, ninety-six acres of land, and a house, to the College.

1739. Rector Williams resigned.

1740. April 2, Rev. Thomas Clap installed as Rector.

1745. May. New college charter obtained. The name Yale College became a legal title, and the Rector was called the President and the Trustees the Fellows.

1750. South Middle erected.

1761. New chapel, afterwards known as Athenæum, begun.

1763. New chapel opened.

1766. September 10, President Clap resigned.
October 22, Rev. Naphtali Daggett elected to the Presidency *pro tempore*.

1767. January, President Clap died.

1771. Professorship in Mathematics and Natural Philosophy

established. Rev. Nehemiah Strong appointed to fill the position.

1777. March 25, Dr. Daggett resigned.

July 20, Senior class dismissed without public examination or exhibition, owing to the conditions of war.

1778. June 23, Rev. Ezra Stiles, D.D., made President. Inaugurated July 8.

1780. Dr. Daggett died from the effects of wounds received in resisting the advance of the British on New Haven.

Public commencement resumed.

November. The Phi Beta Kappa Society, Alpha of Connecticut, organized among the students.

1781. Rev. Nehemiah Strong resigned on account of friction over his Tory views.

1782. First Dining Hall built.

Mr. James Hillhouse made treasurer of the College. He served for fifty years.

1794. Mr. Josiah Meigs appointed to the chair of Mathematics and Natural Philosophy.

1793–4. Union Hall, afterwards known as South College, erected.

1795. May 12, President Stiles died. Rev. Timothy Dwight of Greenfield Hill elected to succeed him, and inaugurated September 8.

1798. Dining Hall enlarged. New President's house begun on the college square.

1799. President Dwight took part in establishing the Connecticut Academy of Arts and Sciences.

1800. Berkeley Hall (afterwards known as North Middle), and Lyceum, erected.

1801. Rev. Jeremiah Day elected to succeed Professor Meigs, who resigned the chair of Mathematics and Natural Philosophy.

1802. Mr. Benjamin Silliman made Professor of Chemistry

and Natural History, serving until 1853, when he was made Professor Emeritus.

1804. Fagging abolished. System of fines for punishment disappeared a little later.

1805. Mr. James L. Kingsley appointed Professor of Languages.

1807. Perkins' and Gibbs' collections of mineralogical specimens obtained by the College.

1817. Jan. 17, President Dwight died.

July 23, Professor Day inaugurated President.

Rev. C. A. Goodrich elected Professor of Rhetoric and Oratory.

Mr. Alexander M. Fisher succeeded Professor Day in the chair of Mathematics and Natural Philosophy, serving as adjunct professor until 1820, when he was made full professor.

1819. New Dining Hall erected. Old Dining Hall fitted up as a chemical laboratory. Cabinet Building erected.

1820. North College built.

1822. Professor Fisher lost his life by shipwreck. Rev. Matthew R. Dutton succeeded him.

1823–4. A new chapel built. Old chapel used for recitation rooms.

1825. Mr. Denison Olmsted chosen to succeed Professor Dutton, who died July 17.

Gibbs' cabinet purchased.

1826. A gymnasium fitted up on the College grounds.

Judge David Daggett made Professor of Law, serving until 1848. Chair made Kent professorship in 1833.

1828. Bread and Butter Rebellion.

1830. Conic Sections Rebellion.

1831. Professorship of Languages divided. Professor Kingsley made Professor of Latin, and Mr. Theodore D. Woolsey Professor of Greek.

Colonel Trumbull presented his collection of paintings of the American Revolution to the College.

Trumbull Gallery, now known as the Treasury Building, erected.

1833. Mr. Wyllys Warner made Treasurer of the College and served until 1852.

1836. Chair of Mathematics and Natural Philosophy divided. Professor Olmsted took Natural Philosophy and Mr. A. D. Stanley was made Professor of Mathematics.

1839. Prof. Chauncey A. Goodrich transferred to Divinity School as Professor of Pastoral Charge.

Mr. W. A. Larned made Professor of Rhetoric and English Language.

1841. Mr. Edward E. Salisbury appointed Professor of Arabic and Sanskrit Languages and Literature.

1844. Prizes for best original composition in the English language (Townsend premiums) first given.

Library building erected.

1846. President Day resigned. Prof. Theodore D. Woolsey chosen President, and began his duties in October.

Rev. Noah Porter of Springfield elected to the chair of Moral Philosophy and Metaphysics.

1847. Gov. Clark Bissell and Hon. Henry Dutton made Kent Professors of Law.

1848. Mr. James Hadley made Assistant Professor of the Greek Language and Literature, to succeed President Woosley. Made full professor in 1851.

1850. Mr. James D. Dana became Professor of Geology and Mineralogy.

1851. Prof. James L. Kingsley made Emeritus Professor of Greek.

Asst. Prof. Thomas A. Thacher made Professor of Latin.

1852. De Forest prize for speaking first awarded.

Death of Prof. James L. Kingsley.

Mr. E. C. Herrick made Treasurer, serving until 1862.

1853. Alumni Hall erected.

Professor Stanley died.

1854. Mr. William D. Whitney elected Professor of Sanskrit Language and Literature and Comparative Philology.

1855. Mr. Hubert A. Newton elected Professor of Mathematics.

1859. Old Gymnasium — now the University Dining Hall — erected.

1860. Mr. Elias Loomis made Professor of Natural Philosophy and Astronomy.

1862. Mr. H. C. Kingsley made Treasurer, serving until 1886.

Prof. W. A. Larned died.

1863. Mr. Cyrus Northrop made Professor of Rhetoric and English Literature.

Asst. Prof. Lewis R. Packard made Professor of Greek Language and Literature.

1864. Rev. Edward B. Coe elected Professor of Modern Languages.

Professor Silliman died.

Mr. Addison Verrill made Professor of Zoölogy.

1865. Mr. Arthur M. Wheeler elected Professor of History.

Mr. Addison Van Name made Librarian of the University.

1867. August 22, President Day died.

1870. Farnam Hall erected.

1871. Act passed substituting in the Corporation six alumni for the six senior members of the State Senate.

President Woolsey resigned.

Oct. 11, Prof. Noah Porter succeeded President Woolsey.

Dr. J. Willard Gibbs made Professor of Mathematical Physics.

Dr. Arthur W. Wright made Professor of Chemistry and Molecular Physics.

Durfee Hall erected.

1871–2. The books of the Linonia and Brothers' libraries were brought together as a branch of the College library.

1872. Chairs of German and Political and Social Science

founded, with Mr. Franklin Carter in the first and Rev. William G. Sumner in the second.

Prof. James Hadley died.

1874–6. Peabody Museum erected.

Battell Chapel erected.

Asst. Prof. Henry P. Wright made Dunham Professor of Latin.

1877. Mr. Franklin B. Dexter made Professor of American History.

Dr. Samuel Wells Williams made Professor of Chinese Language and Literature.

1879. Professor Coe resigned, succeeded by Prof. W. I. Knapp.

Mr. E. S. Dana made Professor of Natural Philosophy and Astronomy.

Dr. F. D. Allen made Professor of Greek Language and Literature, resigning in 1880.

1880. Prof. Tracy Peck made Professor of the Latin Language and Literature.

Prof. T. D. Seymour made Hillhouse Professor of Greek.

Asst. Prof. H. A. Beers made Professor of English Literature.

1881. Hon. E. J. Phelps made Kent Professor of Law.

Prof. George T. Ladd made Professor of Mental and Moral Philosophy.

Professor Carter called to the Presidency of Williams.

1882. Observatory Buildings on Prospect St. begun.

Sloane Physical Laboratory erected.

1884. Professor Northrop called to the Presidency of the University of Minnesota.

Professor Packard died.

Prof. S. W. Williams died.

Prof. H. P. Wright made Dean of the Academical Department.

1885. Dr. Frank A. Gooch made Professor of Chemistry.

Dwight Hall erected.

Lawrence Hall erected.

1886. Professor Thacher died.

Mr. Arthur T. Hadley appointed Professor of Political Science.

Dr. Wm. R. Harper made Professor of the Semitic Languages.

July 1, President Porter's resignation took effect.

Prof. Timothy Dwight elected President in May and inducted into office July 1.

Dec. 19, Mr. Henry C. Kingsley, treasurer for twenty-five years, died.

1887. March, the College was legally made a university.

Kent Chemical Laboratory erected.

1888. New Library erected.

Nov. 8, Mr. W. W. Farnam elected Treasurer of the University.

Old Laboratory Building removed.

Professor Dexter resigned the Professorship of American History. Prof. George B. Adams succeeded him.

Henry James Ten Eyck Prizes established for Junior exhibition. First competed for the following year.

Osborn Hall erected.

1889. July 5, Ex-President Woolsey died.

New gymnasium begun; completed in 1892.

Prof. W. R. Harper made Woolsey Professor of Biblical Literature.

Prof. A. S. Cook made Professor of the English Language and Literature.

August 15, Prof. Elias Loomis died.

Waterman scholarships founded.

1890. Cabinet Building removed.

Prof. Charles H. Smith made Professor of American History.

Asst. Prof. E. S. Dana made Professor of Physics.

Prof. Gustave J. Stoeckel made Battell Professor of Music.

1891. Prof. W. R. Harper resigned to accept the Presidency of Chicago University.

Prof. Arthur H. Palmer made Professor of German.

Prof. E. P. Morris made Professor of Latin.

Asst. Profs. A. W. Phillips and E. L. Richards made Professors of Mathematics.

Welch Hall erected.

1892. Yale Infirmary erected.

March 4, Ex-President Porter died.

Prof. H. S. Williams made Professor of Geology.

Prof. W. I. Knapp resigned; succeeded by Prof. Jules Luquiens.

Professor Hadley made Dean of the Graduate Department.

1893. Asst. Prof. E. T. McLaughlin made Professor of Rhetoric and Belles Lettres. He died in the summer of this year.

Prof. Bernadotte Perrin made Professor of Greek.

Asst. Profs. T. D. Goodell and H. M. Reynolds made full Professors of Greek.

Vanderbilt Hall erected. South College and Athenæum demolished.

1894. White and Berkeley Halls erected.

June 7, Prof. W. D. Whitney died.

Prof. J. D. Dana made Professor Emeritus.

Prof. Gustave J. Stoeckel resigned from the Battell Professorship of Music and was made Professor Emeritus.

Mr. H. W. Parker made Battell Professor of the Theory of Music, and Mr. S. S. Sanford, Professor of Applied Music.

Dean's office on Elm St. opened.

Asst. Prof. G. M. Duncan made Professor of Philosophy.

Asst. Prof. F. K. Sanders made Professor of Biblical Literature.

North Middle demolished.

1895. Phelps Memorial Gateway erected.
Whitman Gateway erected.
April 13, Prof. J. D. Dana died.
June 29, Prof. Daniel C. Eaton died.
Professor Hadley resigned as Dean of the Graduate Department, and Professor Phillips succeeded him.
Prof. E. W. Hopkins elected to succeed Professor Whitney.
Prof. E. G. Bourne made Professor of History.

1896. Pierson Hall erected.
Old Chapel demolished.
August 12, Prof. H. A. Newton died.
President Woolsey's statue dedicated at Commencement.
Dr. H. R. Lang made Professor of Romance Philology.

1897. Asst. Prof. Gustav Gruener made Professor of German.

1898. Asst. Prof. John C. Schwab made Professor of Political Economy.
Asst. Prof. E. H. Sneath made Professor of Philosophy.
Asst. Prof. Irving Fisher made Professor of Political Science.
Nov. 17, President Dwight announced his resignation, to take effect at end of academic year.
Asst. Prof. William Beebe made Professor of Mathematics.
Asst. Prof. J. P. Pierpont made Professor of Mathematics.

1871. Mr. Thomas R. Lounsbury made Professor of English Language and Literature.

Mr. Oscar D. Allen made Professor of Metallurgy.

1872. Mr. Francis A. Walker elected to the chair of Political Economy and History.

Professor Gilman resigned.

Professor Brush made Director, having resigned his chair of Metallurgy in 1871.

1872–73. North Sheffield Hall, costing over $100,000, completed and presented to the School by Mr. Sheffield.

1872. The title of the Professorship of Industrial Mechanics and Physics changed to the Sheffield Professorship of Astronomy and Physics, this chair being occupied by Prof. C. S. Lyman.

1873. Mr. John E. Clark appointed to the Chair of Mathematics.

1874. Mr. Samuel W. Johnson made Professor of Theoretical and Agricultural Chemistry.

1875. Mr. Sidney I. Smith elected Professor of Comparative Anatomy.

Mr. William G. Mixter made Professor of Chemistry.

1877. Resignation of Professor Trowbridge, who went to Columbia College.

Mr. A. Jay DuBois appointed Professor of Dynamical Engineering, succeeding Professor Trowbridge.

1880. Resignation of Professor Walker to become President of Massachusetts Institute of Technology.

Mr. Henry W. Farnam succeeded Professor Walker.

1882. Chair of Physiological Chemistry founded, and Prof. Russell H. Chittenden appointed to fill it.

Death of Joseph E. Sheffield.

1883. Death of Prof. W. A. Norton.

Prof. A. Jay DuBois transferred from the Department of Mechanical Engineering to the Department of Civil Engineering.

1884. Mr. Charles B. Richards appointed to the chair of Mechanical Engineering.

The chair of Physics and Astronomy (Professor Lyman) divided.

Prof. Charles S. Hastings elected to the Professorship of Physics.

1887. Prof. Oscar D. Allen resigned.

1889. Death of Mrs. Joseph E. Sheffield.

Sheffield homestead on Hillhouse Avenue transformed into a Biological Laboratory.

Professor Lyman made Emeritus Professor.

1890. January 29, death of Prof. Chester S. Lyman (chair of Astronomy).

1891. Winchester Hall erected.

1892. Government appropriations withdrawn by Legislature.

Asst. Prof. Samuel L. Penfield appointed Professor of Mineralogy.

Asst. Prof. Horace L. Wells appointed Professor of Analytical Chemistry and Metallurgy, succeeding Professor Allen in the latter chair.

1894. Chemical Laboratory erected.

1895. June 29, Prof. Daniel C. Eaton died.

1896. Prof. S. W. Johnson resigned from chair of Agricultural Chemistry, after forty years' service.

Professor Johnson made Emeritus Professor.

Land grant controversy between State of Connecticut and the Scientific School permanently settled. $154,604 damages adjudged as due to the School.

1897. Asst. Prof. Charles E. Beecher appointed Professor of Historical Geology.

Asst. Prof. Louis V. Pirsson appointed Professor of Physical Geology.

1898. November, Prof. George J. Brush declined a re-election as Director, and Prof. Russell H. Chittenden was made Director.

Professor Brush resigned his Professorship, and was made Emeritus Professor.

III.

YALE DIVINITY SCHOOL.

1755. Dr. Naphtali Daggett, the first Professor of Divinity, appointed.

1766. Prof. Naphtali Daggett succeeded Thomas Clap as President, and continued as Professor of Divinity also.

1777. Dr. Naphtali Daggett resigned as President but continued his professorship.

1778. Dr. Ezra Stiles made Professor of Ecclesiastical History.

1780. Professor Daggett died.

1782. Rev. Samuel Wales of Milford elected to succeed Dr. Daggett as Professor of Divinity.

1793. Professor Wales retired.

1795. President Stiles died. Prof. Timothy Dwight, who succeeded him, acted as Professor of Divinity.

1805. President Dwight made Professor of Divinity.

1806. President Dwight took first steps towards the establishment of a separate Theological Department.

1817. January 11, President Dwight died.

Rev. Eleazar T. Fitch succeeded President Dwight as Professor of Divinity.

1822. First distinct Theological class organized, composed of fifteen students.

Chair of Didactic Theology established, and Rev. Nathaniel W. Taylor (from Center Church) was appointed to this chair.

1826. Mr. Josiah W. Gibbs appointed Professor of Sacred Literature.

1836. First building of the Theological Department completed, and called Divinity College. (On the present site of Durfee Hall.)

1839. Rev. Chauncey A. Goodrich, Professor of Rhetoric and Oratory, transferred to the Divinity School, as Professor of the Pastoral Charge.

1852. Professor Fitch resigned.

1854. Rev. George P. Fisher appointed to succeed Dr. Fitch.

1858. Death of Prof. Nathaniel W. Taylor.

Mr. Timothy Dwight made Professor of Sacred Literature.

1860. Prof. Chauncey A. Goodrich died.

1861. Prof. Geo. P. Fisher transferred to the chair of Ecclesiastical History.

Prof. Josiah W. Gibbs died.

Prof. James M. Hoppin elected Professor of the Pastoral Charge.

Mr. Henry H. Hadley appointed to the chair of Hebrew, but remained only one year.

1863. Rev. W. B. Clarke made Professor of Divinity.

Professor Fitch made Emeritus Professor.

1866. Prof. George E. Day made Professor of Hebrew Language and Literature.

Professor Clarke resigned.

1867. Rev. O. E. Daggett made Professor of Divinity.

1870. East Divinity Hall completed in September.

Professor Daggett resigned.

1871. Rev. Samuel Harris, D.D., elected Professor of Systematic Theology.

Lectureship on preaching established, by gift of Henry W. Sage.

Marquand Chapel, the gift of Mr. Frederick Marquand, built on Elm Street.

Professor Fitch died.

1874. West Divinity Hall completed.

1876. Graduate Fellowship endowment received. (Memorial of Mrs. Hooker.)

1877. Rev. Dr. Wm. M. Barbour, of Bangor Theological Seminary, appointed Professor of Divinity.

1879. Professor Hoppin resigned from the chair of the Pastoral Charge.

1880. A course in Elocution established in this Department.

1881. Erection of Bacon Memorial Library.

1885. Rev. Dr. Lewis O. Brastow appointed to the chair of Homiletics and the Pastoral Charge.

Lyman Beecher Course of Lectures on Preaching established.

Mr. John E. Russell appointed to the Winkley chair of Biblical Theology.

1886. Prof. G. B. Stevens made Professor of New Testament Criticism and Interpretation.

1887. Professor Barbour resigned from chair of Divinity.

1888. Professor Day appointed Dean of the Theological Faculty.

1889. Prof. John E. Russell resigned from the chair of Biblical Theology, to go to Williams College.

1890. Provision made by Hon. Robbins Battell, for special instruction in music in this Department.

1891. A Foreign Missionary Library started in this Department.

Resignation of Professor Day from the Holmes Professorship of the Hebrew Language and Literature.

Professor Day requested to continue as Dean of the Department, and to give instruction in the Encyclopedia of Theology.

Rev. Edward L. Curtis, Ph.D., D.D., chosen to fill the Holmes Professorship.

Dr. Frank C. Porter elected to the Winkley Professorship of Biblical Theology, in which he had previously given instruction.

East Divinity Hall badly damaged by fire.

1893. Professorship of Christian Ethics established, through the generosity of Mr. J. H. Whittemore, of Nauga-

tuck, and Rev. William F. Blackman appointed to the chair.

1895. Prof. George E. Day resigned as Dean of the Theological Faculty. Made Emeritus Professor.

Prof. Samuel Harris resigned from the Dwight Professorship of Systematic Theology. Made Emeritus Professor.

Prof. George B. Stevens transferred from the chair of New Testament Criticism and Interpretation to the Dwight Professorship of Systematic Theology, succeeding Professor Harris.

Prof. George P. Fisher elected Dean of the Theological Faculty, succeeding Professor Day in that capacity.

1897. Rev. Benjamin Wisner Bacon, D.D., elected to the Buckingham Professorship of New Testament Criticism and Interpretation, originally called the Professorship of Sacred Literature.

Society for Sacred Music and Liturgics established.

IV.

THE MEDICAL SCHOOL.

1806\. The question of the foundation of a medical Professorship in the college first agitated by Rev. Dr. Nathan Strong.

1810\. President Dwight and Professor Silliman obtain the charter for the Medical School from the General Assembly.

1812\. April, Dr. Mason F. Cogswell of Hartford made Professor of Surgery and Anatomy, and Dr. Jonathan Knight Assistant Professor in the same Department. Dr. Cogswell never entered upon his duties.

September, Æneas Munson, M.D., made Professor of Materia Medica and Botany.

Nathan Smith, M.D., made Professor of the Theory and Practice of Surgery and Obstetrics.

Eli Ives, M.D., made Professor of the Theory and Practice of Physic.

Benjamin Silliman, M.D., LL.D., made Professor of Chemistry, Pharmacy, Geology, and Mineralogy.

Jonathan Knight, M.D., made Professor of Anatomy and Physiology.

1813\. October, Medical School opened with thirty-one students in a building on Grove Street near College.

1815\. The first student, Dr. Jared P. Kirtland, matriculated.

1826\. Dr. Æneas Munson died.

1829\. Dr. Thomas Hubbard made Professor of Surgery and Obstetrics.

Dr. Nathan Smith died.

Dr. Eli Ives was transferred to the Professorship of Theory and Practice of Medicine, and Dr. William Tully succeeded to Dr. Ives' former position.

1830. Dr. Timothy P. Beers made Professor of Obstetrics.

1838. Dr. Hubbard died. Dr. Knight was transferred from the Professorship of Anatomy to succeed Dr. Hubbard.

Dr. Charles Hooker took Dr. Knight's place.

1842. Dr. Bronson elected Professor of Materia Medica and Therapeutics in place of Dr. Tully.

1852. Dr. Ives made Professor Emeritus of Materia Medica.

Dr. Worthington Hooker made Professor of Theory and Practice to succeed Dr. Ives.

1853. Dr. Charles Hooker made Dean of the Medical School.

1855. Dr. T. P. Beers resigned.

Dr. Jewett succeeded Dr. Beers.

1858. September 22, Dr. Beers died.

1859. Dr. Tully died.

1860. Medical Hall erected.

Dr. Chas. A. Lindsley succeeded Dr. Bronson.

1861. Dr. Eli Ives died.

1863. Dr. Hooker died.

Dr. Lindsley made Dean of the Medical School in place of Dr. Hooker.

Dr. L. J. Sanford elected to succeed Dr. Hooker in his professorship.

Dr. Jewett resigned.

1864. Drs. Knight and Silliman died.

Dr. Francis Bacon succeeded Dr. Knight.

Dr. Stephen J. Hubbard succeeded Dr. Jewett.

1867. Dr. Moses C. White made Professor of Pathology and Microscopy.

Dr. George F. Barker made Professor of Physiological Chemistry and Toxicology.

Dr. Charles L. Ives elected to succeed Dr. Hooker.

1873. Dr. Ives resigned.
Dr. David P. Smith succeeded Dr. Ives.
Dr. Barker resigned.

1877. Dr. Bacon resigned.
Dr. D. P. Smith transferred to Professorship of Surgery.
Dr. Lucian S. Wilcox appointed to succeed Dr. Smith.

1879. Dr. Sanford transferred to Professorship of Anatomy.
Dr. James K. Thacher made Professor of Physiology.
Dr. William H. Carmalt made Professor of Ophthalmology and Otology.
The course was changed from a lecture course to one in personal training and laboratory work. From this time three years of study and a final examination were required.

1880. Dr. Hubbard resigned.
Dr. F. E. Beckwith succeeded Dr. Hubbard.
Dr. Smith died.

1881. Dr. Carmalt resigned his Professorship to succeed Dr. Smith as Professor of Principles and Practice of Surgery.

1883. Dr. Lindsley resigned his Professorship. Dr. Thomas H. Russell succeeded Dr. Lindsley.

1885. Dr. Lindsley resigned the position of Dean.
Dr. Lindsley succeeded by Dr. Herbert E. Smith, who was also made Professor of Chemistry.
Dr. Frank E. Beckwith made Professor of Clinical Gynecology.

1886. Dr. James Campbell made Professor of Obstetrics.

1888. Dr. Sanford resigned and was succeeded by Dr. S. W. Williston.
Medical School Alumni Association founded.

1890. Dr. Beckwith and Dr. Williston resigned.
Dr. Talcott presented his valuable medical library to the School.

1891. Dr. Thomas H. Russell made Professor of Clinical Surgery and Surgical Anatomy.

Dr. Thacher died.

1893. New Laboratory Building erected.

1895. Dr. Henry L. Swain made Professor of Diseases of Throat and Ear.

Dr. Harry B. Ferris made Professor of Anatomy.

Dr. Graham Lusk made Professor of Physiology.

Dr. Oliver S. Osborne made Professor of Materia Medica and Therapeutics.

Dr. Louis S. De Forest made Professor of Theory and Practice of Surgery.

Course of study lengthened from three years to four.

1896. December 12, Dr. Sanford died.

1897. Dr. John S. Ely made Professor of Theory and Practice of Medicine.

Dr. Lindsley made Emeritus Professor.

1898. Prof. Graham Lusk resigned.

V.

GRADUATE SCHOOL.

1841. First step taken toward the organization of graduate instruction.

Appointment of Edward E. Salisbury to the chair of Arabic and Sanskrit.

1846. Establishment of a Professorship in Agricultural Chemistry (or the Application of Science to Agriculture), with Prof. John P. Norton as incumbent.

Establishment of Professorship in Practical or Applied Chemistry (or Chemistry, Mineralogy, and Geology) with Professor Benjamin Silliman as incumbent.

1847. Formal establishment of this new Department, called thc Department of Philosophy and the Arts.

Courses of instruction offered in Greek, Latin, Mathematics, Philosophy, and Science.

Chemical Laboratory opened for the Graduate Department in the building previously used as the President's house.

1852. Degree of Bachelor of Philosophy first conferred, after two years' study in this Department.

Chair of Civil Engineering established, with Prof. William A. Norton as incumbent.

1854. Establishment of a separate Professorship in Sanskrit, and Mr. William D. Whitney appointed.

Instruction in Chemistry and Engineering separated from other instruction in the Graduate Department, and designated the Yale Scientific School.

1866. Chair of Paleontology established, with Prof. Othniel C. Marsh as incumbent.

1871. Degree of Doctor of Philosophy first conferred. (Upon Eugene Schuyler, LL.D., James Morris Whiton, and Arthur Williams Wright.)

1892. Women first admitted to the Graduate Department.

An office of Dean of the Graduate Department created, and Prof. Arthur T. Hadley elected to the position.

1894. The second floor of the house, corner of Elm and High Streets, furnished for the use of young women in this Department.

1895. Professor Hadley resigned as Dean of this Department.

Prof. Andrew W. Phillips elected to succeed Professor Hadley, as Dean of the Graduate Department.

Formal organization effected, with Administrative Committee of twelve, and a Dean's office opened at 90 High Street.

VI.

THE LAW SCHOOL.

FIRST instruction in Law in New Haven conducted by Hon. Seth P. Staples (Yale, 1797), early in the present century.

1801. Professorship in Law established at Yale by President Dwight, more for the purpose of lectures than preparation for practice, and Hon. Elizur Goodrich appointed to the chair.

1810. Resignation of Professor Goodrich, because of pressure of other duties.

1822. Samuel J. Hitchcock invited to assist Hon. S. P. Staples in instructing his law pupils.

1824. Mr. Staples removed to New York, leaving Mr. Hitchcock and Judge Daggett in charge of his school. In this year, names of Mr. Staples' pupils were published in the "College Catalogue."

1826. Connection between Yale College and the private Law School made more distinct through the election of Judge David Daggett to the Kent Professorship of Law at Yale (a professorship established by the friends of Chancellor Kent).

1842. Isaac H. Townsend began instruction in Law. He was appointed full professor in 1846, but died the following year. During this period also, Judge William L. Storrs and Mr. Henry White assisted in instruction.

1843. The Staples School, conducted by Samuel J. Hitchcock and Judge David Daggett, formally placed under control of the College Corporation. Degree of Bachelor of Laws conferred upon graduates for the first time.

1845. Death of Professor Hitchcock.

1846. Judge William L. Storrs appointed Professor of Law, succeeding Judge Hitchcock.

1847. Judge Daggett, Judge Storrs, and Mr. Henry White resigned.

A new Law Faculty formed, consisting of Governor Clark Bissell and Hon. Henry Dutton.

1855. Professor Bissell resigned, and Hon. Thomas B. Osborne appointed to succeed him.

1865. Resignation of Hon. Thomas B. Osborne.

1869. Death of Governor Dutton.

Law Department placed in charge of Messrs. Simeon E. Baldwin, William C. Robinson, and Johnson T. Platt.

1871. Jewell prizes founded.

1872. Hon. Francis Wayland appointed Professor of Law, and Dean of the School.

Messrs. Robinson, Baldwin, and Platt appointed to full Professorships.

The Law School provided with apartments in the County Court House.

1874. Townsend prize founded.

1875. Betts prize founded.

1876. An advanced course in Law and Political Science provided.

1878. A chair of International Law established, and Mr. Theodore S. Woolsey appointed thereto.

1881. A chair of Pleading established, and Mr. Wm. K. Townsend appointed Professor.

1887. Edward J. Phelps professorship founded.

1888. The Edward J. Phelps professorship assigned to Wm. K. Townsend.

1890. January 23, Prof. Johnson T. Platt died.

1894. Work on the new Law School Building begun in June.

Decision made to lengthen the course of study from two years to three years.

Mr. Morris F. Tyler appointed Professor of General Jurisprudence.

1895. The Law School moved into its new building on Elm Street, between Temple and College Streets.

Prof. William C. Robinson resigned.

Asst. Prof. George D. Watrous elected full Professor of Contracts and Torts.

1897. Asst. Prof. John Wurts elected to full Professorship in Elementary Law, Real Property, and Trusts.

Three years course inaugurated.

1898. Hon. David Torrance of the Supreme Court of Errors appointed full Professor of Evidence.

VII.

YALE SCHOOL OF THE FINE ARTS.

1831. Trumbull Gallery erected for the exhibition of the paintings of Col. Trumbull.

1857–8. A course of Art lectures first given.

1864–66. A building erected on Chapel St. between College and High Sts.

1866. A department added by the Corporation, called the Yale School of the Fine Arts.

1867. Collection of Trumbull paintings transferred from Trumbull Gallery to the new School of Fine Arts.

1869. Mr. John F. Weir elected Professor of Painting and Design, and Director of the School.

Mr. D. Cady Eaton elected Professor of the History of Art.

1871. Mr. John H. Niemeyer elected Professor of Drawing.

1876. Professor Eaton resigned.

1879. James M. Hoppin appointed Professor of the History of Art, succeeding Professor Eaton.

Courses of technical instruction provided, and both sexes admitted.

1891. Degree of Bachelor of Fine Arts conferred for the first time, in June.

Alice Kimball English prize founded.

1894. A fellowship prize of fifteen hundred dollars established by the Corporation, to be awarded in June, 1897.

1895. William Wirt Winchester Fellowship Prize founded.

Preparation of a plaster cast for the statue of President Woolsey, by Professor Weir.

1897. The Winchester prize awarded for the first time.

The Alden wood-carvings purchased.

VIII.

TABLES SHOWING ATTENDANCE OF STUDENTS AT YALE IN EACH YEAR FROM ITS FOUNDATION.

IN the following table, in the years from 1710 (at which time the four-year course is known to have been established) to 1796, the attendance is estimated from the number of men in each class at graduation, no other records being available.

Year.	Academic Dept.	Year.	Academic Dept.	Year.	Academic Dept.
1701–1702	1	1733–1734	81	1765–1766	116
1702–1703	8	1734–1735	82	1766–1767	98
1703–1704	*	1735–1736	68	1767–1768	93
1704–1705	*	1736–1737	70	1768–1769	87
1705–1706	*	1737–1738	66	1769–1770	97
1706–1707	*	1738–1739	68	1770–1771	108
1707–1708	*	1739–1740	82	1771–1772	124
1708–1709	*	1740–1741	76	1772–1773	134
1709–1710	*	1741–1742	83	1773–1774	154
1710–1711	17	1742–1743	78	1774–1775	164
1711–1712	17	1743–1744	82	1775–1776	163
1712–1713	18	1744–1745	103	1776–1777	157
1713–1714	20	1745–1746	99	1777–1778	128
1714–1715	24	1746–1747	104	1778–1779	114
1715–1716	25	1747–1748	98	1779–1780	122
1716–1717	32	1748–1749	76	1780–1781	147
1717–1718	41	1749–1750	70	1781–1782	190
1718–1719	36	1750–1751	69	1782–1783	215
1719–1720	43	1751–1752	70	1783–1784	231
1720–1721	51	1752–1753	89	1784–1785	214
1721–1722	46	1753–1754	112	1785–1786	174
1722–1723	61	1754–1755	139	1786–1787	147
1723–1724	60	1755–1756	165	1787–1788	116
1724–1725	54	1756–1757	165	1788–1789	115
1725–1726	62	1757–1758	154	1789–1790	122
1726–1727	57	1758–1759	154	1790–1791	120
1727–1728	60	1759–1760	147	1791–1792	126
1728–1729	71	1760–1761	142	1792–1793	126
1729–1730	70	1761–1762	160	1793–1794	126
1730–1731	66	1762–1763	154	1794–1795	125
1731–1732	77	1763–1764	136	1795–1796	118
1732–1733	73	1764–1765	137		

* Unknown.

Unless otherwise stated, the following tables are compiled from catalogues now in existence:

Year.	Academic Dept.	Year.	Academic Dept.	Year.	Academic Dept.
1796–1797	115	1802–1803	242	1808–1809	183
1797–1798	123	1803–1804	233	1809–1810	228
1798–1799	168	1804–1805	200	1810–1811	255
1799–1800	195	1805–1806	222	1811–1812	305
1800–1801	217	1806–1807	204	1812–1813	313
1801–1802	217	1807–1808	196		

Medical Department added, 1813, and first mention of Resident Graduates, found in 1814.

Year.	Academic Department.	Resident Graduates.	Medical Department.	Total.
1813–1814	291	. .	37	328
1814–1815	277	16	57	350
1815–1816	271	17	64	352
1816–1817	251	18	29*	298
1817–1818	262	21	50	333
1818–1819	265	29	55	349
1819–1820	282	30	64	376
1820–1821	319	31	62	412
1821–1822	325	4	78	407
1822–1823	371	18	92	481
1823–1824	374	28	71	473

* Estimated from records of graduation in triennial catalogue.

Theological and Law Departments added.

Year.	Acad. Dept.	Res. Grad.	Medical Dept.	Theol. Dept.	Law Dept.	Total.	Twice Inserted.	Net Total.
1824–1825	349	. .	80	17	13	. .	. .	459
1825–1826	356	. .	75	23	16	. .	. .	470
1826–1827	329	4	80	31	10	. .	. .	454
1827–1828	335	5	91	50	20	. .	. .	501
1828–1829	325	7	68	54	20	. .	. .	474
1829–1830	359	6	61	49	21	. .	. .	496

Year.	Acad. Dept.	Res. Grad.	Medical Dept.	Theol. Dept.	Law Dept.	Total.	Twice Inserted.	Net Total.
1830–1831	346	4	69	50	33	. .	. .	502
1831–1832	331	4	48	42	44	. .	. .	469
1832–1833	354	. .	46*	49	31	. .	. .	480
1833–1834	376	. .	50*	55	39	. .	. .	520
1834–1835	354	. .	53*	53	43	. .	. .	503
1835–1836	413	5	60	63	31	. .	. .	572
1836–1837	411	2	50	76	31	. .	. .	570
1837–1838	403	2	48	82	33	568	4	564
1838–1839	411	. .	46	74	32	563	2	561
1839–1840	438	2	45	78	45	. .	. .	608
1840–1841	429	. .	52	61	32	. .	. .	574
1841–1842	410	3	47	59	31	. .	. .	550
1842–1843	376	3	52	76	30	. .	. .	537
1843–1844	383	6	60	66	44	. .	. .	559
1844–1845	394	5	43	64	36	. .	. .	542
1845–1846	424	5	53	67	39	. .	. .	588
1846–1847	422	5	52	53	52	. .	. .	584

* Estimated from records of graduation in triennial catalogue.

Department of Philosophy and the Arts added. (Resident Graduates included under head of Philos. and the Arts.)

Year.	Acad. Dept.	Med. Dept.	Theolog. Dept.	Law Dept.	Philos. and the Arts.	Total.	Twice Inserted.	Total.
1847–1848	379	45	44	41	11	. .	. .	520
1848–1849	385	38	45	35	14	. .	. .	517
1849–1850	386	41	52	33	20	532	1	531
1850–1851	432	38	38	26	21	. .	. .	555
1851–1852	440	37	38	27	16	. .	. .	558
1852–1853	446	35	37	39	46	. .	. .	603
1853–1854	443	41	27	38	45	. .	. .	594
1854–1855	450	46	24	25	60	. .	. .	605
1855–1856	473	32	25	26	63	. .	. .	619
1856–1857	472	27	23	30	46	. .	. .	598
1857–1858	447	29	22	31	36	. .	. .	565
1858–1859	456	34	21	33	36	580	2	578
1859–1860	502	45	27	28	40	642	1	641
1860–1861	521	38	22	30	38	. .	. .	649
1861–1862	462	38	27	28	44	. .	. .	599
1862–1863	460	51	25	34	47	. .	. .	617
1863–1864	471	45	28	31	57	. .	. .	632
1864–1865	458	47	23	32	84	. .	. .	644
1865–1866	490	41	24	35	92	. .	. .	682

The tabulation of students in the Department of Philosophy and the Arts is divided into two parts: I. Graduate students in philosophy, etc., and Special students in same, and II. Graduates and undergraduates in the Sheffield Scientific School.

Year.	Acad. Dept.	Med. Dept.	Theol. Dept.	Law Dept.	Philos. and the Arts.	Sheffield Scientific School.	Total.	Inserted Twice.	Total.
1866–1867	500	31	30	26	3	119	. .	. .	709
1867–1868	505	24	32	16	2	120	. .	. .	699
1868–1869	519	23	25	17	8	132	. .	. .	724
1869–1870	518	28	35	18	2	139	740	4	736
1870–1871	522	33	55	23	2	123	758	3	755
1871–1872	527	26	69	21	27	147	817	8	809

School of Fine Arts added.

Year.	Acad. Dept.	Med. Dept.	Theol. Dept.	Law Dept.	Philos. and the Arts.	Sheffield Scientific School.	School of Fine Arts.	Total.	Twice Inserted.	Total.
1872–1873	517	24	96	36	54	200	13	940	36	904
1873–1874	512	32	101	46	64	242	6	1003	48	955
1874–1875	537	50	103	53	62	248	21	1074	43	1031
1875–1876	582	42	99	76	63	224	30	1116	65	1051
1876–1877	569	36	95	60	69	206	16	1051	30	1021
1877–1878	577	58	107	59	50	194	23	1066	27	1039
1878–1879	587	58	67	68	46	194	30	1050	28	1022
1879–1880	581	32	88	74	39	175	39	1028	25	1003
1880–1881	612	25	93	64	29	190	46	1059	22	1037
1881–1882	601	21	97	68	44	185	50	1066	24	1042
1882–1883	611	30	106	85	41	206	40	1119	23	1096
1883–1884	612	31	99	69	30	212	49	1102	10	1092
1884–1885	580	27	107	68	37	249	40	1108	22	1086
1885–1886	563	28	110	62	42	251	48	1104	28	1076
1886–1887	570	27	108	79	56	279	44	1163	29	1134
1887–1888	614	26	117	94	69	291	58	1269	24	1245
1888–1889	688	35	133	106	79	308	47	1396	31	1365
1889–1890	736	54	136	111	81	343	42	1503	26	1477
1890–1891	832	63	139	116	104	379	44	1677	32	1645
1891–1892	888	74	122	155	76	461	37	1813	29	1784

Department of Music added.

Year.	Acad. Dept.	Med. Dept.	Theolog. Dept.	Law Dept.	Philos. and the Arts.	Sheffield Scientific School.	School of Fine Arts.	Mus. Dept.	Total.	Twice Inserted.	Total.
1892–1893	966	76	109	171	125	529	31	7	2014	45	1969
1893–1894	1086	80	119	188	143	601	30	9	2256	54	2202
1894–1895	1150	100	116	195	138	662	41	25	2427	77	2350
1895–1896	1199	125	105	224	176	584	46	53	2512	97	2415
1896–1897	1237	138	104	213	227	553	53	76	2601	106	2495
1897–1898	1241	128	102	198	262	543	78	70	2622	122	2500
1898–1899	1224	110	95	194	283	567	84	76	2633	122	2511

These are mentioned in the catalogues but are not included in the totals.

1896–1897	Courses for Teachers	120
1897–1898	" "	145
1898–1899	" "	163

IX.

TABLE OF GIFTS.

THE following table shows the main sources from which the larger gifts of money and land and books and buildings have come to Yale since her foundation.

This cannot be absolutely complete, for the records, particularly of the early times, are far from perfect. It is believed, however, that there are here set forth the main sources of income of the earliest time, and all the gifts of considerable amount in latter days. In the case of land and books, it is not always attempted to give the valuation. The great Lampson bequest is not mentioned, being at this time still in litigation. The tabulations in Ebenezer Baldwin's history, the records in Kingsley's "Yale College," and in Dexter's "Yale University," and the tabulations in President Dwight's reports are the sources chiefly used. The table follows: —

ADMINISTRATION OF ABRAHAM PIERSON, 1701–1707.

For use of College, by Hon. James Fitch, 1701, six hundred acres in Killingly.

Annual subsidy by Legislature, £120 "country pay" which equalled £60

Small house by Nathaniel Lynde, 1702.

ADMINISTRATION OF SAMUEL ANDREW, 1707–1719.

Seven hundred and twenty volumes "of great value" sent from England by several famous Englishmen, in 1714.

For buildings, by the State, 1715 . . . . £250

Realized from goods sent by Governor Yale, 1718 . . . £562, 12*s*

For College expenses by Madame Saltonstall, 1717 . . . . . . £10

For College expenses by Jahaleel Brenton, 1718 . . . . £50

Several gifts of land by New Haven people.

Administration of Timothy Cutter, 1719–1722.

For rector's house by private subscription, about £52
The General Assembly by impost on rum for the same purpose £115

Administration of Elisha Williams, 1726–1739.

Extra government grants three hundred acres.

Estate of Whitehall near Newport, ninety-six acres by George Berkeley, 1733.

One thousand choice volumes by George Berkeley, 1733, valued at £400

Subscription for surveying instruments, etc., by Joseph Thompson and sundry other gentlemen £58

Administration of Thomas Clap, 1740–1766.

1742. General Assembly for a new kitchen and fence about the rector's house, and new covering for the President's house . . . £130

South Middle and land on which it stands by Colony Legislature, from a lottery, 1750–1752 (valued at) £1,660

Towards fund for Professor of Divinity by Hon. Col. Philip Livingston . . . . £28, 10*s.*

Land for house for Professor of Divinity by President Clap . £40
For house for Professor of Divinity, by subscriptions £102
For building the chapel by popular subscriptions £205
By the General Assembly toward finishing the chapel . £245, 13*s.*
Richard Jackson toward finishing the chapel £100

Administration of Naphtali Daggett, 1766–1777.

1770. Governor Trumbull, land $100.00
1777. Mrs. Elizabeth Smith $200.00

Administration of Ezra Stiles, 1778–1795.

1781. Towards a fund for endowment of Professorship of Hebrew, by Richard Salter, a tract of land, avails now amount to $3,700.00

Permanent fund by Dr. Daniel Lathrop £500

Towards fund for purchase of philosophical apparatus, by Samuel Lockwood £100

For benefit of library by Samuel Lockwood $1,122.33

As a result of a closer union with the State, grants were obtained amounting to £2,500, and South College built, 1793–94; also fund for Professorships started.

1807. Hon. Oliver Wolcott for a library fund $2,000.00

1813. Nineteen hundred acres of land in Holland, Vt., by Isaac Beers of New Haven.

ADMINISTRATION OF TIMOTHY DWIGHT, 1795–1817.

Medical School building by the State, 1814 . . . . $30,000.00

ADMINISTRATION OF JEREMIAH DAY, 1817–1846.

Without conditions, by Noah Linsley $3,000.00

For library fund, by John T. Norton $5,000.00

For library fund, Dr. Alfred E. Perkins $10,000.00

1822. Endowment fund for new Theological Professorship, by popular subscription $27,612.44

Donations to Sacred Literature Professorship $9,229.22

Donations for Theological purposes $1,530.00

Endowment of Professorship of Natural Philosophy, by Israel Munson $15,000.00

1823. For use of College, by Sheldon Clark, property in Oxford, Conn., value now about $38,000.00

For use of College, from David C. De Forest $5,000.00

1825. Popular subscription in New Haven and New York to purchase "Gibbs Mineralogical Cabinet" $14,300.00

Endowment of Silliman Professorship of Natural History, by Edward E. Salisbury and others upwards of $10,000.00

Arthur Tappar of New York $4,100.00

1831. From the Legislature $7,000.00

Raised by popular subscription, 1831–1836, $100,000.00, of which $82,950.00 was given especially for the support of the Academical Department.

1832. Trumbull Gallery (now Treasury Building) from the State $7,000.00

Fund for indigent students by Solomon Langdon, 1835 . . $4,000.00

ADMINISTRATION OF THEODORE DWIGHT WOOLSEY, 1846–1871.

Endowment for the Professorship of Modern Languages by Augustus R. Street $12,560.00

1848. Donation by Mr. Lewis $2,545.85

Four Scholarships for Freshmen by President Woolsey, $1,000.00 each $4,000.00

The Bristed Scholarship for Sophomores and Juniors, so called because given by Charles Astor Bristed, 1848 . . . . . . $1,350.00

Subscriptions started in 1852 and completed in 1854 and called

"Fund of 1854," amounted to $106,390.00
of which $70,000.00 was devoted to Academical Department.

1853–1857. From Linonia and Brothers for Alumni Hall Fund $11,099.88

1854. Battell fund for sacred music $5,000.00

1855. Funds for Scientific Agriculture and applied science $15,000.00

Funds for the Theological Department by Chauncey A. Goodrich $10,000.00

Benjamin Hoppin $15,000.00

Miss Lucretia Deming $5,000.00

Legacy of William Burroughs $10,000.00

1859. For the Sheffield Scientific School, J. E. Sheffield purchased and enlarged the old Medical College, and stocked it with apparatus, at an expense of $150,000.00

For fund for endowment of Professorships in the Sheffield Scientific School, by J. E. Sheffield $50,000.00

1861. Fund for Professorship of Modern Languages . . $5,955.60

1863. Donations for Sanskrit Professorship Fund . . . $12,000.00

1865. Donations for a library fund for Sheffield Scientific School by J. E. Sheffield $10,000.00

1864. Donations to New Chapel Fund $3,000.00

to Professorship of Botany fund $20,000.00

For library fund Academic Department accumulations of legacy bequeathed by Addin Lewis $5,000.00

1864. Root scholarship fund in Theological School . . $18,500.00

Funds for instruction in Theological School by Governor William A. Buckingham $25,000.00

Endowment for the chair of Ecclesiastical History by Augustus R. Street, 1868 . . . . $50,000.00

For Sheffield Scientific School, from the State the income of $135,000.00

Museum of Natural History, by George Peabody, 1866 . $150,000.00

Building for School of Fine Arts, by Augustus R. Street (1864) approximately $200,000.00

Endowment and gifts for same by Mr. and Mrs. A. R. Street $117,000.00

Endowment for Professorship of Hebrew, by Samuel Holmes, 1868 . . . . $14,000.00

Holmes Scholarship in the Academical Department by Samuel Holmes $1,000.00

East Divinity Hall, by Messrs. A. and C. Benedict, 1870 . $20,000.00

William E. Dodge $10,000.00

Prof. S. F. B. Morse $10,000.00

Aaron Benedict $10,000.00

By Daniel Hand $10,000.00

other sums amounting to $93,000.00

1871. Marquand Chapel, building, heating apparatus, carpeting, and furniture, by Frederick Marquand, over $27,000.00

A reference library for the Divinity School, by Henry Trowbridge, 1870, 2,000 volumes.

For foundation of a lectureship on Preaching, in the Divinity School by Henry W. Sage $10,000.00

Farnam Hall, by Hon. Henry Farnam $60,000.00
1870. (Total cost of Farnam Hall $125,000.00)

Durfee Hall, by Bradford M. C. Durfee, 1871 . . . . $130,000.00

Endowment for Professorship of Sanskrit, by Edward E. Salisbury, 1870 . . . . $50,000.00

Endowment for Professorship of Dynamical Engineering, by Mrs. Susan K. Higgin, Liverpool, England £5,000

Permanent fund for Endowment of Sheffield Scientific School by J. E. Sheffield $75,000.00
others $55,000.00

For Observatory, by Mrs. James A. Hillhouse and daughters, six acres, 1858.

For same purpose, by Hon. O. F. Winchester, 1871, thirty-two acres.

ADMINISTRATION OF NOAH PORTER, 1871–1886.

West Divinity Hall by Frederick Marquand, one half expense, 1874 . . . . $80,000.00

For the same purpose by Charles Benedict $10,000.00
James E. English $5,000.00
Wells Southworth $5,000.00
John De Forest $5,000.00
Eli Curtis $5,000.00
Daniel Hand $7,000.00
Other subscriptions $43,000.00

Soldiers' Memorial Fellowship, by Mrs. Theodosia D. Wheeler, 1875 . . . . $10,000.00

Douglas Fellowship, by Mrs. Mary Ann Douglas Miller, 1873 [income equals $600].

Foote Fellowship, by H. W. Foote $25,000.00

Fund in Elocution in Divinity School, by Frederick Marquand, 1874 . . . . $5,000.00

For musical Library Fund in Divinity School, by Mrs. Irene Battell Larned, 1877 . . . . $5,000.00

For same purpose, other subscriptions $18,000.00

Woolsey Fund, by general subscription $168,000.00

Funds for Academical Department, by Dr. T. Dwight Porter, 1878–1880 . . . . $115,000.00

Without conditions (used for aid of needy students in Academical Department) estate of Henry T. Morgan $86,000.00

Assistance of indigent students, bequest of Hon. Henry L. Ellsworth died in 1858, available first in 1876, now amounts to . $56,000.00

Lawrance Hall by Mr. and Mrs. Francis C. Lawrance, parents of Thomas Garner Lawrance, '84, 1885–1886 . . . . $50,000.00

Dwight Hall, by Elbert B. Monroe, 1885–1886 . . . . . . $60,000.00

Battell Chapel, by Hon Joseph Battell, 1874 . . . . $200,000.00

North Sheffield Hall, by Joseph E. Sheffield, land on which it stands, and building valued at (1875) $100,000.00

Dunham Fund, by Austin Dunham $10,000.00

others $12,623.00

Endowment of chair of Biblical Theology, by Henry Winkley $50,000.00

General Fund of the Divinity School, by Asa Otis . . . $25,000.00

For books for Law School Library, by friends $25,000.00

Permanent library fund for Law School, by James E. English $10,000.00

General Fund of Medical School, by John De Forest, 1877 $5,000.00

Endowment of Professorship of Common Law, by Hon. La Fayette S. Foster, 1880 . . . . $60,000.00

For Department of Comparative Anatomy, by Dr. Henry Bronson, in 1878 . . . . $5,090.00

1880 . . . . $5,000.00

1883 . . . . $5,000.00

For library funds in the Academical Department, by the Class 1872 . . . . $2,095.00

For Leavenworth Scholarship Fund, by Elias W. Leavenworth $5,400.00

For Kent Laboratory, by Albert E. Kent, 1885 . . . . $30,000.00

Administration of Timothy Dwight, 1886–1898.

1886–1887.

Professorship of Comparative Anatomy, by Dr. Henry Bronson (in addition to $15,000 previously given) $2,500.00

To increase the De Forest Fund for Mathematical Prizes, by Erastus L. De Forest $4,000.00

For the furtherance of Latin studies, by the daughters of Lucius F. Robinson of Hartford $5,000.00

For Woolsey Fund by Rev. Edgar L. Heermance . . . $1,000.00

For Sloane Laboratory by John Sloane $5,000.00

For Sloane Laboratory by Thomas C. Sloane $3,000.00

For Leavenworth Scholarship Fund, by Hon. Elias W. Leavenworth, in addition to $5,400.00 previously given $2,500.00

For Kent Laboratory by Albert E. Kent in addition to $30,000.00 previously given $45,000.00

Edward J. Phelps Professorship of Commercial Law and Contracts in the Law Department, by an anonymous donor $25.000.00

For general fund of the Theological Department by Morris K. Jesup $2,500.00

Chittenden Library by Hon. Simeon B. Chittenden . . . $100,000.00

Mrs. Miriam Osborn for a new building for lecture and recitation rooms $125,000.00

For fund and expenses of the Semitic Professorship, small sums amounting to $7,700.00

For the expenses of the Observatory, a total of $1,850.00

For new gymnasium a total of $5,450.00

Hugh Chamberlin Scholarship, by Hon. Daniel H. Chamberlin $1,500.00

1887–1888.

For the Department of Comparative Astronomy by Dr. Henry Bronson (in addition to previous gifts) $10,500.00

For general purposes by Alexander Duncan $20,000.00

For general purposes from estate of Mrs. Urania Battell Humphrey $15,000.00

To increase Larned Scholarship Funds from estate of Mrs. Urania Battell Humphrey $6,000.00

To increase funds for instruction in Music from estate of Mrs. Urania Battell Humphrey $5,000.00

For funds for instruction in Mathematics, by Erastus L. De Forest $10,000.00

Fund for Scholarships from estate of Dr. Charles L. Ives $5,000.00

For foundation of a Professorship of Greek by Dr. Alvan Talcott $25,000.00

For Henry J. Ten Eyck Prizes, by the Kingsley Trust Association $2,600.00

For general purposes by Rev. Dr. Burdett Hart $6,388.00

For funds of the University by Oliver B. Jennings . . . $5,000.00

For Recitation Building from the donor an additional . . $35,000.00

For aid of students in the Divinity School, by an anonymous donor $2,000.00

For Professorship of Semitic Languages $3,200.00

For general fund of the Divinity School, by Robert Peck $1,000.00

For the income of the Medical School by an anonymous donor $1,260.00

For the salary of an Assistant in the Department of Semitic Languages, by an anonymous donor $3,000.00

For Chittenden Library, by Hon. Simeon B. Chittenden, in addition to $100,000.00 previously given $25,000.00
Also a memorial window.

Avails of the estate of Henry L. Ellsworth $25,000.00

For funds of the Divinity School by Alfred S. Barnes . . $1,000.00

From a friend for the aid of students $1,200.00

For scholarship funds in the Divinity School, by Walter W. Seymour $9,000.00

For John C. Holley Memorial Fund $2,000.00

1888–1889.

Funds for Academical Department, from estate of Philip Marrett of New Haven $130,000.00

Avails of the estate of Henry L. Ellsworth $13,641.52

Repairs on Farnam Hall, by Mrs. Henry Farnam . . . $2,000.00

For foundation of Woolsey Professorship of Biblical Literature by "certain gentlemen" $50,000.00

For foundation of the John Sloane Fellowship, by John Sloane, New York $10,000.00

For Department of Comparative Anatomy by Dr. Henry Bronson in addition to $28,090.00 previously given $24,963.65

The George W. Nichols Memorial Fund, by Rev. Dr. George W. Nichols $5,000.00

For foundation of Scott Hurtt Scholarship, in Academic Department, by classmates and friends of B. Scott Hurtt, '78 . . $5,000.00

For foundation of William L. Storrs Lectureship in the Law Department, by the Misses E. T. and M. A. Robinson . . . $5,000.00

For Holmes Professorship of the Hebrew Language and Literature, in the Theological Department, by Samuel Holmes (in addition of $14,000.00 previously given) $11,000.00

For Holmes Scholarships in the Academical Department by Samuel Holmes (in addition to $1,000 formerly given) . . $3,000.00

To the income of the Medical School from two anonymous donors $2,750.00

For Sheffield Scientific School, from estate of Joseph E. Sheffield, real estate, including the Sheffield mansion and grounds, appraised value $182,000.00

For Professorship of Semitic Languages, by Hon. Robbins Battell and Miss Anna Battell $2,000.00

For aid of students in the Divinity School, by "a friend" $1,000.00

For the salary of Assistants in the Department of Semitic Languages, by "two friends of Bible study" $1,500.00

For Osborn Hall, by Mrs. Osborn (in addition to $160,000.00 previously given) $20,000.00

For Astronomical Observatory, by Prof. Elias Loomis, the income of $100,000.00

For fund for new Gymnasium, contributions (in addition to $12,450.00 previously given) amount to $137,000.00

For Professorship in Semitic Languages, sums amounting to $1,675.00

1889–1890.

For Department of Comparative Anatomy, by Dr. Henry Bronson (in addition to $53,053.65 previously given) $27,246.35

For general funds of the University, by Mrs. Harriet T. Leavenworth $15,000.00

For funds of the University Library, from estate of George Gabriel $10,000.00

For scholarship funds of the Theological Department by the same $5,000.00

For a new Dormitory building on the College grounds, for Academical Department, by "a friend" (Pierce N. Welch) . $125,000.00

Salary of Professor of Music, by Mrs. Ellen Battell Eldridge $1,000.00

For Income of the Sheffield Scientific School, by Mrs. Henry Farnam $4,000.00

Improvements at the Sloane Laboratory, by Thomas C. Sloane $1,125.71

For aid of students in the Divinity School, by "a friend". $1,000.00

For the Astronomical Observatory, from estate of Prof. Elias Loomis $12,415.51

For purchase of the Barringer Collection of Egyptian Antiquities by Hon. William Walter Phelps $1,500.00

For the income of the University Library by the same donor $3,000.00

For foundation of Waterman Scholarships in the Academical Department, from estate of Thomas Glasby Waterman $40,000.00

For Henry Allis Scholarship Fund in the Theological Department, from estate of Mrs. Emily W. Colton $9,000.00

For organ in Marquand Chapel, by "a friend" $1,750.00

Contributions for new Gymnasium (in addition to $149,450.00 previously mentioned) $28,050.00

Charles Jesup Fund in the Divinity School, by Morris K. Jesup $50,000.00

Contributions to the Alumni University Fund $9,238.60

For books for Kent Laboratory, by Albert E. Kent . . . $1,000.00

From two friends for the salary of Assistants in Semitic Languages $1,500.00

1890–1891.

For general funds of the University, from estate of Daniel B. Fayerweather $74,300.94

For general funds of the Sheffield Scientific School, from estate of Daniel B. Fayerweather $37,150.46

Endowment for Professorship of Mathematics in the Sheffield Scientific School, from estate of James E. English $20,000.00

Funds for the University Library, from estate of James E. English $10,000.00

New building for Sheffield Scientific School, by Prof. Henry W. Farnam $10,250.00

For income of the University Library, by Hon. William Walter Phelps $3,000.00

For Sloane Laboratory, from estate of Thomas C. Sloane $75,000.00

Salary of Professor of Music, by Mrs. Ellen Battell Eldridge $1,000.00

For Marett Scholarship Fund, from estate of Philip Marett $2,294.95

For Medical Department by Mrs. Henry Farnam . . . $5,000.00

For income of Sheffield Scientific School, by Mrs. Henry Farnam $2,000.00

For further endowment of the Edward J. Phelps Professorship in the Law School, by J. Pierpont Morgan $25,000.00

For Scholarship fund of the Academical Department, from estate of Joseph A. Christman $22,631.53

Salary of an instructor in English in the Academical Department, by Edward W. Southworth $1,000.00

For Henry W. Allis Scholarship Fund in the Theological Department, from estate of Mrs. Emily W. Colton (in addition to $9,000.00 previously mentioned) $2.000.00

For the aid of students in the Divinity School $1,000.00

For repairs on East Divinity Hall, a total of $6,600.00

For Yale Infirmary, sums amounting to $13,248.00

For the Medical School by Dr. Job Kenyon $1,000.00

For the new building for Sheffield Scientific School, by Prof. George J. Brush $1,000.00

Thomas G. Bennett $1,000.00

A. B. Hill $1,000.00

Contributions to the Alumni University Fund $6,499.61

For Sheffield Scientific School, by United States appropriations $48,000.00

Contributions to new Gymnasium (in addition to $177,500.00 previously mentioned) $22,071.87

For Susan B. Dwight Fellowship in the Theological Department, by "a friend" $3,500.00

For general funds of the University, from estate of Russell A. Bigelow $2,000.00

1891–1892.

For the Yale Infirmary, by Mrs. William Walter Phelps through Mrs. Cornelius Vanderbilt, Treasurer of the New York Committee of Ladies, by several ladies in Pittsburgh, and by other subscriptions $22,150.00

Winchester Hall, by Mrs. Jane E. Winchester $130,000.00

Alfred Barnes Palmer Scholarship in the Academical Department, by Rev. Charles Ray Palmer $5,000.00

Repairs on Farnam Hall, by Mrs. Henry Farnam . . . $1,000.00

Mrs. Henry Farnam for Medical School Building Fund . $1,000.00

For income of Medical School, by Mrs. Henry Farnam . $4,000.00

For Henry W. Allis Scholarship Fund, in the Theological Department, from estate of Mrs. Emily W. Colton (in addition to $11,000.00 previously mentioned) $3,043.50

Salary of a stenographer for the University, by Matthew C. D. Borden $1,000.00

From estate of D. B. Fayerweather for funds of University $79,940.65

Sheffield Scientific School $37,970.32

For new building for Sheffield Scientific School, by Hon. William Walter Phelps $5,000.00

For Medical School Building Fund by Hon. William Walter Phelps $1,000.00

three friends $6,000.00

small sums $6,290.00

Mrs. Henry Farnam $1,000.00

For income of the University Library, by Hon. William Walter Phelps $3,000.00

Contributions to the Alumni University Fund $6,712.67
of which $5,000.00 was assigned to income of year.

To provide for the chair of Professor Sumner, during his absence in Europe, by H. F. Dimock, O. H. Payne, and W. C. Whitney $2,000.00

For aid of students in Divinity School, by "a friend" . . $1,000.00

small sums $1,093.20

For Sheffield Scientific School, by United States appropriation $18,000.00

Salary of Professor of Music, by Mrs. Ellen Battell Eldridge $1,000.00

For aid of students, by "a friend" $1,230.34

Funds for instruction in the Theological Department, from estate of Mrs. Caroline E. Washburn $25,000.00

For new Gymnasium (in addition to $197,571.87 previously mentioned) $11,919.91

For general fund of the University, from estate of Lyell T. Adams $4,000.00

For purchase of remarkable specimen of meteoric iron, by friends and sons of Professor Loomis $1,250.00

For purchase of furniture for the Infirmary, a total of . . $3,307.00

From estate of Mrs. E. P. Fogg for W. H. Fogg scholarship fund $38,000.00

1892–1893.

Vanderbilt Hall, by Mr. and Mrs. Cornelius Vanderbilt.

For foundation of Scott Hurtt Fellowship in the Academical Department, by Mrs. Sarah I. Hurtt $12,000.00

To found Thacher Memorial Prize Fund, by Class of 1842. $3,000.00

Yale Infirmary Endowment fund, by Mrs. Timothy Dwight $1,000.00

White Hall, by Dr. Andrew J. White $150,000.00

For Theological Department, from estate of Mrs. Mary C. L. Fitch $1,000.00

from estate of Ezekiel H. Trowbridge $5,000.00

by small sums $1,656.35

For University Library, by Hon. William Walter Phelps (the income of the Phelps legacy) $3,000.00

For income of the Medical Department, by Mrs. Henry Farnam $3,000.00

For repairs in Farnam Hall $1,000.00

For new building for the Law Department, contributions amounting to $53,000.00

Contributions to the Alumni University Fund $7,749.15

For Woolsey Fund, payments in liquidation of National Bank of Missouri $1,830.20

For enlargement of Battell Chapel, by Hon. Robbins Battell and Mrs. Ellen Battell Eldridge $27,472.67

Alice Kimball English Prize Fund in Art School, by Mr. and Mrs. Henry F. English $1,000.00

Furniture for the Trophy room, by the Class of 1877 . . $1,500.00

For the new Gymnasium, a total of (in addition to $209,491.78 previously mentioned) $9,013.68

For University Library Fund, from estate of Mrs. Ellen Battell Eldridge $15,000.00

From a friend for poor students in the Divinity School . $1,000.00

For increase of endowment of Battell Professorship of Music, from estate of Mrs. Ellen Battell Eldridge $20,000.00

For the foundation of two graduate scholarships, to be known as

the Ellen Battell Eldridge Scholarships, from estate of Mrs. Ellen Battell Eldridge $24,000.00

From Mrs. E. K. Hunt for the Medical School $25,000.00

1893–1894.

Benedict Fund by Frank W. Benedict $1,000.00

For foundation of Austin F. Howard Scholarship, in Academical Department, from estate of James T. Howard $4,426.81

For part expense of new Steam Heating Plant, by Cornelius Vanderbilt $14,000.00

For photographic apparatus for Observatory, by National Academy of Science (an appropriation from income of a fund bequeathed the Academy by Prof. J. Lawrence Smith) $2,000.00

For White Hall, by Dr. Andrew J. White (in addition to $150,000.00 previously mentioned) $13,539.21

For University Library, by Hon. William Walter Phelps . $1,500.00

For income of the University, from Alumni University Fund $12,500.00

For Daniel Lord, Jr., Memorial Scholarship in Academical Department, by Daniel Lord $5,000.00

For Medical School Building Fund, by Pierce N. Welch . $1,000.00

For income of the Academical Department by Mrs. Henry Farnam $1,000.00

For new Chemical Laboratory of Sheffield Scientific School, by Mrs. Henry Farnam $3,000.00

For income of the Medical School, by Mrs. Henry Farnam $1,800.00

For salary of Professor of Christian Ethics, in Theological Department, by J. H. Whittemore $2,400.00

For foundation of Mary A. Hotchkiss Scholarship, in Theological Department, by Female Educational Society of New Haven $1,000.00

For income of the Infirmary, small sums amounting to . $3,169.82

Dr. Andrew J. White for White Hall $13,539.21

For new Law School Building, a total of $11,000.00

From M. C. D. Borden for the Borden fund in the University $20,000.00

For aid of students in the Divinity School, a total of . . $1,760.00

From E. C. Billings for Emily Sanford Professorship of English $52,500.00

1894–1895.

For foundation of William Wirt Winchester Prize Fellowship, in the School of the Fine Arts, by Mrs. Jane E. Winchester . $15,000.00

White Hall, by Dr. Andrew J. White, (in addition to $163,539.21 previously given) $1,754.07

For erection of Whitman Gates, by Mrs. Henry Farnam . $3,500.00

For income of Academical Department, by Mrs. Henry Farnam $1,000.00

For income of the Medical Department by Mrs. Henry Farnam $1,500.00

For Emily Sanford Professorship (in addition to $52,500 already given) $17,500.00

For University Library Fund, by Matthew C. D. Borden . $6,000.00

For Henry W. Allis Scholarship Fund, in Theological Department from estate of Mrs. Emily W. Colton (in addition to $15,275.00 previously given) $16,020.00

For University Library, from income of legacy of John J. Phelps $1,383.33

From estate of Martin S. Eichelberger $40,500.00

For new Gymnasium, a total of . . . . $4,026.89 (in addition to $218,505.48 previously mentioned).

For erection of Phelps Hall, from bequest of Hon. William Walter Phelps $50,000.00

by his family $20,000.00

For Theological Department, from estate of Mrs. Emily M. Fitch $30,000.00

For University Library, by Professor Henry W. Farnam . $10,000.00

For income of Theological Department, by J. H. Whittemore $3,200.00

For Elias W. Leavenworth Scholarship Fund, in the Academical Department, from estate of Elias W. Leavenworth $1,375.00

For foundation of Learned Scholarship, in the Academical Department, by Hon. William Law Learned $2,000.00

For new building for the Law Department, by John W. Hendrie $5,000.00

Henry F. English $5,000.00

Pierce N. Welch $5,000.00

Prof. Simeon E. Baldwin $1,000.00

Prof. William K. Townsend $1,000.00

small sums $3,997.54

From estate of Daniel B. Fayerweather for general fund of University $28,500.00

for funds of Scientific School $14,250.00

1895–1896.

To found the Rochfort Fund, from estate of Thomas E. Rochfort, a legacy $1,000.00

To establish a departmental library for use of students in Social Science in Academical Department, by Mrs. Mary Boocock $4,000.00

For immediate use in purchase of books for same, by Mrs. Mary Boocock $1,000.00

For foundation of Susan C. Clarke Scholarship in Theological Department, from estate of Miss Susan C. Clarke $5,000.00

For Building Fund in Law Department, by John W. Hendrie (in addition to $15,000.00 previously given) $10,000.00

For income of Theological Department, by J. H. Whittemore $3,200.00

For foundation of Downes Prize Fund, in Theological Department, by William E. Downes $3,000.00

For University Library by New York City Yale Alumni Association $1,600.00

For Sheffield Scientific School, by State of Connecticut . $154,604.45 (This sum is the equivalent of the sum constituting the Congressional Grant of 1862, together with interest due on same.)

From a friend for the Law Department $12,600.00

For purchase of Riant Library, for University Library, by Mrs. Henry Farnam $3,000.00

From estate of Thomas C. Sloane $150,000.00

For income of University Library, by Mrs. Henry Farnam $1,000.00

For repairs on Farnam Hall, by Mrs. Henry Farnam . . $2,000.00

For income of Medical School, by Mrs. Henry Farnam . $1,000.00

For purchase of the Curtius Library, by Joshua M. Sears $5,000.00

To establish The President's Fund, in aid of students of limited means, by Class of 1842 . . . . $1,000.00

Funds for University Library, by Junior Promenade Committee of the Class of 1897 . . . . $1,500.00

1896–1897.

For University Library Funds, from estate of Miss Anna H. Chittenden $1,000.00

For Marett Scholarship Fund, in the Academical Department, from estate of Philip Marett $19,789.52

For income of the University, by Treasurer of the Alumni University Fund Association $8,709.80

For income of the Theological Department, by J. H. Whittemore $3,200.00

For Medical School, from estate of George Bliss $50,000.00

For Building Fund of Law Department, by John W. Hendrie (in addition to $25,000.00 previously given) $25,000.00

For repairs on Farnam Hall, by Mrs. Henry Farnam . . $1,000.00

For income of Medical Department by Mrs. Henry Farnam $900.00

two anonymous donors $2,750.00

For an isolating pavilion in connection with the care of the sick through Mrs. Josephine M. Dodge, Treasurer $8,142.26

For Sheffield Scientific School, from estate of Dr. John P. Atwater, a plot of ground with a block of five houses valued at $20,000.00

For Daniel C. Eaton Graduate Scholarship, by Mrs. Caroline K. Eaton $2,000.00

To establish the Daniel C. Leavenworth Memorial Fund in the Medical Department, by Mrs. Daniel C. Leavenworth . . $1,000.00

From estate of D. B. Fayerweather for University funds . $113,467.48

Scientific School $9,233.74

From Thomas C. Sloane estate $40,706.64

X.

TABLE OF ADMINISTRATIONS.

THE following table shows the number of students at the beginning of each administration and the number of students at the close of the administration. The same is shown of the number of men on the Faculty.

The number of students given under the various Administrations down to and including the beginning of the first Timothy Dwight's, were found by adding together the lists of graduates for four successive years, found in the triennial catalogue.

Dates of Administration.	Presidents.	Number of Students at the beginning of Administration.	Number of Students at close of Administration.	Increase in Students.	Number of Members of Faculty at beginning of Administration.	Number of Members of Faculty at close of Administration.	Increase in Faculty.
1701–1707	Abraham Pierson . . .	1	19	18	1	2	1
1707–1719	Samuel Andrew (*pro tem.*)	19	36	17	2	2	0
1719–1722	Timothy Cutler	36	46	10	2	2	0
1726–1739	Elisha Williams	57	68	11	2	3	1
1740–1766	Thomas Clap	82	116	34	3	5	2
1766–1777	Naphtali Daggett (*pro tem*)	98	157	59	4	5	1
1778–1795	Ezra Stiles	128	125	(–)3	6	7	1
1795–1817	Timothy Dwight . . .	118	325	207	7	14	7
1817–1846	Jeremiah Day	283	588	305	16	36	20
1846–1871	Theodore Dwight Woolsey	584	755	171	37	65	28
1871–1886	Noah Porter	809	1076	287	71	114	43
1886–1898	Timothy Dwight . . .	1134	2511	1377	120	260	140

XI.

REPRESENTATION BY SECTIONS.

IN the following table, which shows the sectional distribution of the students of Yale at different times between 1800 and 1898, the States and territories are divided as follows: —

New England — Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut.

Eastern — New York, New Jersey, Delaware, District of Columbia, Maryland, Pennsylvania.

Middle — Illinois, Indiana, Michigan, Ohio, Wisconsin.

Southern — Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Missouri, New Mexico, North Carolina, Oklohoma, South Carolina, Tennessee, Texas, Utah, Virginia, West Virginia.

Western — California, Colorado, Idaho, Iowa, Kansas, Minnesota, Montana, Nebraska, North Dakota, Oregon, South Dakota, Washington, Wyoming.

The small figures at the right of the others indicate what percentage of the whole number of students came from that section: —

	1800.	1825.	1850.	1875.	1898.
New England . .	190^{87}	279^{65}	306^{55}	515^{49}	1072^{48}
Eastern	16^{7}	100^{23}	148^{27}	263^{25}	803^{32}
Middle	. . .	12^{3}	21^{4}	170^{16}	278^{11}
Southern	10^{5}	31^{7}	64^{12}	41^{4}	142^{6}
Western	. . .	. . .	6^{1}	43^{4}	142^{6}
Foreign	1	7^{2}	10^{1}	19^{2}	63^{2}
	217	429*	555	1,051	2,500

* Theological and Law Students, 39 in number, are not included in this list.

XII.

RECORD OF APPOINTMENTS.

THE following table presents the number of Junior appointments in each grade for the last twenty-five years. This covers what may be called the athletic era. The noticeable feature of the tables is not only the increasing number of appointments in latter years, but the increased ratio of appointment men to the total number of students in the class. The tables follow: —

Class.	'74	'75	'76	'77	'78	'79	'80	'81	'82	'83	'84	'85	'86
Philosophical	2	4	6	4	6	6	4	8	8	7	12	11	9
High Orations	11	3	7	2	12	15	13	7	6	15	11	8	9
Orations	12	8	5	9	10	15	10	17	5	21	17	11	14
Dissertations	8	3	5	7	11	8	6	8	16	15	11	15	16
First Disputes	7	6	8	8	5	13	11	8	8	16	11	12	10
Second Disputes	8	11	10	7	5	12	5	9	6	8	13	9	5
First Colloquies	3	9	9	8	13	7	12	9	15	7	11	15	10
Second Colloquies . . .	6	4	17	15	9	8	11	7	15	4	11	7	11
Total no. of Applicants .	57	48	67	60	71	84	72	73	79	93	97	88	84
Percentage of the Class receiving Appointments .	.44	.53	.49	.49	.52	.58	.54	.53	.60	.57	.61	.62	.56

Class.	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99
Philosophical	7	6	6	5	12	7	12	12	17	28	22	31	16
High Orations	10	13	11	15	11	9	8	10	15	21	19	24	19
Orations	10	9	12	12	14	18	18	26	23	28	27	24	28
Dissertations	13	10	9	13	7	14	17	14	16	19	17	26	19
First Disputes	13	7	14	15	12	20	23	16	18	26	23	17	30
Second Disputes	17	8	10	16	16	17	14	24	24	33	28	26	26
First Colloquies	11	11	8	13	24	13	13	21	32	27	30	26	33
Second Colloquies . . .	13	12	14	15	30	12	22	33	20	20	30	35	22
Total no. of Applicants. .	94	76	84	104	126	110	127	156	165	202	196	209	193
Percentage of the Class receiving Appointments .	.60	.59	.66	.69	.66	.59	.65	.67	.67	.71	.67	.68	.63

PART III

ATHLETICS AT YALE

By WALTER CAMP

CHAPTER I.

WHAT ATHLETICS HAS MEANT AT YALE.

NOT closer does the ivy cling to the walls of the classic buildings on the campus than does the memory of athletic trials and triumphs to reminiscences of the man who has been four years at Yale. There has been, ever since athletics in this country meant anything, a peculiar connection between them and the life and virility of the college. And previous to the day of the new man and new woman, — before athletics meant anything save the rowdy associations of prize-fighters or the gambling incident to a professional foot-race, — even then there was a something in the college life that took the place of the modern athleticism. It was the springing up of strong, robust health in the youth, — the desire as of the strong man to run a race, — and it found its vent in many manifestations, not all of which were satisfactory either to the young man or to his preceptors.

"Town" and "Gown," long since lost sight of, gate stealing, all sorts of mischievous and often dangerous larks, are among the recollections of the early days before the dawn of athletics.

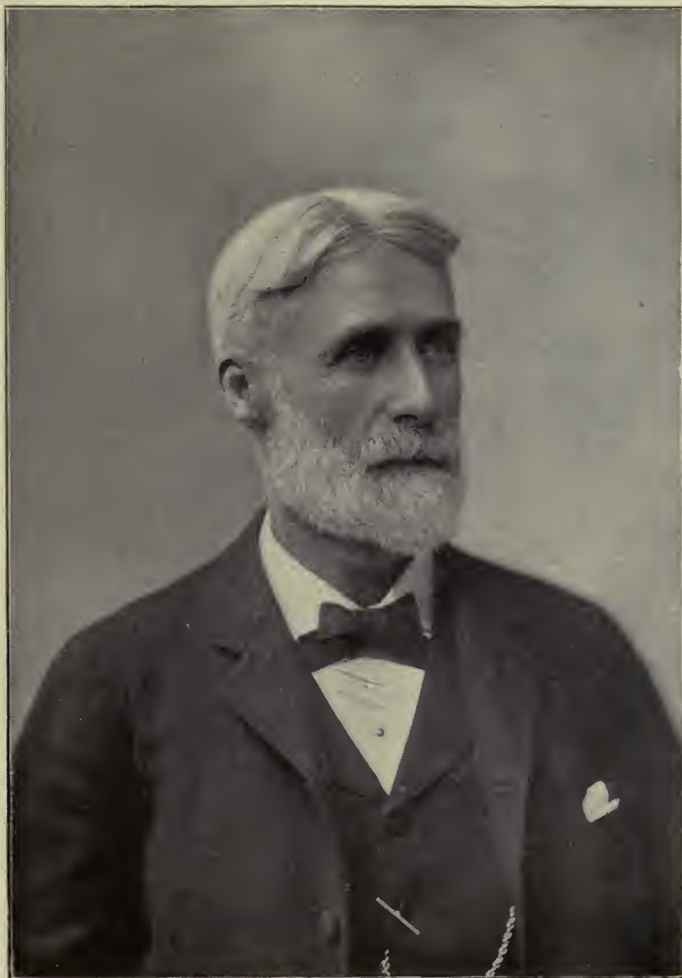
At New Haven, pre-eminently, were these escapades of frequent and sometimes of serious occurrence, owing

most likely to the fact that in those days the "Town" and "Gown" of New Haven were by no means unequally matched in point of numbers available for sudden conflict. The stabbing and death of Pat. O'Neill was the culmination of these disturbances, and the gravity of the situation entailed by this tragedy sobered many. But, as has been most ably shown by Professor E. L. Richards in his charts plotting the disciplinary records of the college, since the dawn of the new era of athleticism, disturbances of this nature, and, in fact, all trespasses upon the discipline of the college, have grown steadily less.

So athletics at Yale have a right to a place of honor, not alone for themselves, but for their indirect effect upon the college life. To make a man hale and strong is good; to make a university more amenable to discipline is better; but best of all is the establishment of an all-around standard of clean morals and health, and an *esprit du corps* that carries the typical Yale man far towards the best goal in all his efforts.

The present — 1898 — general organization of Yale athletics is remarkable in its simplicity, and, while it might be impossible or impracticable at other universities or colleges, for one reason or another, has been productive of magnificent successes in developing that side of student life at New Haven.

Each of the four main branches of athletics, — namely, baseball, boating, football, and track athletics — has a distinct organization of its own. The principal officers of each are a president (or manager as he really is), an assistant manager, and a captain. The manager has in his charge all matters connected with and appertaining to the business end of the association, while the



PROFESSOR EUGENE L. RICHARDS
Professor of Mathematics and Director of the Gymnasium

captain's province is that of practical overseer of the candidates for positions. The manager and his assistant are elected by the university at an annual mass meeting, while the captain is chosen by the men who made up the team, nine, or crew of the previous season in the most important contests. Barring the unusual, the assistant manager progresses to the office of manager in his second year. The four managers, together with a graduate treasurer, compose the Financial Union, and all funds are received and disbursed through this agency, which acts as a common pool. Each manager, however, prides himself upon the showing of his own association, for all the moneys are credited to the individual organization which turns them in, and the expenditures of each are kept in separate accounts, and an annual report of these is published in the columns of the "Yale News."

The Yale Field Corporation owns the Yale Field. This corporation is composed of graduates with, ex-officio, the managers of the three field organizations. The field corporation receives such appropriations from the Financial Union as its needs require, and these appropriations take the place of an annual rental. The Boat Club, also incorporated, owns the boat-house, which was erected by popular subscription something over twenty years ago. There have been graduate advisory committees, both general, and for the separate organizations; but their functions have not been onerous, and, in fact, the general advisory committee has not acted for many years, although in the early eighties in boating matters it was called upon several times for advice, which it rendered satisfactorily. Each manager is practically omnipotent in his special branch. He is his own master, and

responsible only to the university. He does not trespass upon the captain's province, but is his aid in all matters toward a successful season. He furnishes or applies the sinews of war; and while he enforces economy in expenditure, he does it with a view toward the results to be obtained, and the general welfare in the university of that branch over which his jurisdiction extends. Thus, while the captain chooses the men to represent the university on the field and on the water, the president or manager arranges all the business details incident to the season; and for a really successful year the two must both be able men, possessed of considerable executive ability, and acting in the greatest harmony. For this reason, it would seem that some provision would be necessary for the deposition of an incompetent incumbent of either of these offices. As a matter of fact, however, there is no direct method of getting rid of an unsuitable man. But the indirect ways are numerous, and, while seldom put in operation, are likely to be effective.

Various reasons have been assigned for the long series of successes in athletics that have come to the wearers of the blue in the last twenty years. Most of these reasons have been far-fetched, and, while some of them have borne a measure of truth, a large proportion have been false. That is, they have been but parts of a very consistent whole, and have been only incidents rather than reasons. To one who is willing to eliminate the contributory, it comes home that Yale in her system and her practice most thoroughly appreciated the fact that the one-man element — the czar principle, if it might so be called — of management and direction was the more certain to produce in the long run the best results.

Yale, while never formally placing any man in charge, save the undergraduate manager and captain, for twenty years has had her policy mapped out and directed sometimes by one individual and sometimes by another, but always by an individual who during his tenure of the unnamed office could effect results in his own way and without interference. By interference here is not meant criticism. Expression of opinion was always possible, but there was no practicable method by which the critics could reach the individual or the organization under his control. The captains and managers were always loyal to him, and the undergraduate body, so far as the influential men in the community were concerned, were always unflinchingly and unwaveringly loyal to the management.

A great many people who have followed the athletic fortunes of Yale from the standpoint of outsiders, and a number of others who fancy they have from conversation with Yale men enjoyed the view-point of the inside man, will instance numerous exceptions to the above statement. But this is because the men who have been responsible for Yale's athletic work and policy, victories and defeats, have not worn their hearts upon their sleeves, either winning or losing, and, when there has been an explanation of the result, that explanation has not been given to the public, either the general public or the rank and file of the undergraduates, but has been most carefully treasured and considered, and made the means to further triumphs or to return of prestige through renewed victories.

By means of this loyalty men have been brought back to coach; through this loyalty they respected the policy that might be mapped out, and relying upon this loyalty

the individual who might be the adviser of the management was always able to see that his tenets were upheld and his plan carried through. This loyalty is and has been the Yale spirit, and it is that spirit and its effect that has enabled Yale to play an uphill game, carry through an adverse season, or recover a lost championship in such a way as to render the term "Yale spirit" synonymous with bull-dog pluck and tenacity of purpose wherever the expression is heard. Should one fancy for a moment from the above statements that the body of coaching graduates, the managers, and the captains form merely a mutual admiration society, the judgment would be erroneous. But what *must* be said, the point that is *in discussion,* is brought at once to headquarters and *settled,* many times entirely without the knowledge even of the men who form the teams or crews. Once settled, it is not resurrected, unless the conditions surrounding it are altered.

There is no mystery about the matter. The appalling averages of Yale's successes during the last twenty years offer a fascinating field for those who like to seek out by means of elaborate investigations what they are pleased to term the hidden causes of such a record. They open all the closet doors they can find, take the word of the bystander as to the contents of those they cannot unlock, and then draw their conclusions. They state as facts what their only means of knowing is hearsay, and they have the unanswerable argument in favor of their statements being truth that they are not denied by the men who really know. Unanswerable surely, for such statements will never be answered save in the most general and impersonal way.

It has been stated that the reason for Yale's triumphs

lies in the fact that the institution is not situated in or near a large city. Probably the attractions offered by the social life, and the temptations of the pleasures of metropolitan life, are such as to take away some of the men who would otherwise prove acceptable candidates for athletic organizations; but the recent record of the advance of the University of Pennsylvania makes the theory of the incompatibility of city life and university athletic successes untenable. These two principles referred to in the case of Yale, — namely, one man directing and loyalty to him, — have triumphed over the attractions of the city.

In the treatment of the principal branches of Yale athletics in this book, Rowing, or Boating as it has long been called by the college man, will receive the first place and the major part, as it has been for the longest period a recognized and organized side of the athletic development of the institution, and its history in detail becomes thus of the highest importance in studying the athletic life of the university.

CHAPTER II.

ROWING AT YALE.

THE Yale Navy was formally organized in June, 1853, with officers as follows: A Commodore from the Senior Class, a first Fleet Captain from the Junior Class, a second Fleet Captain from the Sheffield Scientific School, and a Secretary and Treasurer from the Sophomore Class. The first race with Harvard was held the previous year at Lake Winnipiseogee in August, Harvard winning decisively. The first boat actually purchased for a 'varsity crew, and not for a separate club, was the Yale, afterwards called the Atalanta, a six-oared shell, forty-five and a half feet long, built by James of Brooklyn in 1858. This boat was not, however, used in the Harvard-Yale race of that year, but instead a four-oared boat called the Volante, built by Dalton of St. Johns, carried the crew.

In 1862 it cost a freshman $10 to join the boat club, and the electioneering was keen. Up to that time forty boats had been owned by the Yale Navy, and eighteen still remained, principally eight-oared shells. In the following autumn the membership of the Navy was 330 men. In the next four years the membership ran down to 196.

In 1870 a new constitution was adopted, and the Yale Navy, with its commodore and fleet captains, etc., became the Yale University Boat Club, with president, vice-president, secretary, and treasurer. The commo-

dore had come to be the captain of the crew, but with the new régime the president was not to be a member of the crew, and from that time dated the election of a captain by the crew themselves. In 1873 a formal adoption and printing of a constitution took place. This constitution was further altered and perfected in September of 1875. Membership in the Yale University Boat Club could be obtained by any member of the departments of Yale upon the payment of a minimum sum of five dollars. This was later reduced to three dollars.

In the fall of 1877, there were in the Yale boathouse fifty boats of various patterns, including designs by Clasper of England, Elliott of Greenpoint, Keast and Collins of New Haven, and Waters of Troy. The original cost of these boats was something over $7,000. The number of boats in condition for active service is now considerably less, but they are principally eight-oared shells and barges, the paper ones built by Waters, and the cedar imported.

Yale's first boathouse was Riker's Loft, near Tomlinson's bridge. In 1859 a makeshift boathouse was built. This, however, was no more than a shed erected at the foot of Grand Street in an old lumber yard. In 1866 the first real boathouse was erected near Tomlinson's bridge, at an expense of $3,300, of which the undergraduates raised $1,000, the graduates $150, and the balance was borrowed on mortgage. The ground was taken on a five years' lease.

In 1874 the present boathouse was begun, and after several delays was finally finished at an expense of $16,500, of which $4,500 was for the land, $2,000 for dredging, bridges, piling, and float, and $1,500 for in-

terior fitting and furniture. It was dedicated June 9, 1875. No very large sums have been expended upon this boathouse, and it has stood well. It is probable, however, that the piling upon which it stands and some of the flooring must be replaced within the next few years. The roofing and piazza floorings were renewed and painted in 1897.

The slender eight-oared shells that shoot down the Thames have little about them to suggest the clumsy four-oared Whitehall boat that was the pioneer of Yale boating. That boat, manned by its crew of four, and three substitutes, marking the beginning of rowing at Yale, carried for its annual expense fifty dollars, as against the modern crews' $10,000!

The first boat at Yale was nineteen feet long and four feet beam. It was built by De la Montagnie & Son of New York, in 1837, but sold to a Yale junior, Mr. Weeks, in 1843. It cost, with four twelve-foot oars, just $29.50. A club of seven used the Pioneer, as she was called, from May of 1843 to August of 1844, when the boat was sold for $12. The total expenses of this year of boating was in exact figures $62.35.

The first real racing boat, however, at Yale was the Excelsior, built by Brooks Thatcher in 1844. It was thirty feet in length and manned by six oars. The first eight-oared boat was the Augusta, which was brought to Yale in 1845. It was thirty-eight feet long, and cost, when new, some years before, $300. At the time of its purchase for Yale it brought $170.

As mentioned above, the first boats used in this country by college crews were four-oared Whitehalls, but in the year 1844 the boats at Yale consisted of a four-oared Whitehall, an eight-oared lapstreak gig, and

Mr. Robert J. Cook.

Yale Boathouse

a log canoe. In 1845 there was added a six-oared thirty-foot racing boat. From 1844 to 1854 there were fifteen boats owned at Yale. Of these six were eight-oared, six four-oared, and three six-oared. In 1852, the year of the first Yale-Harvard race, the boats used were eight-oared barges with coxswains. The Oneida, the Harvard boat, measured 37 feet in length. In 1855, boats of various sizes, and manned by varying numbers of men, were used in the race. Harvard had one boat, an eight-oared barge, 40 feet long, with coxswain, and a four-oared lapstreak, 32 feet long, with frame outriggers and without a coxswain. Yale had two boats, both six-oared, with coxswains. In 1858, Harvard used for the first time a pine shell, six-oared, 40 feet long, and weighing 150 pounds. In that year there was no race, owing to the sad accident to one of the Yale crew, Mr. Dunham, who was drowned. In 1859, Harvard's six-oared pine shell won the race.

In 1865, Yale went in with a six-oared Spanish cedar shell, 49 feet long, with 22-inch beam and 11 inches deep, and weighing 176 pounds. This boat was matched against the Harvard cedar shell, 46 feet long, 25-inch beam, 8 inches deep, with a slight keel, and weighing 195 pounds. The Yale boat won. The time made was 17 minutes 42½ seconds over the mile and a half and return, at Lake Quinsigamond. The weather was fine and the water smooth. Up to this period the best time for the course had been 18 minutes and 53 seconds. Harvard the following year had her shell built 10 feet longer than that of the previous year, and 17 feet longer than Yale's of the previous year.

It was 56 feet long, and had a 19-inch beam, and won the race easily. In the following year Harvard increased

the beam and shortened the length, having a 50-foot boat, as in 1865. The year after this Harvard again won in a boat of the same measurements. In 1870, Yale introduced the sliding seat, and her boat came in one minute and forty-five seconds ahead of Harvard, but owing to a foul the race was given to Harvard. In 1877, both Yale and Harvard used paper shells built in Troy. In 1881, Yale used the Davis rigging, and, rowing up in the forties, won by a length and a half. The following year Yale extended the Davis ideas to a boat 68 feet long, in which the men sat in pairs. Harvard, in an ordinary boat, won by half a length.

The most interesting feature in connection with boat-building of the last thirty years has been the introduction of the sliding seat and the questions thereby raised. It is not absolutely known who invented the sliding seat; but it is certain that the idea came from America, and the invention originated here. It is also positive that Yale was the first college crew to use it. There are two individuals who have been called the inventors, — a certain Captain J. C. Babcock, and Walter Brown, at one time the American champion in single sculls. The greatest number of authorities favor Brown, and he is supposed to have first got the idea of the sliding seat from observing Renforth and Taylor slipping or sliding on their seats when rowing. This was when Brown was in England in training for a race with J. Sadler, in 1869. Sliding seats were first used in England in November, 1871, although they had been tried by Yale in her race with Harvard in 1870. In this English race, which was for the championship of the Tyne, in four-oared boats, Winship's crew, who rode on sliding seats, quite easily beat Chamber's crew, who used the fixed seats. What

seemed at that time to settle the value of the sliding seat was that these same crews met shortly afterward in America, both rowing on fixed seats, and the result was reversed, as in two meetings Chamber's crew beat Winship's, and in the third meeting had a safe lead of 150 yards at the turning point, but lost by going out of their course.

A most interesting discussion was carried on in the journals of that day by Mr. Knollys, of Magdalen College, Oxford, the winner of the Diamond and Wingfield sculls in 1872, and Mr. E. Warre. The gist of the matter was, however, that sliding seats were pretty thoroughly approved of, although Warre, in one of his final letters, wrote as follows: —

> "But the advocates of the sliding system must not expect to see sliding crews always victorious over those who use fixed seats. Until I see the Henley course done in seven minutes by the sliding crew, I will not be rash enough to augur that the pace of that fine London crew of 1868, and of the Oxford Etonians of 1870, can be much improved upon by sliding."

But, as Mr. Lehmann said to the writer, in discussing some of these points recently, "We have done all that."

The only thing that has militated against the slide, and that has tempted men to train crews on fixed seats at Yale and other colleges, — at any rate for a time in the earlier part of their training, — has been the tendency to slide too soon and lose control over the slide; so that there is no fixed point for the catch on the first grip of the water by the blade, and then the slide hesitates in its course, and also moves when back. For a long time among English oarsmen there had been a

question as to whether the slide should move quickly or slowly. All saw that it was necessary to feel the water well before sliding, and to get the first part of the stroke on before the seat commenced to move; but there was much discussion as to whether, then, the slide should shoot back or go back slowly. One of the best authorities summed it up, however, by saying, he would as soon have said in the old system, "Put your weight on very slowly," as he would now, "Slide slowly." It might not pay for a crew to slide with a jerk, but the crew that shoots back after they get the power on will get the greatest drive. American crews have been taking a longer slide than the English crews, but are now shortening up again, and getting more body swing. In fact, all the crews at Poughkeepsie in 1897, and New London in 1898, exhibited a great deal more body swing than we have ever seen in this country since the introduction of the sliding seat. Yale's ideas in this direction, as also probably Cornell's, came from their respective visits to Henley, and the contact with the English system.

The type representing the Yale rowing man is difficult to select. There has been more or less fashion about it, crews running for some years to the heavy, beefy type, and again to the lighter and more wiry.

In eight-oared races probably the heaviest crew that has ever rowed in a college contest in this country was the Harvard crew in 1892. The average weight was $177\frac{5}{8}$ pounds. The crew was beaten nearly a minute. The average age was $23\frac{1}{2}$ years. The heaviest Yale crew was that of 1882, which averaged $177\frac{1}{2}$ pounds in weight. They were beaten by Harvard by three seconds.

Columbia's winning crew at Poughkeepsie two years ago, 1895, was a comparatively heavy crew, averaging 173 pounds. The youngest crew of whom there is any record in college eight-oared contests was the Harvard crew of 1877. They averaged only 20 years of age, but they won their race by seven seconds. This was the first year of Crocker, Legate, Jacobs, Schwartz, and Smith. It was the famous Bancroft crew which won for three years.

The largest of the crews in these eight-oared was the Harvard crew of 1890. They averaged 6 feet and $\frac{1}{8}$ inch. They were beaten by 11 seconds.

It appears from these records, as well as others, that crews that are extreme in any way, either weight or height, as a rule, go down before the more average crews. This has been Yale's experience.

It is interesting also to note something of the distribution of the men who have rowed in the Harvard-Yale contests. The Harvard crews have been made up, more than half, of men coming from Massachusetts, one-tenth from New York, and the rest scattering; while the Yale crews have been about one-third from New York, one-third from Connecticut, and the rest scattering.

It is generally reported that in England it is not considered good form to defeat a crew badly; but in the earlier days there were some bad beatings administered upon occasions. In the Oxford-Cambridge races the greatest defeats administered were in 1839, when Cambridge won by 1 minute and 45 seconds, in 1875, when Oxford won by ten lengths, and in 1878, when Oxford won by ten lengths.

In America there has been but little sentiment against

winning by all the water possible, and both Yale and Harvard have at times shown no mercy.

In Yale-Harvard races the worst defeat was the one administered by Harvard to Yale in 1855, which was won by 2 minutes and 34 seconds. In 1879, Harvard won by over a minute and a half, and in 1888 Yale won by about twenty lengths.

The closest race was that of 1882, when Harvard won by less than half a length.

In Morgan's investigation into the effects of rowing upon the after-health of Oxford and Cambridge University oars, it appears that of the six crews that rowed from 1839 to 1842 only three men showed any later ill effects, while of the two crews in the single year of 1845 no less than five men were returned in the statistics as injured. The race in that year was rowed nearly a month earlier than any previous race, which may possibly have had something to do with it. Of the former races three were rowed in June and three in April; while the race of 1845 was rowed on the 15th of March.

Then, too, in the next year's race, which was rowed on April 3, two were returned as injured. During the next seven races there was but one very close contest, and only one man of the fifty-six was on the injured list. In the next four races there were four men on the injured list, but in one of these races Cambridge sank, which may have accounted somewhat for the record.

The statistics of Yale-Harvard have not been so closely followed, only a brief mortality record having been made. From a compilation made in 1887, of the 115 men who had rowed in Yale and 127 men who had rowed in Harvard 'Varsity races, the record of deaths is as follows: —

THE YALE RECORD CREW (1888)

Wilcox James, sub. Corbin Brewster Hartwell
Gill Cross Woodruff Stevenson (Capt.) Carter Thompson (Cox.)

Yale.		Harvard.	
Crew of '58	1	Crew of '52	3
'59	1	'55	4
'68	1	'58	2
'72	1	'59	1
'76	1	'60	1
'78	1	'65	2
'80	1	'76	1
Total	7	Total	15

This seems a good record for the subsequent health and stamina of boating men. No more recent data regarding American crews have been gathered, but the only trouble that seems to afflict the average Yale rowing man is to become unduly stout.

Yale's great rival in boating, as well as in other sports, has been of course Harvard. There have been, besides those contests usually reckoned as 'varsity races, several incidental to these but of less importance. Many are the interesting memories connected with these 'varsity contests, and many are the prominent names one finds in the records.

Away back in the fifties Harvard and Yale began their boating contests with a race at Lake Winnipiseogee, August 3, 1852. It was a two-mile race, and rowed in eight-oared barges. A strange feature of the occasion was what was called an informal or practice race between the crews over the same course in the morning. Both races were won by the Harvard crew. In 1858 the "Harvard Magazine" proposed the establishment of an annual intercollegiate regatta, and delegates from Harvard, Yale, Brown, and Trinity met. But Harvard and Yale came back to their dual contest again in 1864. It was not until 1872 that the Rowing Association of American Colleges was fairly established. In that year

there were four crews entered besides Yale and Harvard, and the race was rowed at Springfield and won by Amherst.

Probably had Harvard or Yale won the first of these contests the association would not have grown to its speedily unwieldy shape. But the success of a small college held out hopes to other small colleges, and the rush to join the association was something remarkable. In 1873, there were eleven colleges represented, among them, for the first time, Cornell. Yale won the race, with Wesleyan second and Harvard third. In 1874, there were nine crews, — Yale, Harvard, and Cornell were among them, — and they were all defeated by Columbia. The following year thirteen crews contested, and Cornell, for the first time, won. Alleging the unsatisfactoriness of the contest as a reason, Harvard and Yale determined to return to their old dual contests once more. Other reasons having weight, undoubtedly, were that there was no real settlement of the relative merits of their two individual crews in this crowded regatta, where fouls were frequent, and that it really was not thoroughly palatable to be defeated annually by some of the smaller colleges.

So, in 1876, they agreed to withdraw. The newspapers made a stir about it, and talked of the snobbishness of such exclusiveness; but it was impossible to prevent the move, although Harvard did row that one last season in the intercollegiate. Yale defeated Harvard by twenty-nine seconds in four miles, and Cornell defeated Harvard by four seconds in three miles. The result of the two races was a most heated discussion as to the merits of Cornell and Yale, which awaited adjustment up to 1897. So arose between the boating

enthusiasts of both universities the interesting question of 1876: "Has Cornell or Yale the boating supremacy?" Since then there were occasions upon which Cornell and Yale have rubbed shoulders, but never raced until 1897. In the boating traditions that are handed down at each university, there are various tales of challenges that have passed, and one that came very near to a race at New London, when both crews were there to row others. In that mysterious way in which a college quarrel assumes great proportions, the status of affairs between Yale and Cornell had come to be regarded as fixed. Yale was supposed to be offended because, when unwilling to saddle themselves with another race, they were met with the charge of cowardice, and Cornell was believed to have a sense of injured dignity because Yale would not row her. Yet individually, Cornell and Yale men were permitted to have friendships and meet together.

Two or three years ago another college quarrel sprang up, which had its effect upon this one. Harvard and Yale disagreed, and a most complicated condition of affairs ensued. If they did not row each other, whom should they row? Here Cornell again became a factor. Harvard made a two years' arrangement with Cornell, and Yale went to Henley. Individually, both these quarrelling parties were sensitive lest some one should point the finger of scorn and say, "You have no race; your quarrel is hurting you." Then, to further complicate matters, a decided anxiety forced itself upon Cornell. This university had sent a crew to Henley the year before, and that crew had failed to carry off the Grand Challenge Cup. Suppose Yale should do it! But there was no great danger. Yale returned

beaten, as Cornell had returned beaten. Harvard was defeated by Cornell at Poughkeepsie; so that of the lot Cornell had by far the most satisfaction out of the Harvard-Yale quarrel.

And now came a still more interesting part of the complication. Harvard and Yale wished to patch up their peace. But Harvard had a contract to row Cornell one more year. All this gave rise to months of cogitation; but finally, Yale having expressed her willingness to become a party to a three-cornered race, if Harvard put the question to Cornell, a suitably-framed letter to Cornell was written by Harvard, and immediately an answer was returned consenting to the admission of Yale. So, without having affected the dignity of their positions, Cornell and Yale came together once more.

The meeting in 1897 between Harvard, Cornell, and Yale was the first time that representatives of these three universities had ever met in a race by themselves, save once, twenty-three years ago, when, on the 15th of July, 1874, in the annual single-scull contest at Saratoga, the contestants were E. L. Phillips of Cornell, 1875, A. L. Devins of Harvard, 1874, and A. Wilcox of Yale, 1874. The race was a two mile one, and was won by Wilcox, who finished ten lengths ahead of Devins of Harvard, who in turn was some five lengths ahead of Phillips of Cornell. The time made was 14 minutes 8¾ seconds. In 'varsity contests, however, where there were other representatives as well, Yale and Harvard had met Cornell in the following years: 1873, when Yale won; in 1874, when Yale and Harvard fouled and Columbia won; and in 1875, when Cornell won. The triumph was a double one for Cornell, as she also won

the freshman race, beating Harvard, Brown, and Princeton, Yale entering no crew. In the single scull race Cornell entered no man, and Kennedy of Yale defeated Weld of Harvard.

The 'varsity race of 1875 was rowed in six-oared shells with coxswains. Cornell's crew averaged 22 years 8 months in age, 159 pounds in weight, and 5 feet 9½ inches in height. The course was a three mile straightaway, and Cornell's time was 16 minutes 53½ seconds. Harvard finished third and Yale sixth. The time was not as good as that made by Columbia the previous year, they covering the same course in 16 minutes 42½ seconds. In 1897, all the strokes were low, averaging not far from 34. Cornell finished first, with Yale second and Harvard third.

Harvard and Yale 'varsity crews have been meeting each other, with occasional omissions of a year or so at a time, ever since that initial race in 1852. The exact number of 'varsity races in which, whether accompanied by other crews or by themselves, they have met, has been up to 1898 thirty-six. So strong is the general impression produced by the results of the last twenty years, that many will be surprised to learn that Harvard still has, in 1898, the lead in the number of times her boat has finished ahead of the Yale boat. Since eight-oared shell-racing was adopted, however, Harvard has been rarely able to take one race out of every three, the record standing Yale two to Harvard's one.

In those early days, when the crews rowed but little before the race lest "they should blister their hands," and thus incapacitate themselves for the actual contest, there was little of modern methods either in boats or men. But there were names which have since become

prominent in other walks of life, and it certainly took fully as much pluck to row a race in those days of no preparation, but extreme willingness, as it does to-day, with the more advantageous equipment and better training. In the Yale boat of 1860 sat H. Brayton Ives, now the New York banker, and Eugene L. Richards, now the Yale professor of mathematics. About that time the Harvard boat always contained a Crowninshield. When it came down to the sixties, we find in the list of those manning the Yale boat familiar names like Wilbur Bacon, George Adee; and in the Harvard boat William Blaikie and Alden Loring, who captained the Harvard crew that went to England, and Robert C. Watson, who has since been prominent in Harvard rowing affairs.

In 1872, first appears the name of Robert J. Cook, Yale's special boating genius. Richard Dana was captain of the Harvard crew that year; and Cook's first initiation into rowing was a defeat of 1 minute and 16 seconds, Harvard finishing the course in 16 minutes and 57 seconds, and Yale in 18 minutes and 13 seconds. But the following year the tables were turned, and Cook, then captain, won with his crew against Dana's crew, finishing in almost the identical time made by Dana's crew the previous year.

Bancroft, one of Harvard's most prominent coaches, and later mayor of Cambridge, first sat in a Harvard boat in 1876, and captained it, but was defeated by Yale in that year. The next three years, however, Bancroft's crew won, and the men who sat in those boats are well remembered yet at Cambridge, — Stow, Schwartz, Smith, Brigham, Jacobs, Legate, Peabody, Crocker, and Trimble. Those were days when, indeed,

it seemed that Yale's boating star had set forever. But, as before, it is a long lane that has no turning; and of late years it has been Harvard that could see no light ahead.

What have been known as professional strokes and methods have from time to time had an influence upon Yale and general college boating; and although no one has been able really to quite distinguish where and when the line of demarcation appears, it is worth while to note their presence.

Back in the early days, when the crews had first begun to realize the advantages of training, we find in the seventies the professionals, Ellis Ward, Josh. Ward, and Hamill of Pittsburg, coaching some of the college crews. They gave them plenty of work and a restricted diet, and sometimes they were successful under these methods; the victory of the Amherst Agricultural College, won in 1871, and Amherst in 1872, being due to this kind of coaching. In 1873, the visit of Mr. Cook to England imported new ideas, but they were received with a good deal of scepticism; and in fact, when Mr. Cook came back in May he had trouble in getting his crew to follow out his instructions, and the college viewed the new stroke decidedly askance. The newspapers joked about it a good deal, and finally the Yale freshmen entirely rejected it and engaged one of the above professionals — Hamill of Pittsburg — to coach them. In the regatta Mr. Cook's crew won, but so also did the freshmen.

One of the most sensational affairs in the annals of college rowing occurred in 1873, when the mistake was made of delivering the championship flags to Harvard, who started with them for Boston, but were stopped at

Worcester and the flags sent back to Yale. The trouble arose over the finish line, which ran diagonally across the Connecticut River at Springfield. There was a decided bend in the river, and the line, therefore, did not run at right angles to the bank. It was nearly dusk when the race was finished, and Harvard supposed they had won; but the judges awarded the race to Yale.

In 1874, at Saratoga, occurred another episode that materially affected the boating relations of the colleges. This was the bumping between the Harvard and Yale boats. The episode provoked so much hard feeling that it really became the beginning of the breaking up of the intercollegiate regatta. So many crews were entered that it was well-nigh impossible that the race should be rowed without a foul. The race started, and Harvard went into the lead. The Yale crew followed, and rowing at 33 slowly crept up on the Harvard crew, which had shifted over into Yale's water. Yale steered to the right and forged ahead. After they had attained the lead Harvard spurted, and the bow of their boat ran into Yale's rudder, cutting it off, and breaking the oar of Harvard's No. 1. Yale dropped out entirely, and Harvard stopped for a moment, but eventually went on and came in third, Columbia winning. Some very strong language seemed necessary between members of the two crews before the situation was properly characterized.

As a means of comparing the rowing of professionals and college crews, reference may be made to two contests at Boston, and one at New Haven. Of these rather remarkable races, two were rowed on the Charles River, one late in the seventies, and the other about 1885. The first was between Bancroft's crew and eight of the best

oarsmen that could be picked up from about Boston, practically a professional crew. In that professional crew sat Faulkner, as well as such men as Plaisted, Ross, and Gorkin. The two crews paddled down to the starting-point at Brookline Bridge, and the race was then rowed over the two-mile course. In describing it, an old Harvard oarsman says that when the University crew had reached the Union boathouse, their professional rivals had carried the boat into the boathouse and were wiping her off. The other contest, of 1885, was between a scratch crew containing Faulkner, Hosmer, Casey, Gorkin, and Kilrain, and others. This time, however, the Harvard crew not only defeated the professionals in two miles, but in the several half-mile spurts pulled away from them.

The race rowed in New Haven harbor between the Atlantas and " Phil " Allen's crew was even more remarkable in its way. The Atlantas, though amateurs, rowed what was known as the professional stroke. The race was a four mile one, and before it was a quarter over Allen, the Yale stroke, broke his oar. Yale was then leading by some lengths. Allen, speedily realizing the situation, jumped overboard, and was picked up by the launch following the race. The Yale crew, with seven men, and stroked by S. B. Ives, the son of Brayton Ives named earlier in this book, went on and maintained their lead after the coxswain and crew had somewhat adjusted themselves to the new conditions.

One can hardly do better in such a restricted comment upon the general province of boating as the study of it at one university must be, than to glance at the theories that have governed the actions of the individual leaders in that sport.

One might fairly divide the subject in three parts: the theory of the government of that branch of the university's athletic interests, the theory of the relation that the university boating interests shall bear toward outside boating bodies, and the theory of the work itself, — strokes, rigging, selection, etc. Taking these in inverse order, the theory of strokes brings up an interesting history.

Those who speak of strokes, English and American, usually take it for granted that the English stroke has always been a long, slow stroke, while the typical American stroke has been a rapid one. This is a mistaken idea, for the Englishmen have been through the question of high strokes, and some of them were by no means unbelievers in the quick stroke back in the late sixties. Archibald McLaren, at that time one of the authorities on boating in England, wrote in the early seventies, lamenting the increased love of the high stroke, as follows: "Too often we have found that a short, quick stroke, by which the boat is kept at an almost uniform rate of speed throughout, is a vast saving of propelling power. The difference between this and the old stroke resembles that between an unbroken, even level running, and a succession of leaps or bounds." So high did the strokes of some of the crews run in 1872 that an old water-man, after watching the race, made this remark, "The crew that can bucket it the fastest will win the race, if they don't bust." In 1874, McLaren wrote that "the average 'racing pace' is forty to the minute. In spurting it will rise as high as forty-three or forty-four strokes to the minute."

There has always been a temptation toward high strokes, and especially in short races. In long racing,

however, the slow stroke has usually demonstrated its superiority. The best record ever made by the fast stroke was in an American race between Yale and Harvard at New London in 1882. The Yale crew were an ideal crew for the fast stroke, and for a part of the race certainly made a most remarkable performance. Their stroke ran all the way from forty to forty-six. This race is described a little later in this book.

What might be called *the* stroke in the early American college boat races was a high one. In 1859, in the closest race up to that time rowed, namely, a race on Lake Quinsigamond for the Worcester citizens' prize, the Yale crew, which finally won the contest while rowing for the most part at forty-six to forty-eight, spurted, after Harvard had the lead upon them, to fifty, and then, it is credibly reported, to sixty, at the finish, and won by two seconds. Something may be said in extenuation of such a pace, for the crew, it seems, had, up to a short time before, been rowing with thirteen-foot oars and a stroke of only thirty-eight, but their new oars were only ten and a half feet long, and they found themselves unable to get and keep way on the boat save at a high stroke. But the demon of the fast stroke had seized upon them, for the next year they ran it up to a similar point, and were beaten by Harvard, but by only twelve seconds. In 1864 and 1865, the Yale stroke was still quick, but not so short as in the race of 1860, the last previous race. In 1866, however, Harvard quickened her stroke up to forty-two, while Yale altered hers to a much longer and slower one. Harvard won by a half minute. In 1867, Harvard again won, but in 1868, led away, as seems almost always the case, when once thoroughly in love with a fast stroke, they ran it up still

higher, forty-five, and shortened their oars still more. True, they won again, but the crew they sent to England in the following year was rowed down by the Oxford four in the last two miles of the race. For all this in 1870 both Yale and Harvard rowed a high stroke, Yale as high as forty-four, and Harvard as high as forty-eight, and, although they had the 'Varsity race to themselves, both their Freshmen crews were beaten by Brown. Yale did not row in the next regatta, but Harvard did, and was beaten easily by the Massachusetts Agricultural College.

Harvard and Yale were both beaten by Amherst the following year, and then Cook went to England and brought back the principles of the longer, slower stroke. With this stroke Yale won in 1873; but the following year both Yale and Harvard pulled thirty-two to thirty-four, and were beaten by Columbia at thirty-eight in the first mile. What the eventual outcome might have been no one can tell, for Harvard and Yale fouled, and Columbia won. Again the next year Cornell, with her higher stroke, — higher, that is, than the stroke Yale and Harvard were rowing, — won. In 1876, Yale pulled thirty-two to thirty-four, and defeated Harvard, pulling from thirty-five to forty; but Harvard was defeated by Cornell again at a point or two higher still. In 1879, again we find Harvard pulling a stroke averaging two points higher than Yale's, though only going up to thirty-eight, winning the race; and in 1880, Yale, at an average of two points higher than Harvard, thirty-eight to forty, winning. In 1881, both crews got up still another peg and Yale going from thirty-eight to as high as forty-four, with Harvard only to forty, the race went to Yale.

But in 1882 occurred what was unquestionably the most remarkable exposition of a fast stroke that has ever been seen. The whole story of the stroke and what led up to it is worth telling.

The year before, Davis, a professional, had had more or less influence in leading the Yale men to practise a high stroke. There was a good deal of discussion about the matter, and some questionings among the old graduates as to the advisability of the high stroke. The boating men were rather divided, although the undergraduates and crew were strongly impressed with the statements made by Davis. Finally, it came to be a question that must be determined, and Davis offered to build a boat, and rig it according to his ideas, and if the crew with a fast stroke in this boat did not beat the time that was the record on the harbor, that is, beat the best time ever made by any Yale crew over the four-mile harbor course, by more than a minute by the first of May, they could turn him and his boat adrift. The offer was accepted, and, in spite of the thorough disbelief of many, the fast stroke in the peculiar rig, the men being seated in pairs, did accomplish all that had been claimed for it. The test was made before a number of the graduate committee of the boat club, and the time was 20 minutes, 9 seconds.

The Davis rig and stroke, therefore, won the day, and the crew went to New London thus equipped. On the day of the race there had never been a more confident Yale crew. They had repeatedly beaten time records in their practice work, and felt sure of success. They started off at a stroke of forty-six, letting it down to forty-four, but never at any period below forty, and the boat entered the third half mile of the race a clear two-

boat lengths ahead of Harvard, and evidently good to keep up that pace indefinitely. Here happened the most inexplicable thing that has occurred in college boat racing on this side of the water, — a thing for which all sorts of explanations have been offered, but none of them thoroughly satisfactory. In that half mile they rowed the same high stroke, but the boat was as if anchored, and Harvard gained eight boat-lengths before the end of that half mile, thus making up the two lengths that they were behind, and putting their boat in the lead by some six lengths. This portion of the course was called the "eel grass" section, and was over the flats, while the Harvard boat was in the channel. But it does not seem as if this would have been enough to make the remarkable difference. From that point on to the finish Yale gained at every stroke, and at the last quarter mile was lapping Harvard, and had Yale's coxswain not mistaken the course, and steered outside of some boats, the fast stroke might even then have triumphed, for Harvard finally finished by a scant half-length ahead.

Although defeated, the Yale crew, with the fast stroke, and in spite of the stop in the third half-mile, had rowed the course in faster time than any Yale crew before them; and it is no wonder that among the men who rowed in this boat, there are some settled convictions as to the advisability of the fast stroke.

But upon the heels of this almost convincing exploitation of the high stroke followed a year of disaster to the devotees of that school which has never been overcome. The Yale crew of 1883 rowed, or meant to row, 40–46. They had been trained to row at the same rate as the crew of the previous year; but as a matter of fact

the stroke was so badly overtrained that he could not force the pace up. Thus before the race was half over the beatings of their oars upon the water seemed like feeble efforts of a wounded bird, and Harvard, rowing 37–39, finished 15 lengths ahead. The defeat was so severe that the stroke was dubbed the "Donkey Engine" stroke, and was then and there practically abandoned. In 1884, Harvard started at 37, but ranged from 36–38; while Yale rowed as high as 40 at the start, but came down to 38, and won by four lengths. For the last eight or ten years, Yale's stroke has ranged from 32 to 36, with Harvard's on the whole a couple of points higher, and almost without exception Yale has won. At the last meeting of the two alone, namely, the race at New London in 1895, after starting at 36 Yale speedily dropped to 32, and rowed the race at from 32 to 34. Harvard went off at 38, dropped to 34, but soon went up again to 36, and at the Navy Yard were rowing 38. Yale won easily. But the Freshmen crews of the two institutions had a most exciting race. Yale began after a few quick strokes to row at 34. Harvard, at a point or two higher, led them during the first mile, but only by a slight margin. Yale then lifted her stroke to 36–38, and at one time touched 20 for the half-minute. At this spurt the Yale boat secured a slight lead, which was maintained to the finish, although clear water was never opened up. At Poughkeepsie, in 1897, the strokes of the three crews were all low. Cornell had the longest slide, and Harvard the most noticeable body swing. All three had, however, adopted much of the English body swing.

Cornell's stroke at Henley was severely commented upon by the English papers as short and lacking in body

swing. In the heat when they were defeated it was a high stroke, and to the men in their condition, to all external appearances, a killing one. Yet in the earlier days of their work upon the river they made excellent time, even in comparison with the best of the English crews. At Poughkeepsie, too, in that year, Columbia's longer swing proved victorious over Cornell's American crew. Next year, however, the stroke of the Ithacans was manifestly longer and slower, and the reach had lengthened out materially. With this stroke they rowed Harvard down after the middle of the course had been passed, and in the following year defeated both Yale and Harvard.

The stroke of the Sho-wae-cae-mettes was the highest stroke we have had any fair record of, and, as was shown in one of their heats at Henley, as well as in numerous races in this country, it certainly carried their boat rapidly. Thus we have the Shos, the Yale crew of 1882, and the Cornell-Henley crew as examples of what has been looked upon by the public as a high stroke; and there is no avoiding the issue that at certain times in the course of their work each one of these crews was making phenomenal time. But two of these crews broke down at the moment of possible victory, and the third — put it how one likes — rowed their race just enough slower than their rivals to miss the winning. In England, where there are twenty, even thirty, crews to our one, where their rowing record antedates ours by a score and more of years, and where, if anywhere, there are unlimited opportunities of comparison, the question of stroke seems to have been settled in favor of the slow stroke with the long reach and the comparatively short slide. Not that the English crews do not spurt on the short

Henley course up to and even beyond forty, but the stroke is a long one, cut off a bit, and never the "shuttle-like" action of what we call our fast stroke here. And with all the old questions among boating enthusiasts it seems almost a pity that there does not happen to be in a race some year one crew with a fast stroke and an ability to execute it like some one of these above-mentioned crews. Not until such a crew with such a stroke rows out a race from start to finish by the side of some representative crew of the other school will the doubts be laid at rest. When a crew breaks down, its supporters naturally are not satisfied with the test. The statement that men are not machines, and hence cannot keep up the high stroke, is usually true so far as the evidence has gone; but there come from time to time phenomenal men who, when grouped together, produce phenomenal crews, and the actual time records of some of these high-stroke crews are hard to face, and would be still harder if one of them should win a race. Then the only remaining question for argument would be, "Could the same crew, being such phenomenal men, not have rowed even faster had they used a different stroke?" And in that we have one of the fascinations of the sport, — that it cannot be freed from an element of mystery and uncertainty; that there may be as yet undiscovered reasons for speed; that the shape of a shell, the cut of an oar, the incline of a slide, — any one of these, or a dozen other things, may mean victory or defeat, and that, too, outside and beyond the marvellous thirty or forty articuli of the stroke itself. It is fair to say that in the question of strokes Yale has, while experimenting less than Harvard, actually carried the study quite as far. Harvard has, however, in the bringing about of Mr. Lehmann's

visit to this country in 1897, 1898, performed her share in the advancement of the sport.

As to his relations with outside rowing bodies, the Yale oarsman has been conservative. He has wanted to keep up his annual contest with Harvard, and with but few exceptions has made this apparent. He has not felt the need of championships, or been in any sense dependent upon popular reputation. Hence the excursions of the Yale boatman into outside waters have been few. His desire has been to meet and, if possible, defeat Harvard. For many years that desire was but half fulfilled. He met the Harvard oarsman, but he never could, as described elsewhere in this book, carry out the rest of the programme. But with Harvard and others he did sometimes try his hand against the Englishman.

Attempts have always been made from time to time to bring together two eight-oared crews from leading American and English universities for a four-mile contest, but they have never yet been crowned with success. One of the most serious obstacles is the fact that the time of rowing the annual races of Oxford-Cambridge and Harvard-Yale differ by so many months. The nearest approach to a race, and what would have developed into an assured contest had not Harvard defeated Yale, was in 1891. In that year Oxford had practically accepted a challenge from Yale, based, however, on the condition of Yale's winning her American race. There Harvard upset the arrangements by running off with the victory and leaving Yale stranded.

The only distinctively college contest between English and American crews was in 1869, between representative four-oared crews of Harvard and Oxford. On the 6th of April of that year, W. H. Simmons, then captain of

the H. U. B. C., sent the president of the O. U. B. C. a challenge to row a race in outrigger boats from Putney to Mortlake, on some date to be later decided upon, between August 15 and September 1. He sent a similar challenge to Cambridge. Both Oxford and Cambridge accepted the challenge, the latter conditionally, however. As soon as Simmons received his acceptances he invited A. P. Loring, one of the most prominent of Harvard oarsmen, to take the captaincy and stroke of the boat. Loring did captain the crew, but left Simmons at stroke and went himself to bow. The Harvard crew was made up, in addition to Loring and Simmons, of S. W. Rice and George Bass, but these two were later replaced by the substitutes, Fay and Lyman. Harvard took over a boat built by Elliott, of Greenpoint, this country. But after their arrival there they ordered a new boat from Salters, of Oxford. The race was finally rowed, however, in the Elliott boat. The four men who manned the Oxford boat were all Etonians. They had all rowed in winning boats in their college matches, and had also each been seated in winning boats at Henley. The most prominent was F. Willan, of Exeter College. He had rowed four times in a winning boat in the university race. J. C. Tinne, the president of the O. U. B. C., had rowed three times in a winning boat. A. C. Yarborough and A. Darbishire had each rowed twice in winning boats, and Darbishire had been stroke of his university crew.

The race was rowed on the 27th of August at a quarter past five in the evening. Harvard, having won the choice, took the outside course, and by a brilliant spurt secured the lead, so that by the time Bishop's Creek was passed they had a half a boat length. At the Crab Tree Inn (one mile) they had opened a still greater lead, and

there was over a boat length of clear water between the two crews. Oxford, however, by a spurt, closed up this gap so that Harvard led by only three quarters of a length at the Soap Works. But Harvard responded to the spurt, and by the time the crews passed under Hammersmith Bridge there was clear water between them again. Here, it is said, the English crowd called on the Oxford stroke to spurt. But he calmly shook his head and kept on at the same slow stroke. Soon after this the Harvard crew began to come back gradually to the Oxford boat, and when they reached Chiswick Ait (two miles and a half of the course) the boats were level. From this time on Oxford drew ahead and finished by what was reported to be three lengths, although the judge at Mortlake decided a length and a half.

The Centennial Regatta in 1876 at Philadelphia on the Schuylkill was another opportunity of testing American, and particularly Yale, rowing against English crews. The regatta was held in August, and at that time a four-oared crew went to Philadelphia to represent Yale. This crew consisted of Kennedy, stroke, Kellogg, Colin, and Cook, bow. Wood, who had expected to row at bow, was disabled by a felon. Yale won the second heat, leading the Vespers and Crescents of Philadelphia. The next day Yale was drawn against the London Rowing Club, and were beaten by three feet. The race was a hot one, and there are to this day claimants who believe that the Yale four were jockeyed out of the race on account of the bend in the course of the river. The London Rowing Club were on the inside, and when Yale was even with them swung slowly out. Yale yielded, and the London boat went back into its course again. As Yale was on the outside this forced them to row far-

ther, and the same thing happened again, which added still more to the distance they had to row. This practice it was stated was not against the English racing rules, but was not looked on with favor here.

At any rate it was an excellent race, and the men who sat in the Yale boat were considered phenomenal. The time of the race was 8 minutes and 51 seconds over a mile and a half course. The Beaverwicks of Albany finally won from the London Rowing Club in slower time than this.

On September 1, Yale beat Columbia in the collegiate match, First Trinity, of Cambridge, England, who was entered, withdrawing.

Cornell's trip to Henley produced in the end more excitement and interest than almost any other international match that we have had. Their style was unfavorably commented upon as soon as they reached the Thames, and it was said they did all the work with their arms, which was untrue, and was merely an illusion produced by their straight backs and the use of the slide. It is a fact that they rowed a high stroke, well up in the forties, but in their earlier time races, before they had become exhausted either by the severity of their work or the effect of the climate (some say one, others another) they did row the course in close to seven minutes, making it in 7 min. 4 sec., 7 min. 10 sec., and 7 min. 15 sec. A week or ten days before the race, however, they began to go off quite markedly, and two or three of them were hardly fit for the severe effort when the time of trial came. They won a heat against Leander, who failed to get off at the word, and by accepting the heat thus by default Cornell incurred a good deal of enmity. In the next heat they were drawn against

Trinity Hall, the crew that finally won the cup. When the umpire gave the word, Cornell started at the rate of 46 to the minute, and Trinity at 42. The boats were nearly level at the top of the island, Cornell was leading by a few feet at the quarter mile, and gained from this point to the half mile. At Fawley Court they were three quarters of a length in the lead. Trinity, however, now began to gain, and at the Bushey Gate they were only half a length behind. At the mile they had closed up the gap to a quarter length, and at the Isthmian boathouse they had pushed the nose of their shell ahead of Cornell's boat. At this point there appeared to be a general collapse in the Cornell boat, the oars suddenly beginning to go sadly out of time, and a moment later the men had stopped rowing. The Trinity men had kept on at the same pace, and crossed the finish in 7 minutes and 15 seconds.

The visit of the Yale crew to Henley in 1896 is too recent, and hence too fresh in our minds to require much comment. Leaving on the "City of Berlin," the Yale crew arrived at Southampton June 15, and went direct to Henley. The impression gained by the representatives of the English sporting papers of their style was distinctly unfavorable. Both the London "Field" and the "Daily Graphic" commented upon this, the former even stating frankly that the stroke was the same as the Cornell stroke, and bearing no resemblance to what was expected, namely, the English stroke in a modified form. Later on the comments were less unfavorable. Yale drew Leander in the first drawings, and was defeated by some lengths. Two of her men were badly pumped at the finish, though they rowed the race out. Leander finally won the cup by defeating New College in an ex-

Finish of Yale–Leander Race

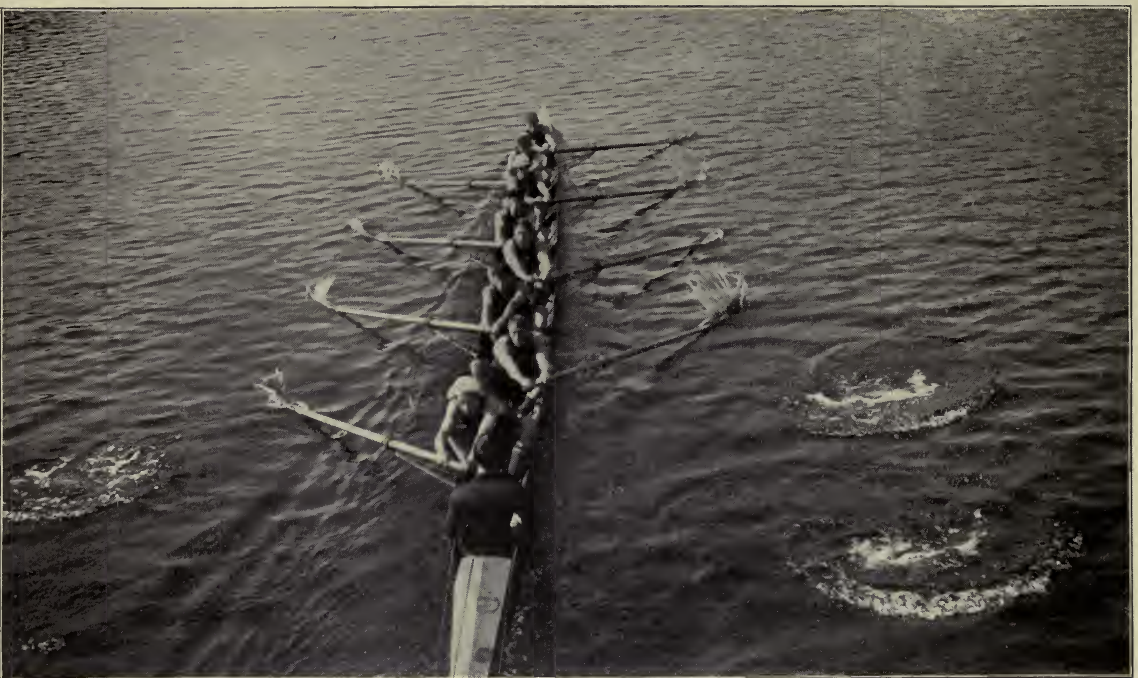
citing and close finish. Mr. Lehmann, later the coach of the Harvard crew, for two years was the coach of the winning Leander.

The government of the rowing interests at Yale University has been commented upon briefly elsewhere in this boating chapter. The theory has varied from time to time. It has been debatable and debated, whether the captain or the commodore or the president or the coach should have the final say in matters of policy. But it has always resolved itself into keeping that branch of sport in safe hands, and essentially well administered.

From 1886 to 1890, inclusive, Yale defeated Harvard with regularity every year at New London. In 1891, Harvard took one race, but since that time up to and including 1898 Yale has finished ahead of Harvard. In 1890, under the captaincy of "Phil" Allen, Yale developed a crew that had the nucleus of a powerful eight; but in the following year, owing it is believed by many to mixing up strokes, she finished last for the first time since 1885. In that year the experiment was tried of putting Hagerman, a former Cornell oarsman, at No. 7. The effect seemed to be that in the race the port and starboard oars were each following a different stroke, and the result was disastrous. Another reason which has been alleged for the defeat was too great weight in one or two individuals sitting in the waist of the boat. After this defeat there was a period of most unpleasant prospects for Yale boating, and it was not until Hartwell, at that time in the medical school, accepted the position of captain upon the resignation of Gould, that things began to look brighter. Even then it was a hard, long, uphill fight, but in the end Hartwell's crew, stroked by Gallaudet, won the race. In 1893,

under the captaincy of S. B. Ives, who had rowed at seven in the Yale boats in 1890, 1892, and 1893, the crew was brought to a winning point, and that, too, in spite of some lack of material. In 1894, F. A. Johnson, who had for two years rowed at bow, was put in captain, and went to stroke. There was some difficulty about the crew's following him, but for all that they won, although in rather slow time. In 1895, under Armstrong, who had rowed bow in the 1894 crew, and with Langford at stroke, the crew lengthened out into a nearer approach to the stroke of some years before than had been seen for several summers on the river. They won their race, but were not sufficiently pressed to make the best time. While preparations were making for this race, the quarrel developing between Harvard and Yale came to a head, and this was looked upon as the last race for some years. In 1896, Yale, therefore, sent a crew to Henley. The result of the visit was a salutary one in many ways, not the least of which being the lesson learned by Yale, that there was something in the English boating ideas after all. Yale made a fair showing, but was defeated in a trial heat. In 1897, Yale and Harvard having come together again, but the latter having a contract to row with Cornell, Yale, in order to accommodate all parties, entered into a triangular race at Poughkeepsie. In this race Cornell defeated Yale by ten seconds, and Yale defeated Harvard by sixteen seconds.

Not the least eventful of Yale's boating contests was the race rowed at New London in June of 1898. It is true that the same universities were represented by crews as competed on the Hudson in 1897, but the test was not a snap one like that. There is no doubt that all three coaches looked forward with anticipation to the race of



Crew of 1897

Early Spring Practice on Lake Whitney

1898 as one in which each man should do his best to vindicate his own idea of what rowing should be. Although there was much of preliminary college politics exhibited, it was practically a foregone conclusion that Cornell, Harvard, and Yale would meet at New London. So Mr. Cook, who was the Yale coach, spent the winter and spring in New Haven; Mr. Lehmann, the Harvard coach, and a gentleman whose visit was worth much to the tone of our boating, came twice from England, and had trusty lieutenants in his absence; Mr. Courtney spent, as usual, all his time at Ithaca. The victory of Cornell in 1897 gave them the position of favorites, especially as their crew was a veteran one. Both Yale and Harvard were younger and much less seasoned. It was necessary to postpone the race the first day on account of rough water, and it was not rowed until noon of the following day. Yale pushed a little to the front at the start, and at ten strokes or so had the nose of her boat quite a little ahead; but Cornell swung out with 32 strokes to the minute, putting every pound they could into the sweeps, and gradually overhauled Yale. From that point on the race was never in doubt, although in the last half of the fourth mile Yale crept up a little. Cornell finished first by some four or five lengths, with Yale second, and Harvard farther behind Yale than was Yale behind Cornell. Thus for two years Cornell has been a factor in the Yale-Harvard races, and in both years has won. Later, at Saratoga, in the race between Pennsylvania, Cornell, Wisconsin, and Columbia, Pennsylvania defeated the same eight that a week previously defeated Yale and Harvard.

Yale University Races.

Date.	Course.	Contestants.	Winner.	Won by.	Win. time.	Remarks.
1852 Aug. 3	Lake Winnipesaukee. About two miles straight away. Weather fair and calm. Water smooth.	Halcyon (or Shawmut) of Yale. Oneida of Harvard.	Oneida of Harvard.	5 sec.	10 m. (about)	8-oared barges. Oneida 37 ft. long. Coxswains.
1855 July 21	Connecticut River, Springfield. 1½ miles down stream and return. Weather lowering. Smooth water, light breeze; 11 sec. per extra oar allowed to small boats.	Nereid of Yale. Nautilus of Yale. Iris of Harvard. Y. Y. of Harvard.	Iris of Harvard. Y. Y. of Harvard.	1 m. 38 sec. 2 m. 35 sec.	22 m. 22 m. 3 sec.	Yale boats — 6-oared, coxswain. Harvard boats — Iris, 8-oared barge, short free outriggers, coxswain, 40 ft.: Y. Y., 4 oared lapstreak, framed outriggers, no coxswain, 32 ft.
1858 July 23	Connecticut River, Springfield. First regatta of American Colleges.	Volante of Yale. Harvard. Brown. Trinity.	The death of Mr. George E. Dunham, of the Yale crew, by drowning at Springfield, prevented the race.	. . . .	. . . .	Yale — 4-oared. Harvard — pine shell, 6-oared, 40 feet, 150 lbs. Brown — 6-oared. Trinity — 6-oared.
1859 July 26	Lake Quinsigamond. Second Intercollegiate regatta; 1½ miles and return. Cloudy, fresh wind, choppy water.	Yale. Harvard. Atalanta of Brown. Avon of Harvard (Class of '60).	Harvard.	1 m.	19 m. 18 sec.	Yale — 6-oared shell with coxswain, 45 ft. Harvard — 6-oared pine shell, 40 ft. 150 lbs. Brown—6-oared lapstreak, 44 ft. Avon — 6-oared lapstreak, 42 ft.
1860 July 24	Lake Quinsigamond. Third Intercollegiate regatta; 1½ miles and return. Fine weather, strong wind, water not smooth.	Yale. Harvard. Brown.	Harvard.	12 sec.	18 m. 53 sec.	Yale — 6-oared cedar shell, coxswain. Harvard — 6-oared pine shell, 40 ft. Brown — 6-oared cedar shell, coxswain.
1864 July 29	Lake Quinsigamond. Fourth Intercollegiate regatta; 1½ miles and return. Fine weather, good water.	Yale. Harvard.	Yale.	42½ sec.	19 m. 1 sec.	Yale — 6-oared cedar shell. Harvard — 6-oared cedar shell, 48 ft. 22 in. beam.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1865 July 28	Lake Quinsigamond. Fifth Intercollegiate regatta; 1½ miles and return. Fine weather, smooth water.	Yale. Harvard.	Yale.	16½ sec.	17 m. 42½ sec.	Yale — 6-oared Spanish cedar shell, 49 ft. 22 in. beam, 11 in. deep, 176 lbs. Harvard — 6-oared cedar shell, 46 ft. 25 in. beam, 8 in. deep, slight keel, 195 lbs.
1866 July 27	Lake Quinsigamond. Sixth Intercollegiate regatta; 1½ miles and return. Showery, light wind, smooth water.	Yale. Harvard.	Harvard.	27 sec.	18 m. 43 sec.	Yale — 6-oared shell. Harvard — 6-oared cedar shell, 56 ft. 19 in. beam.
1867 July 19	Lake Quinsigamond. Seventh Intercollegiate regatta; 1½ miles and return. Cloudy, stiff breeze, good water.	Yale. Harvard.	Harvard.	1 m. 10½ sec.	18 m. 13 sec.	Yale — 6-oared shell, 49 ft. 21 in. beam. Harvard — 6-oared cedar shell, 50 ft. 21 in. beam.
1868 July 24	Lake Quinsigamond. Eighth Intercollegiate regatta; 1½ miles and return. Cloudy and misty, good water.	Yale. Harvard.	Harvard.	50 sec.	17 m. 48½ sec.	Yale — 6-oared Spanish cedar shell. Harvard — 6-oared cedar shell, 50 ft. 21 in. beam.
1869 July 23	Lake Quinsigamond. Ninth Intercollegiate regatta; 1½ miles and return. Fine, hazy weather, smooth water.	Yale. Harvard.	Harvard.	9 sec.	18 m. 2 sec.	Yale — 6-oared Spanish cedar shell. Harvard — 6-oared cedar shell, 52 ft. 20 in. beam.
1870 July 22	Lake Quinsigamond. Tenth Intercollegiate regatta; 1½ miles and return. Fine weather, light breeze, smooth water.	Yale. Harvard.	Harvard (by a foul).	(Harvard) 1 m. 45 sec.	(Yale) 18 m. 45 sec.	Yale — 6-oared shell, 48 ft. 22 in. beam, 178 lbs. Yale introduced sliding seats. Harvard — 6-oared shell, 49 ft. 21 in. beam. Yale first boat in.
1872 July 24	Connecticut River, Springfield. Twelfth Intercollegiate regatta; second N. R. A. of A. C. 3 miles straight away down stream. Light breeze, good water.	Yale. Harvard. Amherst. Mass. Agricultural. Bowdoin. Williams.	Amherst.	24 sec.	16 m. 32½ sec.	All 6-oared shells. Harvard used sliding seats.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1873 July 17	Connecticut River, Springfield. Thirteenth Intercollegiate regatta; third N. R. A. of A. C. 3 miles straight away down stream. Cloudy weather, smooth water.	Yale. Harvard. Wesleyan. Columbia. Cornell. Amherst. Dartmouth. Mass. Agricultural. Bowdoin. Trinity. Williams.	Yale.	37½ sec.	16 m. 59 sec.	All 6-oared shells, without coxswains.
1874 July 18	Lake Saratoga. Fourteenth Intercollegiate regatta; fourth N. R. A. of A. C. 3 miles straight away. Fair, very light breeze and very smooth.	Yale. Harvard. Columbia. Wesleyan. Williams. Cornell. Dartmouth. Trinity. Princeton.	Columbia.	. . . .	16 m. 42½ sec.	All 6-oared shells, without coxswains.
1875 July 14	Lake Saratoga. Fifteenth Intercollegiate regatta; fifth N. R. A. of A. C. 3 miles straight away. Weather good.	Yale. Harvard. Cornell. Columbia. Dartmouth. Wesleyan. Amherst. Brown. Williams. Bowdoin. Hamilton. Union. Princeton.	Cornell.	. . . .	16 m. 53½ sec.	All 6-oared shells, without coxswains. Harvard, third boat in; Yale, sixth boat.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1876 June 30	Connecticut River, West Springfield to Longmeadow; 4 miles straight away. Fair weather.	Yale. Harvard.	Yale.	29 sec.	22 m. 2 sec.	8-oared shells, with coxswains.
1877 June 30	Connecticut River, same course; 4 miles straight away. Rough water, strong wind.	Yale. Harvard.	Harvard.	7 sec.	24 m. 36 sec.	Since 1876 all the races have been rowed in 8-oared shells, with coxswains.
1878 June 28	New London, Thames River, Gale's Ferry to Winthrop's Point; 4 miles straight away.	Yale. Harvard.	Harvard.	44 sec.	20 m. 45 sec.	
1879 June 27	New London. Slight wind and swell.	Yale. Harvard.	Harvard.	1 m. 43 sec.	22 m. 15 sec.	
1880 July 1	New London. Fair weather, strong head wind.	Yale. Harvard.	Yale.	42 sec.	24 m. 27 sec.	
1881 July 1	New London. Rainy, slightly rough.	Yale. Harvard.	Yale.	6 sec.	22 m. 13 sec.	
1882 June 30	New London. Good water.	Yale. Harvard.	Harvard.	3 sec.	20 m. 47½ sec.	
1883 June 28	New London.	Yale. Harvard.	Harvard.	1 m. 12½ sec.	25 m. 46½ sec.	
1884 June 26	New London. Smooth.	Yale. Harvard.	Yale.	17 sec.	20 m. 31 sec.	
1885 June 26	New London. Head wind.	Yale. Harvard.	Harvard.	1 m. 14½ sec.	25 m. 15½ sec.	
1886 June 25	New London.	Yale. Pennsylvania.	Yale.	1 m. 11 sec.	23 m. 33 sec.	
1886 July 2	New London, Winthrop's Point to Gale's Ferry. Fine weather, smooth water.	Yale. Harvard.	Yale.	34 sec.	20 m. 41½ sec.	
1887 June 24	New London.	Yale. Pennsylvania.	Yale.	19 sec.	22 m. 20 sec.	
1887 July 1	New London. Fine weather, smooth water, slow tide.	Yale. Harvard.	Yale.	14½ sec.	22 m. 56 sec.	

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1888 June 22	New London.	Yale. Pennsylvania.	Yale.	12 lengths.	21 m. 19 sec.	
1888 June 29	New London.	Yale. Harvard.	Yale.	1 m. 14 sec,	*20 m. 10 sec.	
1889 June 21	New London.	Yale. Pennsylvania.	Yale.	2 lengths.	23 m. 50 sec.	
1889 June 28	New London.	Yale. Harvard.	Yale.	25 sec.	21 m. 30 sec.	
1890 June 27	New London.	Yale. Harvard.	Yale.	11 sec.	21 m. 29 sec.	
1891 June 26	New London.	Yale. Harvard.	Harvard.	34 sec.	21 m. 23 sec.	
1892 July 1	New London.	Yale. Harvard.	Yale.	54½ sec.	20 m. 48 sec.	
1893 June 30	New London.	Yale. Harvard.	Yale.	18 sec.	24 m. 59 sec.	
1894 June 28	New London.	Yale. Harvard.	Yale.	52½ sec.	23 m. 45½ sec.	
1895 June 28	New London.	Yale. Harvard.	Yale.	40½ sec.	21 m. 29½ sec.	
1896 July 7	Henley-on-Thames.	Yale. Leander.	Leander.	3 sec.	7 m. 14 sec.	
1897 May 29	Lake Saltonstall.	Yale. University of Wisconsin.	Yale.	10 sec.	10 m. 54 sec.	
1897 June 25	Poughkeepsie.	Yale. Harvard. Cornell.	Cornell.	10 sec.	20 m. 34 sec.	Yale, second, 20 m. 44 sec. Harvard third, 21 m.
1898 June 23	New London.	Yale. Harvard. Cornell.	Cornell.	14 sec.	23 m. 48 sec.	Yale, second, 24 m. 2 sec. Harvard, third, 24 m. 35 sec.

* Record.

Yale's Intercollegiate Other than University Races.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1859 July 27	Lake Quinsigamond, Worcester Citizens' Regatta, $1\frac{1}{2}$ miles and return. Rough water, strong gusty wind, clear water.	Yale Univ. Harvard Univ.	Yale University.	2 sec.	19 m. 14 sec.	Yale — 6-oared shell with coxswain. Harvard — 6-oared pine shell, 40 feet, 150 lbs.
1860 July 24	Lake Quinsigamond, Third Intercollegiate Regatta, $1\frac{1}{2}$ miles and return. Fine, strong wind, water not smooth.	Yale Freshmen (Glynna). Harvard Freshmen (Thetis).	Thetis of Harvard.	$39\frac{3}{4}$ sec.	19 m. $40\frac{1}{4}$ sec.	Yale — half shell, 6-oared with coxswain. Harvard — lapstreak, $42\frac{1}{2}$ feet, 6-oared.
1860 July 24	Lake Quinsigamond, Third Intercollegiate Regatta, $1\frac{1}{2}$ miles and return. Fine, strong wind, water not smooth.	Yale Sophomores (Thulia). Harvard Sophomores.	Harvard Sophomores.	. . . .	20 m. 17 sec.	Yale — lapstreak, 6-oared with coxswain. Harvard — lapstreak, 6-oared, 38 feet.
1860 July 25	Lake Quinsigamond, Worcester Citizens' Regatta, $1\frac{1}{2}$ miles and return. Fine, good water.	Yale Sophomores (Thulia). Harvard Freshmen (Thetis). Harvard Sophomores.	Thetis of Harvard.	. . . .	20 m. 13 sec.	Same boats. Harvard Sophomores first in, but ruled out for a foul.
1864 July 29	Lake Quinsigamond, Fourth Intercollegiate Regatta, $1\frac{1}{2}$ miles and return. Fine, good water.	Yale Sophomores. Harvard Sophomores.	Harvard Sophomores.	1 m. 12 sec.	19 m. 4 sec.	Yale — 6-oared cedar shell. Harvard — 6-oared cedar shell.
1865 July 29	Worcester Citizens' Regatta. Lake Quinsigamond, $1\frac{1}{2}$ miles and return.	Yale Univ. Harvard Univ.	Yale University.	15 sec.	19 m. $5\frac{1}{2}$ sec.	
1866 July 27	Lake Quinsigamond, Sixth Intercollegiate Regatta, $1\frac{1}{2}$ miles and return. Light wind, smooth.	Yale Scientifics. Harvard Scientifics.	Harvard Scientifics.	$44\frac{1}{4}$ sec.	18 m. $53\frac{3}{4}$ sec.	Yale — 6-oared shell. Harvard — 6-oared cedar shell, 49 feet.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1867 July 19	Lake Quinsigamond, Seventh Intercollegiate Regatta, 1½ miles and return. Cloudy, stiff breeze, good water.	Yale Freshmen. Harvard Freshmen.	Yale Freshmen.	27¾ sec.	19 m. 38¼ sec.	Yale — 6-oared shell. Harvard — 6-oared shell, 51 feet, 19 inch beam.
1869 July 23	Lake Quinsigamond, Ninth Intercollegiate Regatta, 1½ miles and return. Fine, and smooth water.	Yale Freshmen. Harvard Freshmen.	Harvard Freshmen.	28½ sec.	19 m. 30 sec.	Yale — 6-oared shell. Harvard — 6-oared shell, 53 feet, 19 inch beam, 165 lbs.
1870 June 22	Lake Saltonstall. A match race, 1½ miles and return. Good weather.	Yale Scientifics. Harvard Scientifics.	Yale Scientifics.	2 m. 13 sec.	20 m. 10 sec.	Yale — 6-oared shell. Harvard — 6-oared cedar shell, 49 feet, 20 inch beam.
1870 July 22	Lake Quinsigamond, Tenth Intercollegiate Regatta, 1½ miles and return. Fine, and smooth water.	Yale Freshmen. Harvard Freshmen. Brown Freshmen. Amherst Freshmen.	Brown Freshmen.	. . . .	19 m. 21 sec.	All 6-oared shells.
1872 July 24	Connecticut River, Springfield, 3 miles, straight away. Light breeze, good water.	Yale Scientifics. Wesleyan Freshmen. Amherst Freshmen. Brown Freshmen.	Wesleyan Freshmen.	23 sec.	17 m. 7 sec.	All 6-oared shells.
1873 July 16	Connecticut River, Springfield, 2 miles.	E. M. Swift, Yale '73. C. S. Dutton, Cornell '73.	E. M. Swift of Yale.	1 m. 5 sec.	14 m. 45 sec.	Single sculls.
1873 July 17	Connecticut River, Springfield, Thirteenth Intercollegiate Regatta, 3 miles straight away. Cloudy, smooth water.	Yale Freshmen. Harvard Freshmen. Amherst Freshmen.	Yale Freshmen.	41¼ sec.	17 m. 53 sec.	All 6-oared shells.
1874 July 15	Lake Saratoga, 2 miles.	A. Wilcox, Yale. A. L. Devins, Harvard. E. L. Philips, Cornell.	A. Wilcox, of Yale.	10 lengths.	14 m. 8¾ sec.	All single sculls.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1874 July 15	Lake Saratoga, 3 miles.	Yale Freshmen. Princeton Freshmen. Brown Freshmen.	Princeton Freshmen.	3 sec.	18 m. 12 sec.	All 6-oared shells.
1875 July 14	Lake Saratoga, 2 miles.	J. Kennedy, Yale. W. F. Weld, Harvard.	J. Kennedy, of Yale.	29 sec.	14 m. 21 sec.	Single sculls.
1876 Sept. 1	Schuylkill River, Philadelphia. Centennial Exhibition.	Yale. Columbia. First Trinity, Cambridge, England.	Yale.	10¼ sec.	9 m. 10¾ sec.	All 4-oared. Yale crew: R J. Cook, W. W. Collins, D. H. Kellogg, J. Kennedy (stroke).
1886 June 25	Thames River, New London, 2 miles straight away. Rough sea.	Yale Freshmen. Harvard Freshmen. Columbia Freshmen.	Harvard Freshmen.	17 sec.	11 m. 53 sec.	All 8-oared paper shells, with coxswains. Yale boat swamped at the half mile.
1887 June 25	Thames River, New London, 2 miles straight away. Very smooth.	Yale Freshmen. Pennsylvania Freshmen.	Yale Freshmen.	33½ sec.	9 m. 55 sec.	All the Freshmen races since 1886 have been rowed in 8-oared shells.
1888 June 26	New London.	Yale Freshmen. Pennsylvania Freshmen.	Yale Freshmen.	3 lengths.	11 m. 31 sec.	
1889 June 25	New London.	Yale Freshmen. Pennsylvania Freshmen.	Penn. Freshmen.	1 length.	10 m. 8½ sec.	
1890 May 24	New Haven Harbor.	Yale University. Atalanta.	Yale University.	8 lengths.	20 m. 17 sec.	
1890 June 24	New London.	Yale Freshmen. Cornell Freshmen. Columbia Freshmen.	Cornell Freshmen.	8½ sec.	11 m. 16½ sec.	Yale Freshmen second, time 11 m. 25 sec. Columbia Freshmen third, time 11 m. 28 sec.

Date.	Course.	Contestants.	Winner.	Won by.	Win. Time.	Remarks.
1891 June 24	New London.	Yale Freshmen. Harvard Freshmen. Columbia Freshmen.	Columbia Freshmen.	12½ sec.	9 m. 41 sec.	Yale Freshmen second, time 9 m. 53½ sec. Harvard Freshmen third, time 9 m. 56 sec.
1892 July 1	New London.	Yale Freshmen. Harvard Freshmen. Columbia Freshmen.	Yale Freshmn.	7½ sec.	12 m. 13½ sec.	Columbia Freshmen second, time 12 m. 21 sec. Harvard Freshmen third, time 12 m. 28 sec.
1893 June 28	New London.	Yale Freshmen. Harvard Freshmen. Columbia Freshmen.	Yale Freshmen.	5 sec.	10 m. 23 sec.	Columbia Freshmen second, time 10 m. 28 sec. Harvard Freshmen third, time 10 m. 49 sec.
1894 June 28	New London.	Yale Freshmen. Harvard Freshmen. Columbia Freshmen.	Yale Freshmen.	10 sec.	11 m. 15 sec.	Columbia Freshmen second, time 11 m. 25 sec. Harvard Freshmen third, time 11 m. 56 sec.
1895 June 26	New London.	Yale Freshmen. Harvard Freshmen. Columbia Freshmen.	Yale Freshmen.	5 sec.	10 m. 28 sec.	Harvard Freshmen second, time 10 m. 33 sec. Columbia Freshmen third, time 11 m. 18½ sec.
1896 June 18	Lake Saltonstall.	Yale Freshmen. University of Wisconsin.	Wisconsin.	29⅗ sec.	12 m. 6⅖ sec.	
1897 June 23	Poughkeepsie.	Yale Freshmen. Harvard Freshmen. Cornell Freshmen.	Yale Freshmen.	6½ sec.	*9 m. 19½ sec.	Harvard Freshmen second, time 9 m. 26 sec. Cornell Freshmen third, time 9 m. 29 sec.
1898 June 23	New London.	Yale Freshmen. Harvard Freshmen. Cornell Freshmen.	Yale Freshmen.	⅗ sec.	11 m. 22⅗ sec.	Harvard Freshmen second, time 11 m. 23⅕ sec. Cornell Freshmen third, time 11 m. 26½ sec.

* Record.

Yale and Harvard University Oarsmen.

The names are arranged from bow to stroke, except in the earliest Yale crew, the positions of which rest only on the authority of the memory of their classmates.

1852.

Halcyon of Yale, 10 *m*. 5 *s*.

Albert E. Kent, '53.
Joseph S. French, '53.
Wm. C. Brewster, '53.
Edward Harland, '53.
Joseph Warren, '53.
Arthur E. Skelding, '53.
William L. Hinman, '53.
James Hamilton, '53 (Capt.).
Richard Waite, '53 (Cox.).

Oneida of Harvard, 10 *m*.

Charles Miles, '53.
Charles F. Livermore, '53.
Wm. H. Cunningham, '53.
John Dwight, '52.
Charles J. Paine, '53.
Sidney Willard, '52.
Charles H. Hurd, '53.
Thomas J. Curtis, '52.
Joseph M. Brown, '53 (Capt. and Cox.).

1855.

Nereid of Yale, 23 *m*. 38 *s*.

Adrian Terry, '54 S.
Chas. F. Johnson, '55.
Henry W. Painter, M. S.
Theodore W. E. Belden, '57.
Storrs O. Seymour, '57.
Joseph W. Wilson, L. S. (Capt.).
Nathaniel W. Bumstead, '55 (Cox.).

Iris of Harvard, 22 *m*.

Joseph N. Willard, '57.
William G. Goldsmith, '57.
Channing Clapp, '55.
Charles F. Walcott, '57.
Benj. W. Crowinshield, '58.
William H. Elliott, '57.
John Homans, '58.
Samuel B. Parkman, '57 (Capt.).
James M. Brown, '53 (Cox.).

1855.

Nautilus of Yale, 24 *m*. 38 *s*.

Jeptha Garrard, '58.
Ed. Curtis, '59 S.
George Lampson, '55.
Granville T. Pierce, '55.
George M. Dorrance, '56.
Samuel Scoville, '57 (Capt.).
George Tucker, '57 (Cox.).

Y. Y. of Harvard, 22 *m*. 3 *s*.

Alexander Agassiz, '55.
Stephen G. Perkins, '56.
Langdon Erving, '55.
John Erving, L. S. (Capt.).

1858.

Volante of Yale (*no race*).

Fred W. Stevens, '58.
Henry L. Johnson, '60.
George E. Dunham, '59.
Wm. D. Morgan, '58 (Capt.).

University of Harvard (*no race*).

Heyward Cutting, '59.
Joseph H. Wales, '61.
Joseph H. Ellison, '59.
Robert B. Gelston, '58.
Casper Crowninshield, '60.
Benj. W. Crowninshield, '58 (Capt.).

1859.

Yale, 20 *m.* 18 *s.*, *and* 19 *m.* 14 *s.*	*Harvard*, 19 *m.* 18 *s.*, *and* 19 *m.* 16 *s.*
Fred H. Colton, '60.	Joseph H. Ellison, '59 (Capt.).
Charles H. Owen, '60.	Joseph H. Wales, '61.
Henry W. Camp, '60.	Henry S. Russell, '60.
Joseph H. Twichell, '59.	Edward G. Abbott, '60.
Charles T. Stanton, '61.	William H. Forbes, '61.
Henry L. Johnson, '60 (Capt.).	Casper Crowninshield, '60.
Hezekiah Walkins, '59 (Cox.).	

1860.

Yale, 19 *m.* 5 *s.*	*Harvard*, 18 *m.* 53 *s.*
H. Brayton Ives, '61.	Joseph H. Wales, '61.
Eugene L. Richards, '60.	Henry Ropes, '62.
Edward P. McKinney, '61.	William H. Ker, '62.
Wm. E. Bradley, '60.	Edward G. Abbott, '60.
Charles T. Stanton, '61.	Calvin M. Woodward, '60.
Henry L. Johnson, '60 (Capt.).	Casper Crowninshield, '60 (Capt.).
Charles G. Merrill, '61.	

1864.

Yale, 19 *m.* 1 *s.*	*Harvard*, 19 *m.* 43½ *s.*
William W. Scranton, '65.	Edwin Farnham, '66.
Edmund Coffin, '66.	Edward C. Perkins, '66.
Edward B. Bennett, '66.	John Greenough, '65.
Louis Stoskopf, '65.	Thomas Nelson, '66.
Morris W. Seymour, '66.	Robert S. Peabody, '66.
Wilbur R. Bacon, '65 (Capt.).	Horatio G. Curtis, '65 (Capt.).

1865.

Yale, 17 *m.* 42½ *s.*	*Harvard*, 18 *m.* 9 *s.*
William W. Scranton, '65.	Charles H. McBurney, '66.
Edmund Coffin, '66.	Edward H. Clarke, '66.
Isaac Pierson, '66.	Edward N. Fenno, '66.
Louis Stoskopf, '65.	William Blaikie, '66.
Edward B. Bennett, '66.	Edward T. Wilkinson, '66.
Wilbur R. Bacon, '65 (Capt.).	Fred Crowninshield, '66 (Capt.).

1866.

Yale, 19 *m.* 10 *s.*	*Harvard*, 18 *m.* 43 *s.*
Frank Brown, '66.	Charles H. McBurney, '66.
Edmund Coffin, '66.	Alden P. Loring, '69.
Arthur D. Bissell, '67.	Robert S. Peabody, '66.
Wm. E. Wheeler, '66.	Edward N. Fenno, '66.
Wm. A. Copp, '69.	Edward T. Wilkinson, '66.
Edward B. Bennett, '66 (Capt.).	William Blaikie, '66 (Capt.).

1867.

Yale, 19 *m.* 23½ *s.*	*Harvard*, 18 *m.* 13 *s.*
Geo. A. Adee, '67 (Capt.).	Geo. W. Holdrege, '66.
William H. Ferry, '68.	Wm. W. Richards, '68.
James Coffin, '68.	Robert C. Watson, '69.
William H. Lee, '70.	Thomas S. Edmunds, '67.
Samuel Parry, '68.	William H. Simmons, '69
William A. Copp, '69.	Alden P. Loring, '69 (Capt.).

1868.

Yale, 18 *m.* 38½ *s.*	*Harvard*, 17 *m.* 48½ *s.*
Roderick Terry, '70.	Geo. W. Holdrege, '68 (Capt.).
Sylvester F. Bucklin, '69.	Wm. W. Richards, '68.
Geo. W. Drew, '70.	John W. McBurney, '69.
William H. Lee, '70.	Wm. H. Simmons, '69.
William A. Copp, '69.	Robert C. Watson, '69.
Samuel Parry, '68 (Capt.).	Alden P. Loring, '69.

1869.

Yale, 18 *m.* 11 *s.*	*Harvard*, 18 *m.* 2 *s.*
Roderick Terry, '70.	Nathaniel G. Read, '71 (Capt.).
Edgar D. Coonley, '71.	George I. Jones, '71.
William H. Lee, '70.	Grinnell Willis, '70.
David McCoy Bone, '70.	Joseph F. Fay, L. S.
William A. Copp, '69 (Capt.).	Theophilus Parsons, '70.
Geo. W. Drew, '70.	Francis O. Lyman, '71.

1870.

Yale, 18 *m.* 45 *s.*	*Harvard won by a foul.*
Carrington Phelps, '70.	Nathaniel G. Read, '71 (Capt.).
Wilbur W. Flagg, '73.[1]	Robert S. Russell, '72.
William L. Cushing, '72.	James S. McCobb, '71.
Edgar D. Coonley, '71.	Grinnell Willis, '70.
Willis F. McCook, '73.	George I. Jones, '71.
David McCoy Bone, '70 (Capt.).	Francis O. Lyman, '71.

1871.

Yale (*no race*).	*Harvard* (*no race*).
Frederick W. Adee, '73 (Capt.).	Nathaniel G. Read, '71 (Capt.).
Charles S. Hemingway, '73.	William T. Sanger, '71.
Jeremiah Day, '73.	William C. Loring, '72.
Daniel Davenport, '73.	George I. Jones, '71.
Willis F. McCook, '73.	Alanson Tucker, '72.
Wilbur W. Flagg, '73.	George Bass, '71.

1872.

Yale, 18 *m.* 13 *s.*	*Harvard*, 16 *m.* 57 *s.*
Frederick W. Adee, '73.	Francis Bell, '73.
George M. Gunn, '74.	William J. Lloyd, '73.
Robert J. Cook, '75.	John Bryant, '73.
Henry A. Oaks, '75.	William L. Morse, '74.
Willis F. McCook, '73 (Capt.).	Wendell Goodwin, '74.
Jeremiah Day, '73.	Richard H. Dana, '74 (Capt.).

1873.

Yale, 16 *m.* 59 *s.*	*Harvard, time uncertain.*
Herbert G. Fowler, '74.	Arthur L. Devens, '74.
Jeremiah Day, '73.	Tucker Daland, '73.
Julian Kennedy, '75 S.	Wendell Goodwin, '74.
Willis F. McCook, '73.	William L. Morse, '74.
Henry Meyer, '73.	Daniel C. Bacon, '76.
Robert J. Cook, '76 (Capt.).	Richard H. Dana, '74 (Capt.).

1874.

Yale (*broke an oar*).	*Harvard*, 16 *m.* 54 *s.*
George L. Brownell, '75 S.	Walter J. Otis, S. S.
Frederick Wood, '76 S.	William R. Taylor, '77.
David H. Kellogg, '76.	William L. Morse, '74.
William C. Hall, '75 S.	Wendell Goodwin, '74 (Capt.).
Julian Kennedy, '75 S.	Daniel C. Bacon, '76.
Robert J. Cook, '76 (Capt.).	Richard H. Dana, '74.

1875.

Yale, 17 *m.* 14½ *s.*	*Harvard*, 17 *m.* 5 *s.*
George L. Brownell, '75 S.	Francis R. Appleton, '75.
William C. Hall, '75 S.	Montgomery James, S. S.
David H. Kellogg, '76.	Wm. R. Taylor, '77.
Charles N. Fowler, '76.	Daniel C. Bacon, '76 (Capt.).
Julian Kennedy, '75 S.	Charles W. Wetmore, '75.
Robert J. Cook, '76 (Capt.).	Walter J. Otis, S. S.

1876.

Yale, 22 *m.* 2 *s.*	*Harvard*, 22 *m.* 31 *s.*
John W. Wescott, L. S.	Albert W. Morgan, '78.
Frederick Wood, '76 S.	George Irving, '75.
Elbridge C. Cooke, '77.	Edward D. Thayer, S. S.
David H. Kellogg, '76.	Martin R. Jacobs, '79.
William W. Collin, '77.	William M. Le Moyne, '78.
Oliver D. Thompson, '79.	Montgomery James, S. S.
Julian Kennedy, '75 S.	Joel C. Bolan, '76.
Robert J. Cook, '76 (Capt.).	William A. Bancroft, '78 (Capt.).
Charles F. Aldridge, '79 (Cox.).	George L. Cheney, '78 (Cox.).

1877.

Yale, 24 *m.* 43 *s.*	*Harvard*, 24 *m.* 36 *s.*
Gerald T. Hart, '78 S.	Alvah Crocker, '79.
Herman Livingston, '79.	Nat. M. Brigham, '80.
Frank E. Hyde, '79.	Burton J. Legate, '77.
William K. James, '78.	William M. Le Moyne, '78.
Elbridge C. Cooke, '77.	Martin R. Jacobs, '79.
Oliver D. Thompson, '79.	William H. Schwartz, '79.
William W. Collin, '77 (Capt.).	Frederick W. Smith, '79.
Frederick Wood, L. S.	William A. Bancroft, '78 (Capt.).
Charles F. Aldridge, '79 (Cox.).	Frederick H. Allen, '80 (Cox.).

1878.

Yale, 21 *m.* 29 *s.*	*Harvard*, 20 *m.* 45 *s.*
Julian W. Curtiss, '79.	Alvah Crocker, '79.
Frank E. Hyde, '79.	Nat. M. Brigham, '80.
Bruce S. Keator, '79.	Burton J. Legate, '77.
Herman Livingston, '79.	Martin R. Jacobs, '79.
Harry W. Taft, '80.	Van Der Lynn Stow, '80.
Geo. B. Rogers, '80 S.	William H. Schwartz, '79.
David Trumbull, T. S.	Frederick W. Smith, '79.
Oliver D. Thompson, '79 (Capt.).	William A. Bancroft, '78 (Capt.).
Chas. F. Aldridge, '79 (Cox.).	Frederick H. Allen, '80 (Cox.).

1879.

Yale, 23 *m.* 58 *s.*	*Harvard*, 22 *m.* 15 *s.*
John B. Collins, '81.	Richard Trimble, '80.
T. H. Patterson, L. S.	Nat. M. Brigham, '80.
Charles B. Storrs, '82.	Francis Peabody, Jr., L. S.
Oliver D. Thompson, '79 (Capt.).	Martin R. Jacobs, '79.
John N. Keller, '80.	Van Der Lynn Stow, '80.
Geo. B. Rogers, '80 S.	William H. Schwartz, '79.
Harry W. Taft, '80.	Frederick W. Smith, '79.
Philo C. Fuller, '81.	William A. Bancroft, '78 (Capt.).
Agustine Fitzgerald, '82 (Cox.).	Frederick H. Allen, '80 (Cox.).

1880.

Yale, 24 *m.* 27 *s.*	*Harvard*, 25 *m.* 9 *s.*
John B. Collins, '81.	Edward W. Atkinson, '81.
Philo C. Fuller, '81.	Wm. Freeland, '81.
Frederick W. Rogers, '83.	Herbert B. Howard, '81.
Nathaniel T. Guernsey, '81.	Edward D. Brandegee, '81.
Louis K. Hull, '83.	James Otis, '81.
Geo. B. Rogers, '80 S. (Capt.).	Nat. M. Brigham, '80.
Chas. B. Storrs, '82.	Robert Bacon, '80.
Harry T. Folsom, '83.	Richard Trimble, '80 (Capt.).
Mun Yew Chung, '83 (Cox.).	Sabin Pond Sanger, '83 (Cox.).

1881.

Yale, 22 *m.* 13 *s.*	*Harvard* 22 *m.* 19 *s.*
John B. Collins, '81 (Capt.).	Edward D. Brandegee, '81 (Capt.)
Philo C. Fuller, '81.	Fred. L. Sawyer, '83.
Frederick W. Rogers, '83.	Edward T. Cabot, '83.
Nathaniel T. Guernsey, '81.	Chas. M. Hammond, '83.
Louis K. Hull, '83.	Oscar J. Pfeiffer, M. S.
Geo. B. Rogers, L. S.	Seymour I. Hudgens, '84.
Chas. B. Storrs, '82.	Wm. Chalfant, Jr., '82.
Harry T. Folsom, '83.	Chas. P. Curtis, '83.
Mun Yew Chung, '83 (Cox.).	Julius Buchman, '83 (Cox.).

1882.

Yale, 20 *m.* 50½ *s.*	*Harvard*, 20 *m.* 47½ *s.*
Henry R. Flanders, '85.	Wm. W. Mumford, '84.
Joseph R. Parrott, '83.	Fred. L. Sawyer, '83.
Frederick W. Rogers, '83.	Robert P. Perkins, '84.
Nathaniel T. Guernsey, L. S.	Chas. N. Hammond, '83 (Capt.).
Louis K. Hull, '83 (Capt.).	Edmund A. S. Clark, '84.
Wm. H. Hyndman, '84.	Seymour I. Hudgens, '84.
Chas. B. Storrs, '82.	Wm. Chalfant, Jr., '82.
Harry T. Folsom, '83.	Chas. P. Curtis, '83.
David Plessner, '85 (Cox.).	Sabin Pond Sanger, '83 (Cox.).

1883.

Yale, 26 *m.* 59 *s.*	*Harvard*, 25 *m.* 46½ *s.*
Henry R. Flanders, '85.	Wm. W. Mumford, '84.
Joseph R. Parrott, '83.	Wm. G. Borland, '86.
Louis K. Hull, '83 (Capt.).	James J. Storrow, '85.
Nathaniel T. Guernsey, L. S.	Chas. M. Hammond, '83 (Capt.).
Frank G. Peters, '86.	E. A. S. Clark, '84.
Wm. H. Hyndman, '84.	Fred. L. Sawyer, '83.
Frederick W. Rogers, '83.	Chas. M. Belshaw, '83.
Harry T. Folsom, '83.	Robert P. Perkins, '84.
D. B. Tucker, '83 (Cox.).	S. P. Sanger, '83 (Cox).

1884.

Yale, 20 *m.* 31 *s.*	*Harvard*, 20 *m.* 48 *s.*
Richard S. Storrs, '85.	J. R. Yocum, '85.
Chas. B. Hobbs, '85.	A. Keith, '85.
H. W. Patten, '86 S.	J. J. Storrow, '85.
Alfred Cowles, Jr., '86.	F. L. Sawyer, L. S.
Frank G. Peters, '86.	W. G. Borland, '86.
J. R. Parrott, L. S.	S. T. Hudgens, '84.
J. F. Scott, '84.	W. S. Bryant, '84.
H. R. Flanders, '85 (Capt.).	R. P. Perkins, '84 (Capt.).
L. E. Cadwell, '86 S. (Cox.).	Chas. Davis, '84 (Cox.).

1885.

Yale, 26 *m.* 30 *s.*	*Harvard*, 25 *m.* 15½ *s.*
C. S. Dodge, '85.	H. W. Keyes, '87.
R. S. Storrs, '85.	J. J. Colony, '85.
H. W. Patten, '86 S.	T. P. Burgess, '87.
C. S. Hobbs, '85.	G. S. Mumford, '87.
Alfred Cowles, Jr., 86.	J. R. Yocum, '85.
J. R. Parrott, L. S.	W. A. Brooks, '87.
F. G. Peters, '86.	J. J. Storrow, '85 (Capt.).
H. R. Flanders, '85 (Capt.).	R. A. F. Penrose, Jr. P. G.
L. E. Cadwell, '86 S. (Cox.).	T. Q. Browne, Jr., '88 (Cox.).

1886.

Yale, 20 *m.* 41½ *s.*	*Harvard*, 21 *m.* 15½ *s.*
R. Appleton, '86.	G. S. Mumford, '87 (Capt.).
John Rogers, Jr., '87.	J. J. Colony, '85.
J. W. Middlebrook, '87.	J. R. Yocum, '85.
F. A. Stevenson, '88.	Franklin Remington, '87.
G. W. Woodruff, '89.	T. P. Burgess, '87.
A. Cowles, Jr., '86 (Capt.).	W. A. Brooks, Jr., '87.
C. W. Hartridge, '87.	H. W. Keyes, '87.
E. L. Caldwell, '87.	R. A. F. Penrose, Jr., P. G.
L. E. Cadwell, '86 S. (Cox.).	T. Q. Browne, '88 (Cox.).

1887.

Yale, 22 *m.* 56 *s.*	*Harvard*, 23 *m.* 10½ *s.*
R. M. Wilcox, '88 S.	A. P. Butler, '88.
C. O. Gill, '89.	J. W. Wood, Jr., '88.
John Rogers, Jr., '87 (Capt.).	H. W. Keyes, '87 (Capt.).
J. W. Middlebrook, '87.	C. E. Schroll, '89.
G. W. Woodruff, '89.	J. T. Davis, Jr., '89.
F. A. Stevenson, '88.	E. C. Pfeiffer, '89.
G. R. Carter, '88 S.	W. A. Brooks, Jr., '87.
E. L. Caldwell, '87.	E. C. Storrow, '89.
R. Thompson, '90 (Cox.).	T. Q. Browne, '88 (Cox.).

1888.

Yale, 20 *m.* 10 *s.*	*Harvard*, 21 *m.* 24 *s.*
R. M. Wilcox, '88 S.	E. C. Storrow, '89 (Capt.).
C. O. Gill, '89.	J. B. Markoe, '89.
G. S. Brewster, '91.	P. D. Trafford, '89.
J. A. Hartwell, '89 S.	B. T. Tilton, '90.
W. H. Corbin, '89.	J. T. Davis, '89.
F. A. Stevenson, '88 (Capt.).	C. E. Schroll, L. S.
G. R. Carter, '88 S.	J. R. Finlay, '91.
S. M. Cross, '88.	W. Alexander, L. S.
R. Thompson, '90 (Cox.).	J. E. Whitney, '89 (Cox.).

1889.

Yale, 21 *m.* 30 *s.*	*Harvard*, 21 *m.* 55 *s.*
C. F. Rogers, '90 S.	G. Perry, '89.
C. O. Gill, '89.	T. N. Perkins, '91.
G. S. Brewster, '91.	E. C. Storrow, '89 (Capt.).
J. A. Hartwell, '89 S.	J. S. Cranston, '92.
W. H. Corbin, '89.	J. R. Finlay, '91.
G. W. Woodruff, '89 (Capt.).	B. T. Tilton, '90.
P. Allen, '90 S.	J. P. Hutchinson, '90.
E. L. Caldwell, T. S.	R. F. Herrick, '90.
R. Thompson, '90 (Cox.).	J. E. Whitney, '89 (Cox.).

1890.

Yale, 21 *m.* 29 *s.*	*Harvard*, 21 *m.* 40 *s.*
C. F. Rogers, '90 S.	G. L. Nelson, Sp.
W. A. Simms, '90 S.	F. B. Winthrop, '91.
G. S. Brewster, '91.	J. H. Goddard, '92.
J. A. Hartwell, P. G.	T. N. Perkins, '91.
A. B. Newell, '90.	R. D. Upham, '90.
H. T. Ferris, '91.	B. T. Tilton, '90.
S. B. Ives, '93.	G. H. Kelton, '93.
P. Allen, '90 S. (Capt.).	J. P. Hutchinson, '90 (Capt.)
R. Thompson, '90 (Cox.).	H. M. Battelle, '93 (Cox.).

1891.

Yale, 21 *m.* 57 *s.*	*Harvard*, 21 *m.* 23 *s.*
W. A. Simms, M. S.	M. Newell, '94.
A. J. Balliet, '92.	T. N. Perkins, '91 (Capt.).
C. R. Ely, '91.	N. Rantoul, '92.
R. D. Paine, '94.	F. Lynam, M. S.
W. W. Hefflefinger, '91 S.	C. K. Cummings, '93.
G. S. Brewster, '91 (Capt.).	D. R. Vail, '93.
P. Hagerman, L. S.	G. H. Kelton, '93.
J. A. Gould, '92 S.	J. C. Powers, '92.
H. S. Browns, '93 (Cox.).	H. M. Battelle, '93 (Cox.).

1892.

Yale, 20 *m.* 48 *s.*	*Harvard*, 21 *m.* 42½ *s.*
F. A. Johnson, '94 S.	M. Newell, '94.
A. J. Balliet, '92.	N. Rantoul, '92.
A. L. Van Huyck, '93 S.	B. G. Waters, '94.
R. D. Paine, '94.	R. Acton, M. S.
A. B. Graves, '92 S.	C. K. Cummings, '93.
J. A. Hartwell, M. S. (Capt.).	F. B. Winthrop, L. S.
S. B. Ives, '93.	G. H. Kelton, '93 (Capt.).
E. F. Gallaudet, '93.	F. Lynam, M. S.
F. E. Olmstead, '94 S. (Cox.).	V. Thomas (Cox.).

1893.

Yale, 24 *m.* 59 *s.*	*Harvard*, 25 *m.* 17 *s.*
F. A. Johnson, '94 S.	E. H. Fennessy, '96.
C. L. Messler, '94 S.	C. K. Cummings, '93.
A. L. Van Huyck, '93 S.	D. R. Vail, '93 (Capt.).
J. M. Longacre, '95.	G. R. Fearing, '93.
J. M. Goetchius, '94 S.	L. Davis, '94.
A. P. Rogers, '94 S.	M. Newell, '94.
S. B. Ives, '93 (Capt.).	W. S. Johnson, '94.
E. F. Gallaudet, '93.	G. E. Burgess, '93.
F. E. Olmstead, '94 S. (Cox.).	Victor Thomas, '95 (Cox.).

1894.

Yale, 23 *m.* 45½ *s.*	*Harvard*, 24 *m.* 38 *s.*
R. Armstrong, '95 S.	A. M. Kales, '96.
H. C. Holcomb, '95 S.	E. H. Fennessy, '96.
W. M. Beard, '96.	L. Davis, '94 (Capt.).
A. P. Rogers, '94 S.	T. G. Stevenson, '96.
A. W. Dater, '95 S.	R. M. Townsend, '96.
W. R. Cross, '96.	K. H. Lewis, '96.
R. B. Treadway, '96.	J. R. Bullard, Jr., '96.
F. A. Johnson, '94 S. (Capt.).	J. Purdon, '95.
F. E. Olmstead, '94 S. (Cox.).	P. Day (Cox.)

1895.

Yale, 21 *m.* 29½ *s.*	*Harvard*, 22 *m.* 10 *s.*
R. Armstrong, '95 S. (Capt.).	E. N. Wrightington, '97.
H. C. Holcomb, '95 S.	J. A. Stillman, '96.
W. M. Beard, '96.	J. E. Chatman, '96.
A. W. Dater, '95 S.	L. D. Shepard, '96.
J. M. Longacre, '96.	S. Hollister, '97.
W. R. Cross, '96.	F. N. Watris, L. S.
R. B. Treadway, '96.	E. H. Fennessy, '96.
G. Langford, '97 S.	J. R. Bullard, Jr., '96 (Capt.).
T. L. Clarke '97 (Cox.).	P. D. Rust, '97 (Cox.).

1896.

Yale, 7 *m.* 17 *s.*	*Leander*, 7 *m.* 14 *s.*
J. H. Simpson, '97.	J. W. N. Graham.
A. Brown, '96.	J. A. Ford.
W. M. Beard, '96.	H. Willis.
J. O. Rodgers, '98.	R. Carr.
P. H. Bailey, '97.	T. H. E. Stretch.
J. M. Longacre, '96.	G. Nichols (Capt.).
R. B. Treadway, '96 (Capt.).	W. F. C. Holland.
G. Langford, '97 S.	H. G. Gold.
T. L. Clarke, '97 (Cox.).	E. A. Stafford (Cox.).

1897.

Yale, 20 *m*. 44 *s*.	*Harvard*, 21 *m*.
D. F. Rogers, '98.	G. D. Marvin, '99.
P. Whitney, '98.	C. C. Bull, '98.
H. G. Campbell, '97.	E. N. Wrightington, '97.
J. C. Greenway, 1900.	A. A. Sprague, 2d, '97.
P. H. Bailey, '97 (Capt.).	J. H. Perkins, '98.
F. W. Allen, 1900.	J. F. Perkins, '99.
W. E. S. Griswold, '99.	D. M. Goodrich, '97 (Capt.).
G. Langford, '97 S.	E. A. Boardman, '99.
L. Greene, '99 (Cox.).	R. S. Huidekoper, '98 (Cox.).

Cornell, 20 *m*. 34 *s*.

W. S. Wakeman, '99 E. E.
W. Bentley, '98 E. E.
C. S. Moore, '99 C. E.
A. C. King, '99 Agr.
M. M. Odell, '97 Let.
E. O. Spillman (Capt.).
E. J. Savage, '98 Opt.
F. A. Briggs, '98 Let.
F. D. Colson, '98 Let. (Cox.).

1898.

Yale, 24 *m*. 2 *s*.	*Harvard*, 24 *m*. 35 *s*.
P. Whitney, '98 (Capt.).	G. S. Derby, M. S.
H. P. Wickes, 1900.	R. F. Blake, '99.
J. P. Brock, 1900.	E. Wadsworth, '98.
R. P. Flint, '99 S.	F. L. Higginson, 1900.
J. H. Niedeken, 1900.	C. L. Harding, 1900.
F. W. Allen, 1900.	J. H. Perkins, '98 (Capt.).
J. C. Greenleaf, '99 S.	N. Biddle, 1900.
W. B. Williams, 1900.	F. Dobyns, '98.
J. McL. Walton, '99 S. (Cox.).	G. P. Orton (Cox.).

Cornell, 23 *m*. 48 *s*.

W. C. Dalzell, '99 M. E.
W. Bentley, '98 E. E.
S. W. Wakeman, '99 E. E.
T. L. Bailey, '99 Phil.
C. S. Moore, '98 C. E.
R. W. Beardslee, 1900 E. E.
E. J. Savage, '98 Opt.
F. A. Briggs, '98 L.
F. D. Colson, '98 L. (Cox. and Capt.).

First Boat Club at Yale. 1843.

Henry W. Buel.
John W. Dulles.
Virgil M. D. Marcy.
John P. Marshall.
John McLeod.
Wm. Smith.

Second Boat Club, of 1844.

Edwin A. Bulkley.
Henry P. Duncan.
Henry C. Birdseye.
James S. Bush.
Henry Byne.
Chas. H. Meeker.
Howard Smith.
Hannibal Stanley.
Samuel A. Fisk.

MISCELLANEOUS ROWING CONTESTS OF YALE CREWS WITH OUTSIDE CLUBS.

HARTFORD, July 4, 1856.

Boats.

Transit S. S. S.
Undine of Hartford,
Virginia of New York,
Distance, 3 miles.
Won by Virginia, Transit, second.

NEW LONDON, July 6th, 1858.

Boats.

Eight-oared Olympia S. S. S.
Four " " "
Seven other boats of various patterns, including whale boats, wherries, etc.
Distance unmeasured, 4 miles.
Won by eight-oared Olympia, — time, 32 m. 25 s.
Four-oared Olympia, second, — time, 35 m. 50 s.

NEW LONDON, July 4th, 1859.

Boats.

Varuna, Yale.
Pequot, New London.
Eaglet, " "
Bonita, " "
Naukeak, Mystic.
Mother Bailey, Groton.
Sassacus, Mystic.
Won by Pequot, — time, 22 m. 28 s.
Second, Eaglet, — time, 22 m. 50 s.
Varuna, fifth, — time, 24 m. 27 s.

MIDDLETOWN, CONN., July 4, 1859.

Boats.

Six-oared Atlanta, Yale.
Eight-oared Olympia, Yale.
Atalanta, Hartford.
Aliotus, Hartford.
Won by six-oared Atlanta, Yale, — time, 23 m. 10 s.
Second, eight-oared Olympia, Yale, — time, 23 m. 30 s.

PROVIDENCE, July 4, 1860.

Boats.

Yale University.
Thulia, Yale Sophomores.
Une of Providence.
Won by Yale University, — time, 21 m. 28 s.
Second, Thulia, — time, 22 m. 25 s.

WORCESTER, July 25, 1860.

Boats.

Gersh Banker, Newburgh, N. Y.
Yale University.
Union Boat Club, Boston.
Quickstep, Boston.
Won by Gersh Banker (Josh Ward stroke), — time, 18 m. 37 s.
Second, Yale University, — time, 19 m. 10 s.

LAKE SALTONSTALL, July 10, 1871.

Boats.

Atalanta, New York.
Yale Sophomores.
Won by Atalanta, — time, 19 m. 6½ s.
Second, Yale Sophomores, — time, 19 m. 15½ s.

LAKE SALTONSTALL, November 17, 1875.

Single sculls, two miles with turn.
Julian Kennedy, Yale.
R. B. Brainbridge, Atalantas.
Won by Kennedy, — time, 14 m. 56 s.
Second, Brainbridge,— time, 15 m. 52 s.

PHILADELPHIA, Aug. 22–24, 1076.

Mile and a half.

Boats, Four-oared Shells.

Atalanta, New York.
Beaverwyck, Albany.
Yale, New Haven.
Columbia, New York.
Vesper, Philadelphia.
Won by Atalanta.
Columbia withdrawn in the finals.
Time, 9 m. 37¾ s.
Yale was beaten in the trial heats by Atalanta and Beaverwyck.

PHILADELPHIA, Aug. 28, 29, 30, 1876.

Four-oared shells, mile and a half.

Boats.

Eureka, Newark.
University Dublin, Ireland.
Argonauta, Bergen Point.
Yale, New Haven.
Vesper, Philadelphia.
Crescent, Philadelphia.
Columbia, New York.
Elizabeth, Portsmouth, Va.
Quaker City, Philadelphia.
Beaverwyck, Albany.
DuQuesne, Allegheny City, Pa.
Falcon, Burlington, N. Y.
Watkins, New York.
Pennsylvania, Philadelphia.
Malta, Philadelphia.
London Rowing Club, England.
Northwestern, Chicago.
Atalanta, New York.
First Trinity, Cambridge, Eng.
Oneida, Burlington, N. Y.
Won by Beaverwyck, — time, 9 m. 6 s.
Second, London, — time, 9 m. 6½ s.
Third, Watkins, — time, 9 m. 16 s.
Yale was beaten in third trial heat by London in 8 m. 51¼ s. Yale making 8 m. 52¼ s.

PHILADELPHIA, Sept. 1, 1876.

Four-oared shells, mile and a half.
Yale.
Columbia.
First Trinity. (Withdrew.)
Won by Yale, — time, 9 m. 10¾ s.
Second, Columbia, — time, 9 m. 21 s.

HARLEM, Oct. 2, 1877.

Junior Singles, one mile.
Won by Herman Livingston of Yale, — time, 6 m. 5 s.
Second not recorded,— time, 6 m. 14 s.

NEWARK, Aug. 20, 1878.

Mumford, New Orleans.
Kennedy, Yale.
McMillan, Philadelphia.
Keator, Yale.
Won by Mumford, — time, 10 m. 17¾ s.

HARLEM, Oct. 19, 1878.

Double Sculls.

Yale, (H. & E. P. Livingstone).
Olympics.
Athletics.
Won by Yale, — time, 7 m. 15½ s.
Second, Olympics, — time, 7 m. 24 s.

Single Sculls.

H. Livingstone, Yale.
E. Mills.
H. P. Dana.
Won by Mills, — time, 8 m. 7½ s.
Second, Livingstone.

Junior Sculls.

B. S. Keator, Yale.
I. A. Lyon.
Won by Lyon, — time, 7 m. 40½ s.
Second, Keator, by four lengths.

CHAPTER III.

FOOTBALL.

IF one were to make an invidious distinction, it would perhaps be fair to say that foot-ball of all sports had held the spot closest to the Yale man's heart, at least in the last twenty years. The sport was originally a contest between Sophomores and Freshmen of the nature of an annual rush. The match took place on the Green, and was girt about with many formalities, so far as the challenges and acceptances were concerned; but when the game began, difficulties, too strong to be overcome by politeness, usually resulted in a general scramble with more or less roughness. From the beginning of the forties for ten years this contest went on, but in 1849 the class of 1852, then Sophomores, refused to play with the Freshmen. This sporadic outburst of decorum lasted only a year, however, and the next year the game was played as usual.

A few years later the game was once more omitted for a couple of years, and when 1861 challenged 1860, the Faculty stepped in and put an end to these contests. With this, however, came another difficulty, an unforeseen one. It had always been contended that Yale students had a right to use the Green for a playground, and in order to preserve the rights of the students it was necessary to have some sort of a game played on the Green from time to time. At any rate this was the belief of the College crowd. For all that,

however, the city passed a by-law in 1858 forbidding the playing of these games either on the streets or on the public squares of the city.

From 1860 to 1870 football practically disappeared from the curriculum; but in the early seventies a revival took place, and in 1872 a Yale Football Association was organized. This revival was due largely to the personal efforts of David Schaff aided by Samuel Elder and Miller. The game as it was played at that time was more nearly after the Association order than the more modern Rugby Union. The players were not allowed to pick up the ball, pass it or carry it, but they did bat it with the hand, and baby it along the ground with the foot. The game was played with teams of twenty men each; and in the fall of 1872 Yale challenged Columbia, and the first legitimate game between colleges was played. Yale won by a score of three goals. No other games were played in that year.

In 1873, however, a Convention was called in New York in October. Harvard sent regrets, but Princeton, Columbia, and Rutgers were represented, and a code of rules was adopted similar to those under which the Columbia-Yale game the year before had been played. Yale played three games that season, winning the one with Columbia, losing the one with Princeton, but winning what was that year considered a very important and interesting game, the one against the Eton eleven.

The writer remembers this game very vividly for, although he was only a boy in preparatory school, like all the rest who had any interest in sport, he was present. The Eton team, so called, was a team made up

of eleven Englishmen, many of them from New York, and captained by Allen, an Eton man. The score card impressed us greatly, for there was a marquis on the team; there was also on the English team one of the tallest men we had ever seen on the football field. His height was given me after the game as six feet, seven inches, and he certainly looked all of this. When he punted the ball with that long leg of his, it seemed as though it would never stop going.

In 1874, the growth of the game had been such that it was more violent, and bigger, stronger men were selected. The day of the agile "peanutter" was fast disappearing. In 1875, class series were organized and a constitution adopted. In October of that year delegates from Harvard and Yale attended a Convention at Springfield in order to see if they could not compromise on some set of rules that would bring the two universities together in a match. Harvard at that time had taken up the Rugby Union and was playing games with Canadian teams, while Yale still stuck to the American game, which, as mentioned earlier, was far more like the Association game.

A compromise was effected, but the mongrel game which resulted was unsatisfactory to both universities, and the only interest to be gained from it was the pleasure of seeing the Harvard men run with the ball. The writer perfectly remembers the many brilliant runs, and the general expertness of play exhibited by the Harvard team on this occasion. The score was given as four goals and two touch downs to nothing; but as the writer remembers it, it seemed as though Harvard scored whatever they pleased. This year ended the American game at Yale.

In 1876, Yale, at the instigation of Harvard, adopted the Rugby Union rules entire. Harvard, after making a triumphant tour in Canada, came down to New Haven to play with Yale on November 18th. Previous to the game Yale used every effort to persuade Harvard to play more than one match. This was owing to the belief entertained by Captain Baker and those who counselled him, that if Yale could get two or three matches with Harvard during that fall, she could learn enough about the game to make a respectable showing the following year. Harvard, however, replied to this invitation for a series that it was only out of courtesy to Yale that they had kept their men in trim for this match, as the season was practically over, and they would not play any more games that year. Thus ended Yale's endeavor to learn by actual contests the arts of running, tackling, and dodging, in which, from the previous year's experience, they knew Harvard to be greatly their superior. The disappointment was quite severe, for many things had arisen in the last few weeks of training to show us how little we knew of the mysteries of the Rugby Union. For instance, we had been unable to secure an oval-shaped Rugby ball, and had been playing with the round rubber ball of the American game up to within a week or ten days of this Harvard match. In fact, Harvard had, I believe, loaned us the only ball we had for practice. Any one who has seen the round rubber ball can easily appreciate how much at sea we found ourselves, when we endeavored to catch, kick, and pass the egg-shaped ball of the Rugby Union.

The day of the match dawned, and all our friends were condoling with us throughout the morning on the

sad fate which awaited us. With memories of the previous year's annihilation at the hands of the Harvard team, there were very few of our eleven, for the game was played with eleven then, who did not expect to be rendered ludicrous in the contest. But if ever men had worked hard, we had. And if ever a captain had done his best to instill into the minds of every man on his team the best spirit, Captain Baker was that man. The betting, for there was betting in those days, was said to be five to one in favor of Harvard; and I remember the speculation on the score was something appalling. By agreement between the Captains the Rugby rule of that day counting goals only was agreed upon. Touch-downs were to count nothing unless they were converted into goals. This as after events proved was a lucky provision for Yale. The game began and our stage fright soon wore off. After fifteen minutes of play we knew that Harvard was the better team, but that the discrepancy was by no manner of means as marked as it had been the previous year, and, furthermore, that our team excelled them in physical condition. In the first half of forty-five minutes the ball did not progress very far toward either goal. We had been instructed to put every effort on preventing scoring by Harvard, as it seemed that in that line lay our best chance. The result was that the half ended with no score. In the second half we had managed to carry the ball within kicking distance of Harvard's goal, and it was passed back to Thompson for a play which we had in a dim way comprehended, of trying a field kick at goal. Thompson was a man who, while not graceful, had an unlimited amount of aggressiveness, and always a thorough belief in Yale's com-

ing out ahead. People say that he had no idea of kicking the goal, that is, no idea that his kick would be successful. Upon this point I disagree with them entirely. Thompson had very little idea of the drop kick as performed by the modern kickers, or in fact as performed by him himself a year or two later, but when he hit the ball with his ankle (if it did not even hit higher than that on his leg), I am sure he expected and firmly believed that he was going to make a goal, and this he did, much to the astonishment of both the Yale and Harvard teams. Harvard braced up after this, and by brilliant rallies secured two touch-downs, both of which, however, they failed to convert.

On Thanksgiving day of the same year, Yale played Princeton at the St. George's Cricket grounds, Hoboken, winning by a score of two goals to nothing, and on the 9th of December they played their most memorable game of that year, at least so far as weather was concerned, with Columbia. The thermometer was not as low as it was when in that same year the Freshmen teams played in Boston, namely, several degrees below zero; but the mercury actually registered only 8° above, and the men who did not play in the rush line found it rather chilly. Yale won by an overwhelming score.

In 1877, owing to a disagreement as to the number who should constitute a team, Harvard and Yale did not meet. Harvard contended that the number should be increased to fifteen; but Yale stuck to eleven, and the match fell through. Later in the season, Yale played Princeton with fifteen, because Princeton, like Harvard, refused to play with eleven, and Yale made two touch-downs, but failed to convert them into goals. In 1878, after violent opposition, Yale, finding that both Har-

Football Eleven of 1881

vard and Princeton would not play with less than fifteen men, yielded to them and defeated Harvard at Boston, late in November, by a score of one goal to nothing, but were defeated by Princeton four days later by the same score.

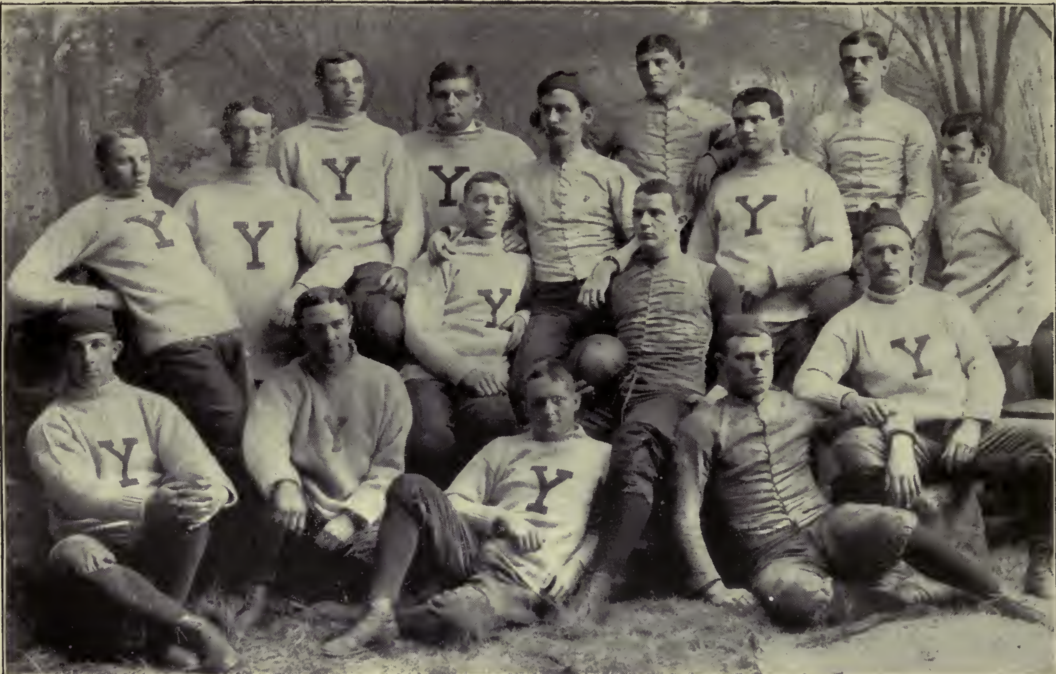
This year Yale began her contention of making scoring such as to insure victory or defeat for one team or the other, and after a good deal of work on her part accomplished her end in a measure, that is, touch-downs were allowed to score, but not safeties. Not until 1881 did Yale and Harvard agree to count safeties, but only in this way: in case neither side made any other score, the team which made four less safety touch-downs than their opponents was to win the game. In spite of this agreement between Yale and Harvard, in which both supposed Princeton concurred, Princeton still refused to count safeties, and in that year evaded the matter by passing the ball into touch-in-goal. To return to 1879; in this year both the Yale-Harvard and Yale-Princeton games turned out draws, Harvard making four safety touch-downs, while Yale made two, and Princeton making five safeties to Yale's two.

In 1880, the game with Harvard was played in Boston in a pouring rain on the Boston ball grounds, which were so flooded as to render an accusation made by Harvard, that Yale was trying to drown one of her men by holding him down, not without some ground. During the entire first half neither side scored. And it was not until after the referee had said that there was only five minutes left to play, that Yale, having worked the ball down to Harvard's thirty-five yard line, realizing the desperateness of the occasion, tried a drop-kick for goal; the ball was heavy with water,

but it just skimmed the goal bar, thus settling the game in Yale's favor. Inspired by this, while Harvard was disheartened, Yale succeeded in crowding the ball over the goal line within the next four minutes, though the time was not sufficient in which to kick another goal.

The game with Princeton was played in New York, in a snow-storm, on a field that had been cleaned off during the morning by a large force of men. This game was another repetition of the block game: Princeton making eleven safeties to Yale's five. In 1881, the Harvard game was played in New Haven in a rainstorm quite equalling that of the previous year at Boston, and no goals or touch-downs were made. Harvard, however, made four safety touch-downs, and by the agreement as stated above thus lost the game. The Princeton game was another repetition of the defensive tactics, and really put an end to the block game, for it so disgusted spectators that it was absolutely necessary to make a change. The association realized the situation, and formally awarded the championship to Yale, as Yale defeated Harvard, while Princeton played a draw with Harvard.

Yale's teams were becoming better and better every year, and the general development of the game at New Haven was so much ahead of the playing throughout most of the colleges as to make it certain that, barring accidents, and accidents occur very seldom in football, Yale would win any game into which she went. In 1882, Yale won from Harvard by one goal and three touch-downs to nothing. Harvard defeated Princeton, and Yale did the same, although Princeton scored on Yale by a magnificent place kick after a fair catch



Football Eleven of 1884

Crawford Bigelow Carter Cox Hamlin Stagg Woodruff Wallace Watkinson
Burke Peters (Capt.) Corwin
Gill Bull Beecher Hare

from the fifty-yard line. In 1883, definite scoring points were adopted which have been, with changes in values, in existence up to the present day. A goal from a touch-down counted six, a goal from a field kick, five, a touch-down, two, and a safety by the opponents, one. Both the Harvard and Princeton games were played this year in New York. In the Princeton game, Yale scored inside the first ten minutes, and no farther score was made by either side. In the Harvard game, however, Yale scored twenty-three points to Harvard's two.

It was in this year that the Harvard Athletic Committee insisted upon certain rules of theirs being observed, and refused to allow Harvard to play the match unless these rules were carried out. In 1884, the Yale-Princeton game was played in New York on the 28th of November; Yale made a touch-down and kicked the goal in the early part of the game; Princeton succeeded in making a touch-down, but failed to convert it. A short time after this Princeton, taking exception to decisions of the referee, refused to continue the game, and it was not until almost dark that they consented to go on. Not long after this the game had to be called on account of darkness, leaving the score Yale 6, Princeton 4. The Yale-Harvard game was hardly worth mentioning on account of the weakness of the Harvard team. Yale won by a score of 52 to 0.

In 1885, there was no game with Harvard owing to the fact that the Harvard Athletic Committee forbade the playing of any Intercollegiate football by Harvard teams that season. The Yale-Princeton game, however, made up in its excitement for any lack of interest that might have been occasioned by the failure of

Harvard to put a team in the field. The Princeton team was a veteran one, and every one expected that Yale, with her nine green men, would easily succumb to the Jersey men; but the team at New Haven, under Captain Peters, had been worked carefully and well, and before the game had progressed fifteen minutes it was evident that the dash and enthusiasm of the new men was a match for the greater experience and accuracy of the veteran visitors. Yale secured the ball toward the latter part of the first half within kicking distance of Princeton's goal, and Watkinson sent a drop-kick skimming over the bar. The score of 5 to 0 continued until within five or six minutes of the end of the second half. After a determined effort of Princeton's, which carried the play down to Yale's five-yard line, the ball was secured by Yale on three downs, and carried steadily up the field until it was at the middle.

Here Yale, over-confident at the sure expectation of victory, and with only a few minutes to play, instead of continuing the running game, sent a punt down towards Princeton's goal. It struck Toler, one of Princeton's backs, in the chest and glanced off, while Lamar, who was backing him up, came running forward and, taking the ball on the bound, was in an instant past the Yale rushers, who had concentrated on Toler, where the ball was falling. Lamar ran up the field, but still had two men to pass, one of them Bull, Yale's later famous full-back. He and his companion, instead of running forward to meet Lamar, endeavored to force him out of bounds on the side. Lamar made a quick turn which practically brought these two men together, and came inside, thus having a clear field, and eventually depositing the ball directly behind

Yale's goal. From this touch-down a goal was quickly made, and although the Yale team played with desperation during the few minutes remaining, the final score stood 6 to 5 in Princeton's favor. The following year, 1886, Harvard was defeated by Princeton, two goals to nothing, and therefore went into the Yale game with a feeling of hopelessness. The game was played in Cambridge, and Yale easily won by a score of 29 to 4.

The Yale-Princeton game was played on Princeton's ground, and owing to the agreed-upon referee not being present at the time when the game was to have commenced, the kick-off was delayed for nearly an hour. Finally Mr. Harris, of Princeton, was prevailed upon to act, and the game began at half-past three. It was a rainy day, and the ground and ball both showed evidences of it. It was certain within half an hour that if the game were delayed any farther it would be impossible to finish it, for, owing to the clouds, it was an especially dark day. Yale scored a touch-down, but failed to kick a goal, farther delays ensued, finally the crowd rushed on the field and it took a long time to clear it. At last, some fifteen minutes before the full time had elapsed, the referee called the game on account of darkness. The annual convention passed the following rather remarkable resolutions: "That this Convention cannot, as a convention, award the championship for 1886. Resolved, that Yale, according to the points scored, should have won the championship."

In 1887, the present plan of two officials, an umpire and a referee, was instituted. Formerly the game had been managed by the referee alone; although, in the early days, two judges had acted as advocates, each for his own side, the referee being the final court

of appeal. Princeton was defeated by Harvard at Cambridge by two goals to nothing, and the Yale-Princeton game was played previous to the Yale-Harvard game. This Yale-Princeton game was an exciting one from start to finish, and some of the most remarkable players for years took part. There was no marked difference between the two teams in individual prowess, but the tactics and the generalship of Yale was the better, and finally won by two goals to nothing.

The Yale-Harvard game was played in New York on Thanksgiving Day before one of the largest audiences that up to that time had ever witnessed a game. The play was even more exciting than that exhibited in the Yale-Princeton game. Harvard, thanks to the remarkable running of her half-backs, notably Porter, continually forced Yale down the field, until the latter, after securing the ball, would, with a well-directed punt, regain the lost ground. This continued until the better strategical work of Yale gave them possession of the ball within kicking distance of Harvard's goal. The ball was passed back to Bull, but his drop-kick missed. A short time after he tried again with improved aim but still unsuccessfully. The third time, however, he put the ball fairly over. This was thirty minutes from the beginning of the first half. Not long after Yale secured a touch-down which was converted into a goal, making the score 11 to 0 in favor of Yale. In the second half Harvard went in more vigorously than ever, and, a blocked kick aiding them, secured the ball near Yale's line, where on the next down, Porter, with a ten-yard run, secured a touch-down. Just previous to this, on another blocked kick, Yale had been forced to a safety, so that the score now stood

Yale 11, Harvard 8. It was now Yale's turn to brace, and their team worked together with a will until they got the ball within thirty-five yards of Harvard's goal; on the next play Wurtenburg, the Yale half, made a run of thirty-five yards for a touch-down, the goal was converted, thus leaving the final score 17 to 8 in Yale's favor.

The discipline and general perfection to which Yale was carrying the sport told most strongly on her work the following season, for she went through the year without being scored upon by any one, and making a total of six hundred and ninety points.

The next year, 1889, the football season opened with a most remarkable game between Princeton and Harvard at Cambridge, in which Harvard, although leading at the end of the first half by a score of 15 to 10, was overwhelmed in the second, and finally defeated 41 to 15. The game between Yale and Harvard at Springfield was therefore looked upon as one likely to be of large scores; but instead Yale won by a score of 6 to 0, and this touch-down from which the goal was kicked was made only at the very end of the first half. The Yale-Princeton game was played at Berkeley Oval, New York, and although it did not rain during the game, the continued down-pour of the previous day made the field in some spots nothing more than a quagmire. Sawdust was generally distributed over this mud, but had little effect. The first half was ended with no score by either team; but in the second half Princeton repeated her strong finish as exhibited at Cambridge, and won by a score of 10 to 0.

Yale therefore started in the next season under the weight of a deal of discouragement, with a defeated

team and no great amount of material. It looked as though there was little chance of a successful season. Added to this, in the second game of the year, a game against Crescent, the Brooklyn players scored a touch-down and goal; but from this time on Yale's work steadily improved, until it reached its maximum on the day of the match with the University of Pennsylvania; this game Yale won by a score of 60 to 0, one week before the Harvard game.

The Harvard game was played at Springfield, and both teams looked forward to a hard contest. Twenty-four hours before the match, Yale's centre, Holcomb, was taken with inflammatory rheumatism; but so great was the confidence of Yale in Captain Rhodes and the men who carried the blue, that they felt even with this handicap they would be able to win. During the first half, Yale had the benefit of the wind, but failed to score, owing to Harvard's magnificent defence, and the strong kicking of Trafford. In the second half, after nearly twenty-five minutes of play, Lee of Harvard, who had replaced Lake, made a long run around Yale's left end for a touch-down, which was quickly converted into a goal. Hardly had the ball been put into play after this, when Dean, Harvard's quarter-back, breaking through and taking advantage of a misplay in the centre, seized the ball with an open field and ran fifty yards to a touch-down. The goal was again kicked, and the score stood 12 to 0 in favor of Harvard. From this point on Yale made a most heroic effort, and carried the ball down to Harvard's goal, making a touch-down and converting, by a difficult kick, what looked like four points only into six. Immediately after the kick-off they continued their aggressive work, and

Football Team of 1890

B. Morison Wallis McClung Heffelfinger S. Morison Hartwell Williams
Crosby Lewis Rhodes (Capt.)
Harvey Barbour Bliss

Football Team of 1894

Jerrems McCrea Greenway Stillman Armstrong
Chadwick Murphy Butterworth Thorne Bass
L. Hinkey F. Hinkey (Capt.) Hickok
Beard Adee Letton

fought their way down to within a few yards of the Harvard goal again before time was called; but the effort was too late, and the game closed with a score of 12 to 6 in Harvard's favor. This and the tremendous up-hill work of Harvard already referred to in the game at New York, in 1887, are the two most memorable instances of heroic struggles on the football gridiron.

The Yale-Princeton game was played at Eastern Park, Brooklyn, on Thanksgiving Day; and here Yale, having taught her green centre, Lewis, how to play the position, took sweet revenge for the defeat of the previous week, scoring sixteen points in each half, or a total of thirty-two to Princeton's nothing. The following year, 1891, there was a most marked advance again in Yale's development of the game. She began where she had left off the previous year, and developed her team with amazing skill to such a point of perfection as to make the results of her games well-nigh unquestioned. Throughout the entire season no team was ever able to score a point against her, and when she met Harvard at Springfield before an audience of nearly twenty-five thousand she forced the crimson players to the defensive almost from the start, the final score being 10 to 0.

Fully forty thousand assembled for the Yale-Princeton game in New York on Thanksgiving Day; and although, by a most excellently executed defensive kicking game, Princeton was able to hold Yale off during the first part of the game, the discipline and steadiness of the latter's play told heavily in the second half, and in the end proved altogether too much for Princeton.

The season of 1892 exhibited once more the gap which separated Yale from the other universities in the tactics of the game. Pennsylvania was beaten 28 to 0, Harvard 6 to 0, and Princeton 12 to 0. It was gradually dawning upon the Yale management that three games of this nature every season was something of a contract, and the care which they exhibited for their players in the Harvard game was rendered absolutely necessary by the close proximity of the match with Princeton. Even this year there were many who complained that the Pennsylvania game added more than it should to the burden which the team must bear. For all that it was played and played with vigor, as the score indicates.

In 1893, there was a general upheaval in the Intercollegiate Association against the continuance of graduate players, and rules were passed restricting this eligibility. The University of Pennsylvania felt that Yale and the others were voting this reform simply to get rid of Pennsylvania's strong team. Pennsylvania having tendered her resignation to the Association, however, Yale agreed to play whatever team Pennsylvania should put in the field. Up to this time no score had been made against Yale during the season. The match was played in New York, and there was an unusual amount of interest. The final result was Yale 14, Pennsylvania 6, the latter securing a touch-down, from which a goal was kicked in the second half of the game. The play was fast and furious. Pennsylvania using flying interference to good effect, while Yale practically confined herself, in accordance with her traditional policy at that period in the season, to a few elementary plays. The Yale team showed the effects

of this contest for a considerable time, and although they won from Harvard by a score of 6 to 0, they were defeated in the final game of the season by Princeton by the same score.

The following year, 1894, the Yale team was brought to a higher scoring perfection, though slightly at the expense of her defensive play. West Point scored on her, and so did Harvard; but Yale defeated both these teams and went into the Princeton game in good condition, easily running up a score of twenty-four points, while Princeton failed to cross the Yale line. But Yale was developing individual players more strongly than usual. This was probably the effect of having some marvellously strong runners behind her line, upon whom, in spite of the efforts of the management, the teams grew to rely, and fell behind in that general team play which had been so characteristic of New Haven elevens. In 1895, this tendency became especially marked, and, as one of the coachers said, "This team can score against anybody." And before the Princeton game the record of the team had been an unusual one. In the first place the Crescent Athletic Club had forced them to a safety touch-down; the Orange Athletic Club had scored twelve points on them. Meantime, however, they had been scoring twenty-four points on Orange. West Point scored eight on them; but once more Yale demonstrated the remarkable scoring ability of her team by running up twenty-eight points. The only game of the season which apparently found her lacking in this quality was a tie game with Brown. There was no Harvard game this season on account of the bitter feeling engendered by the match of 1894 at Springfield, the general recrimination incident to that

match having brought about a cessation of athletic relations between the two universities. With the day of the Princeton game approaching, it was hard to predict what the result of the match between these two teams would be. Princeton had made a reputation for strong playing, and their defence was superior to that of most of the other teams; besides this they were, like Yale, a strong, offensive, scoring team. The match was one of the most interesting and remarkable ever played between the two universities, but the star playing of Thorne, the Yale captain, turned the tables in Yale's favor at critical moments, and Princeton was finally defeated by a score of 20 to 10.

An era of depression seemed to follow as a result of the tendency to rely upon brilliant individual effort. The material that offered during the season of 1896 was unsatisfactory, and there were many times when veterans with injuries were of necessity called upon to play in the early practice matches, simply because there were not enough reasonably good new men to take their places. As the season went on, every one realized that the Yale team was far from being up to its usual standard. For all that, so many times had the public been surprised by Yale's tremendous power for finishing strongly that, in the absence of any Harvard game in which to measure the calibre of Yale's 1896 team, the general public believed that it would be a close match with Princeton. But Princeton not only won, but administered to Yale the most severe defeat her team had ever suffered in its history. It is true it did not equal the thrashing that Yale had administered to Princeton at Eastern Park when Captain Rhodes' team defeated the men from New Jersey 32 to 0; but it made

every one feel before the game was over how absolutely powerless the Yale eleven was before the mighty onslaughts of Princeton's interference. The final score was Princeton 24, Yale 6.

The season of 1897, therefore, opened for Yale with visions of a gigantic undertaking. The relations with Harvard were renewed, and a match was arranged with them to take place at Cambridge. Yale's eleven of the previous year was more than half gone, and, from memories of the Princeton game of 1896, it seemed well-nigh impossible to develop a new team to meet the veteran organization and wipe out that score of 24 to 6. But Yale went at it manfully; her material was most promising, but the progress was slow. Game after game went by without the development of that peculiar getting together so characteristic of good Yale teams. Brown nearly tied Yale; West Point did tie them, and in fact up to the last few minutes had the game won. Up to the game with the Chicago Athletic Association no one could hope for anything but defeat at the hands of both Harvard and Princeton. But by this time the needs of the Yale team had been carefully diagnosed, coaches had been set at every weak position, the general defence was carefully laid out, and in that game — the one mentioned above with Chicago — the team came up to something like its usual form. The next week was spent in the most tremendous effort to smooth out the rough places, and when the team went to Cambridge it was by no means an inferior team, although it was green and erratic. For the first few minutes of the game the men seemed to lose their heads, but after that steadied down and the final result was a tie. This gave the team just

the experience necessary to enable them to cope with Princeton; but as the organization from New Jersey was regarded as one of the most remarkable in the history of that university, the general outsider went up to New Haven expecting to see Yale annihilated. But the Princeton team had passed the point of their highest development, and, during the period intervening between their last important game and the day of the Yale match, had fallen off physically very much. Yale went in with dash and fire that was almost irresistible, and although Princeton more than held their own for a time, the strength of the Yale team gradually wore them down, overmatched their points of superior skill, and in the second half scored and won the game, 6 to 0. It was the most remarkable triumph of the Yale system ever displayed in her football history.

Yet upon the very heels of this followed a season of reverses. Yale carried over an especially strong body of men as candidates for positions behind the line, among them De Saulles, McBride, Dudley, Corwin, and Benjamin, all of whom had taken part in the final remarkable work of 1897 and were expected to furnish such evidence of improvement as should insure Yale the strongest back-field in the country for the season of 1898. But the forward line was materially weakened by losses, Cadwalader, Rodgers, Hall, and Hazen all being missed. Most of all, however, was felt the entire absence of graduate coaches until at the very end of the season, when they hurriedly assembled, but too late to be of service. The play of the team at the outset was fair behind the line, but lamentably loose in the forward. In fact, there was never a time when the backs

FOOTBALL ELEVEN OF 1897

Benjamin Brown McBride Cadwalader Corwin

Hazen Hall Rodgers (Capt.) Chamberlin Chadwick Dudley

De Saulles

could rely upon any assistance from the men before them, as the few good men were all the time obliged to help out the weaker portions of the line and had no spare strength to give the halves. This condition of affairs began after a time to result in injury and over-training or overworking of the men behind the line, and before the season was half over the goodly array of material for backs was fast becoming decimated. To crown the troubles of the team De Saulles, upon whom so much reliance had been placed, and whose play in 1897 had been so precious to Yale in emergencies, met with an incapacitating accident in the shape of a sprained ankle, which, in spite of time, refused to strengthen, and after an heroic attempt to play in the Princeton game he was laid up for the rest of the season. Although the conditions just previous to the first big match were reversed from those of the last year, Princeton only tying West Point and Yale defeating the same team, it was generally believed that Yale and Princeton were very evenly matched, especially as Princeton would have the advantage of home grounds. For all this the result was unexpected in the way it came about. Yale developed unhoped-for solidity of defence and an ability to pierce the Princeton line with short plunges, so that the play was early transferred to Princeton territory. While nearly at Princeton's goal and apparently masters of the situation, the Yale team, through one of the half-backs losing the ball after making his distance, were thrown into consternation by Poe, the Princeton end, seizing the ball and running entirely unopposed the length of the field, securing a touchdown which was easily converted into a goal. From that time on neither side scored, although Yale continued to exhibit individ-

ual weaknesses in catching kicks and in holding the ball. Princeton's offensive game was never strong enough to make an impression upon the Yale line, but her handling of the ball on punts was far superior. When the game ended there was great confusion of ideas as to what the outcome of the Harvard game would be. Outside the fumbling Yale was accredited with a decidedly better showing than her coaches had expected or had any fair reason to hope. Thus it happened that the majority of her adherents, especially those who had had no practical experience in the severe undertaking of teaching and perfecting a team in the kicking department, fell into the error of believing that Yale had an equal chance with Harvard in the coming contest. No team has ever yet been able in the last week of a season to develop a kicking game, or, in fact, in that short space of time to add very materially to their skill in that department of play. An eleven that has no special control over that branch before mid-season has never been able to effectively master it, and has usually been equally unable to meet such play by the opponents. The Yale team of 1898 only demonstrated this fact. There were times during the match with Harvard when Yale's running game was for a short period equal to that of Harvard. There were momentary spells of that stiff defence exhibited at Princeton, but never was there a time when Yale approached in any degree to Harvard's skill in the punting department. Her ends were not down in field on the ball, her kicks were neither long nor accurate, and in catching or running back of punts she was completely out-classed. The day opened most depressingly with a heavy rain, which continued to fall well into the afternoon. The Freshman match was

played out and won by Harvard in a perfect sea of mud and water. The crowd were not in the least daunted by the conditions, however, and assembled bravely for the big match of the afternoon. The field had been well treated, and while moist was by no means bad. Harvard quickly took the lead, and with the wind and aided by excellent concerted play forced Yale speedily into the position of defenders. Harvard's running game was, during the first fifteen minutes, the best she has ever exhibited; and although later in the match Yale improved in meeting that running she never stood a chance of meeting Harvard's kicking game, and the only wonder was that the score was not even larger. Towards the end traditional dogged pluck on the part of the wearers of the blue enabled her team to carry the ball down within trying distance for a field goal, but this was missed, and Yale's last hope of scoring disappeared. Yale exhibited at times considerable ability in united team action in the short runs, but there was a lamentable lack of individual skill in catching, kicking, and covering kicks. Harvard was phenomenally strong in each one of these particulars.

The result was so manifestly a logical one as to leave no ground for cavil, and in fact the congratulations extended to Harvard came from no sincerer source than from the Yale players themselves and the Yale body in general.

Football Championships.

Year.	Contestants.	Winner.	Remarks.
1876	Yale. Princeton. Harvard. Columbia.	Yale.	Yale not in Association, but defeated every member of it.
1877	Yale. Princeton.	Not awarded.	Yale not in Association. Yale made two touchdowns to Princeton's nothing; this, by the rules, a draw game.
1878	Yale. Princeton. Harvard.	Princeton.	Yale defeated Harvard this year by one goal to nothing.
1879	Yale. Princeton. Harvard. Columbia.	Not awarded.	Yale's game with Princeton and Harvard, by the rules, draw games. Princeton 5 safeties, Yale 2. Harvard 4 safeties, Yale 2.
1880	Yale. Princeton. Harvard. Columbia.	Not awarded.	Yale defeated Harvard by one goal and one touchdown to nothing. Draw game with Princeton.
1881	Yale. Princeton. Harvard. Columbia.	Yale.	Yale defeated Harvard by no safeties to four and tied Princeton, neither scoring, except Princeton made touchdown in goals.
1882	Yale. Princeton. Harvard. Columbia.	Yale.	Yale defeated Harvard by a goal and three touchdowns to nothing; and Princeton by two goals to one. Harvard defeated Princeton.
1883	Yale. Princeton. Harvard. Columbia.	Yale.	Yale rush line averaged 185 lbs.
1884	Yale. Princeton. Harvard. Wesleyan.	Not awarded.	Harvard beaten by four colleges this year. Yale defeated Princeton 6–4 in an unfinished game.
1885	Yale. Princeton. Wesleyan. Univ. of Penn.	Princeton.	Harvard kept out of football by her Faculty. Princeton defeated Yale 6 to 5.
1886	Yale. Princeton. Harvard. Wesleyan. Univ. of Penn.	Not awarded.	Yale defeated Princeton 4–0 in an unfinished game. Princeton 12, Harvard 0.
1887	Yale. Princeton. Harvard. Univ. of Penn. Wesleyan.	Yale.	Harvard defeated Princeton, 12–0. Audience of about 20,000 at Yale-Harvard game.
1888	Yale. Harvard. Princeton. Univ. of Penn. Wesleyan.	Yale.	Yale played thirteen games and ended the season without being scored against, and having made 690 points. Harvard forfeited to Yale.

Year.	Contestants.	Winner.	Remarks.
1889	Yale. Harvard. Princeton. Univ. of Penn. Wesleyan.	Princeton.	Harvard withdrew from the Association after being defeated by Princeton by a score of 41-15.
1890	Yale. Princeton. Univ. of Penn. Wesleyan.	Harvard.	Harvard defeated Yale on Nov. 22 by a score of 12 to 6, but not being a member of the Intercollegiate Association, the championship went to Yale, who had scored 168–0 in the three championship games.
1891	Yale. Princeton. Univ. of Penn. Wesleyan.	Yale.	Yale also defeated Harvard by a score of 10 to 0.
1892	Yale. Princeton. Univ. of Penn. Wesleyan.	Yale.	Yale also defeated Harvard 6 to 0.
1893	Yale. Princeton. Univ. of Penn. Wesleyan.	Princeton.	Wesleyan withdrew from the league after her first game, which was with Princeton.
1894	Yale. Harvard. Princeton.	Yale.	
1895	Yale. Princeton.	Yale.	In these years Pennsylvania met and defeated Harvard, but had no games with Yale or Princeton.
1896	Yale. Princeton.	Princeton.	
1897	Yale. Harvard. Princeton.	Yale.	
1898	Yale. Harvard. Princeton.	Harvard.	Princeton defeated Yale and Harvard defeated Yale and Pennsylvania.

Freshmen Intercollegiate Football Record.

Date.	Place.	Contestants.	Winner.	Score.
1876. Dec. 2.	Boston.	Yale '80. Harvard '80.	Harvard '80.	3 goals to 0.
1877. Nov. 17.	New Haven.	Yale '81. Harvard '81.	Harvard '81.	1 goal to 0.
Dec. 11.	Boston.	Yale '81. Harvard '81.	Harvard '81.	1 touchdown to 0.
1879. Nov. 22.	New Haven.	Yale '83. Harvard '83.	Yale '83.	2 touchdowns to 0.
Nov. 29.	Cambridge.	Yale '83. Harvard '83.	Yale '83.	1 goal, 3 touchdowns to 0.
1880. Nov. 17.	Springfield.	Yale '84. Harvard '84.	Yale '84.	3 goals, 1 touchdown to 0.
1881. Nov. 12.	Springfield.	Yale '85. Amherst '85.	Yale '85.	Amherst 4 safeties.
1882. Nov. 11.	Middletown.	Yale '86. Wesleyan '85.	Wesleyan '85.	1 touchdown to 0.
Dec. 2.	Cambridge.	Yale '86. Harvard '86.	Tie game.	6–6
1883. Nov. 29.	Cambridge.	Yale '87. Harvard '87.	Tie game.	5–5
1884. Oct. 22.	Hartford.	Yale '88. Amherst '88.	Yale '88.	58–0
Nov. 5.	New Haven.	Yale '88. Wesleyan '88	Yale '88.	8–2
1886. Nov. 27.	Cambridge.	Yale '90. Harvard '90.	Harvard '90.	22–4
1887. Nov. 26.	New Haven.	Yale '91. Harvard '91.	Harvard '91.	6–2
1888. Dec. 1.	Cambridge.	Yale '92. Harvard '92.	Harvard '92.	36–4
1889 Dec. 1.	New Haven.	Yale '93. Harvard '93.	Harvard '93.	35–12
1890. Nov. 29.	Cambridge.	Yale '94. Harvard '94.	Harvard '94.	14–4
1891. Nov. 28.	New Haven.	Yale '95. Harvard '95.	Yale '95.	24–0
1892. Nov. 26.	Cambridge.	Yale '96. Harvard '96.	Tie game.	6–6
1893. Dec. 4.	New Haven.	Yale '97. Harvard '97.	Yale '97.	30–4
1894. Dec. 1.	Cambridge.	Yale '98. Harvard '98.	Harvard '98.	12–6
1895. Nov. 27.	New Haven.	Yale '99. Princeton '99.	Yale '99.	16–6
1896. Nov. 25.	Princeton.	Yale 1900. Princeton 1900.	Princeton 1900.	14–4
1897. Nov. 13.	New Haven.	Yale 1901. Princeton 1901.	Yale 1901.	10–0
Nov. 20.	Cambridge.	Yale 1901. Harvard 1901.	Harvard 1901.	34–0
1898. Nov. 19.	New Haven.	Yale 1902. Harvard 1902.	Harvard.	6–0

Yale University Football Games.

Date.	Teams.		Goals.	Touch-downs.
1872.				
Nov. 10.	Yale *vs.* Columbia	(twenties)	3–0	. .
1873.				
Oct. 25.	" *vs.* Rutgers	"	3–1	. .
	" *vs.* Princeton	"	0–3	. .
1874.				
Nov. 18.	" *vs.* Rutgers	"	6–0	. .
" 21.	" *vs.* Columbia	"	5–1	. .
Dec. 5.	" *vs.* "	"	6–1	. .
1875.				
Nov. 6.	" *vs.* Rutgers	"	4–1	. .
Nov. 13.	" *vs.* Harvard	(fifteens)	0–4	0–2
Nov. 16.	" *vs.* Wesleyan	(twenties)	6–0	. .
Dec. 4.	" *vs.* Columbia	"	2–3	. .
1876.*				
Nov. 18.	" *vs.* Harvard	(elevens)	1–0	0–2
Nov. 30.	" *vs.* Princeton	"	2–0	. .
Dec. 9.	" *vs.* Columbia	"	2–0	5–1
1877.*				
Nov. 3.	" *vs.* Tufts	"	1–0	4–0
" 21.	" *vs.* Trinity	"	7–0	11–0
" 24.	" *vs.* Stevens Institute	"	13–0	17–0
Dec. 8.	" *vs.* Princeton	(fifteens)	Draw.	(2–0)
1878.				
Nov. 2.	" *vs.* Amherst	"	2–0	. .
" 9.	" *vs.* Trinity	"	2–0	. .
" 13.	" *vs.* "	"	3–0	. .
" 23.	" *vs.* Harvard	"	1–0	. .
" 28.	" *vs.* Princeton	"	0–1	. .

Date.	Teams.		Goals.	Touch-downs.	Safe-ties.
1879.					
Nov. 1.	Yale *vs.* Univ. of Pennsylvania .	(fifteens)	3–0	5–0	. .
" 8.	" *vs.* Harvard	"	. .	. .	2–4
" 15.	" *vs.* Rutgers	"	5–0	3–0	. .
" 22.	" *vs.* Columbia	"	2–0	3–0	. .
" 27.	" *vs.* Princeton	"	. .	. .	2–5

* In these years only goals counted.

Date.	Teams.		Goals.	Touch-downs.	Safe-ties.
1880.					
Nov. 10.	Yale *vs.* Columbia	(elevens)	13–0	5–0	. .
" 13.	" *vs.* Brown	"	8–0	5–0	1–11
" 17.	" *vs.* Univ. of Pennsylvania .	"	8–0	1–0	. .
" 20.	" *vs.* Harvard	"	1–0	1–0	2–9
" 25.	" *vs.* Princeton	"	. .	. .	5–11
1881.					
Oct. 29.	" *vs.* Amherst	"	2–0	4–0	. .
Nov. 2.	" *vs.* Univ. of Michigan . .	"	2–0	. .	. .
" 5.	" *vs.* Amherst	"	4–0	8–0	. .
" 12.	" *vs.* Harvard	"	. .	. .	0–4
" 16.	" *vs.* Columbia	"	1–0	. .	. .
" 24.	" *vs.* Princeton	"	. .	. .	. .
1882.					
Oct. 7.	" *vs.* Wesleyan	"	9–0	. .	. .
" 21.	" *vs.* Rutgers	"	9–0	3–0	0–3
" 28.	" *vs.* Rutgers	"	5–0	1–1	. .
Nov. 4.	" *vs.* Inst. of Technology . .	"	6–0	2–0	. .
" 8.	" *vs.* Amherst	"	9–0	1–0	. .
" 18.	" *vs.* Columbia	"	11–0	5–0	. .
" 25.	" *vs.* Harvard	"	1–0	3–0	0–2
" 30.	" *vs.* Princeton	"	2–1	. .	1–1

Date.	Teams.	Goals from Field.	Goals from Touchdowns.	Touchdowns.	Safeties.	Points.
1883.						
Sept. 26.	Yale *vs.* Wesleyan	3–0	6–0	3–0	0–3	60–0
" 29.	" *vs.* "	4–0	10–0	3–0	0–4	90–0
Oct. 7.	" *vs.* Stevens Institute . .	1–0	5–0	5–0	0–3	48–0
Nov. 6.	" *vs.* Rutgers	5–0	9–0	6–0	0–7	98–0
" 17.	" *vs.* Columbia	4–0	11–0	2–0	0–3	93–0
" 21.	" *vs.* Univ. of Michigan .	2–0	8–0	2–0	0–2	64–0
" 24.	" *vs.* Princeton	. .	1–0	. .	. .	6–0
" 29.	" *vs.* Harvard	2–0	2–0	0–1	0–1	23–2
1884.						
Oct. 1.	" *vs.* Wesleyan	3–0	1–0	2–0	0–1	31–0
" 11.	" *vs.* Stevens Institute . .	2–0	12–0	3–0	0–1	96–0
" 18.	" *vs.* Wesleyan	5–0	3–0	5–0	. .	63–0
" 22.	" *vs.* Rutgers	. .	11–1	2–1	0–1	76–10
" 25.	" *vs.* Dartmouth	1–0	14–0	4–0	0–4	113–0
Nov. 5.	" *vs.* Wesleyan	. .	5–0	3–0	0–2	46–0

Date.	Teams.	Goals from Field.	Goals from Touchdowns.	Touchdowns.	Safeties.	Points.
Nov. 22.	Yale *vs.* Harvard	. .	6–0	4–0	. .	52–0
" 28.	" *vs.* Princeton	. .	1–0	0–1	. .	6–4
1885.						
Oct. 10.	" *vs.* Stevens Institute . .	3–0	4–0	4–0	. .	55–0
" 14.	" *vs.* Wesleyan	. .	1–0	3–0	. .	18–0
" 28.	" *vs.* "	5–0	4–0	4–0	0–3	71–0
" 31.	" *vs.* Inst. of Technology .	3–0	4–0	2–0	0–2	51–0
Nov. 14.	" *vs.* Univ. of Pennsylvania	3–1	1–0	7–0	0–2	53–5
" 21.	" *vs.* Princeton	1–0	0–1	. .	.	5–6
" 25.	" *vs.* Wesleyan	3–0	7–0	1–0	. .	61–0
1886.						
Oct. 6.	" *vs.* Wesleyan	1–0	8–0	5–0	0–1	75–0
" 9.	" *vs.* "	. .	9–0	2–0	. .	62–0
" 16.	" *vs.* Inst. of Technology .	. .	13–0	3–0	0–3	96–0
" 20.	" *vs.* Stevens Institute . .	2–0	5–0	3–0	0–1	54–0
" 23.	" *vs.* Williams	. .	8–0	6–0	0–2	76–0
" 30.	" *vs.* Wesleyan	. .	22–0	1–0	. .	136–0
Nov. 13.	" *vs.* Univ. of Pennsylvania	1–0	7–0	7–0	. .	75–0
" 20.	" *vs.* Harvard	1–0	4–0	0–1	. .	29–4
" 25.	" *vs.* Princeton	. .	. .	1–0	. .	4–0
1887.						
Oct. 6.	" *vs.* Wesleyan	. .	3–0	4–0	0–2	38–0
" 15.	" *vs.* "	. .	15–0	3–0	0–2	106–0
" 22.	" *vs.* Williams	. .	9–0	5–0	. .	74–0
" 29.	" *vs.* Univ. of Pennsylvania	. .	6–0	3–0	0–1	50–0
Nov. 5.	" *vs.* Rutgers	. .	12–0	. .	0–1	74–0
" 12.	" *vs.* Wesleyan	. .	10–0	3–1	0–1	74–4
" 19.	" *vs.* Princeton	. .	2–0	. .	. .	12–0
" 24.	" *vs.* Harvard	1–0	2–1	. .	1–0	17–8
1888.						
Sept. 30.	" *vs.* Wesleyan	. .	. .	. .	. .	76–0
Oct. 6.	" *vs.* Rutgers	1–0	6–0	6–0	. .	65–0
" 13.	" *vs.* Univ. of Pennsylvania	. .	5–0	. .	0–2	34–0
" 16.	" *vs.* Wesleyan	. .	5–0	4–0	. .	46–0
" 19.	" *vs.* Amherst	1–0	3–0	4–0	. .	39–0
" 20.	" *vs.* Williams	. .	4–0	1–0	0–1	30–0
" 24.	" *vs.* Inst. of Technology .	. .	6–0	8–0	. .	68–0
" 27.	" *vs.* Stevens Institute . .	1–0	9–0	2–0	0–1	69–0
Nov. 3.	" *vs.* Univ. of Pennsylvania	. .	6–0	5–0	0–1	58–0
" 6.	" *vs.* Crescent A. C. . .	. .	. .	. .	. .	28–0
" 10.	" *vs.* Amherst	. .	8–0	5–0	0–1	70–0
" 17.	" *vs.* Wesleyan	1–0	11–0	8–0	0–1	105–0
" 24.	" *vs.* Princeton	2–0	. .	. .	. .	10–0
1889.						
Sept. 28.	" *vs.* Wesleyan	. .	4–0	3–0	0–1	38–0

Date.	Teams.	Goals from Field.	Goals from Touchdowns.	Touchdowns.	Safeties.	Points.
Oct. 9.	Yale *vs.* Wesleyan	1–1	8–0	2–0	0–1	50–6
" 12.	" *vs.* Williams	. .	3–0	4–0	0–1	36–3
" 16.	" *vs.* Cornell	. .	6–1	6–0	. .	60–6
" 19.	" *vs.* Amherst	. .	5–0	3–0	. .	42–0
" 24.	" *vs.* Trinity	. .	6–0	7–0	. .	64–0
" 26.	" *vs.* Columbia	. .	7–0	5–0	. .	62–0
" 30.	" *vs.* Univ. of Pennsylvania	. .	0–1	5–1	0–1	22–10
" 31.	" *vs.* Stevens Institute . .	. .	5–0	. .	. .	30–0
Nov. 5.	" *vs.* Crescent A. C.. . .	. .	2–0	1–0	0–1	18–0
" 9.	" *vs.* Cornell	. .	9–0	4–0	. .	70–0
" 12.	" *vs.* Amherst	. .	4–0	2–0	. .	32–0
" 13.	" *vs.* Williams	. .	9–0	4–0	. .	70–0
" 16.	" *vs.* Wesleyan	. .	6–0	4–0	. .	52–0
" 23.	" *vs.* Harvard	. .	1–0	. .	. .	6–0
" 28.	" *vs.* Princeton	. .	0–1	0–1	. .	0–10
1890.						
Oct. 1.	" *vs.* Wesleyan	. .	. .	2–0	. .	8–0
" 4.	" *vs.* Crescent A. C.. . .	. .	3–1	. .	. .	18–6
" 8.	" *vs.* Wesleyan	. .	2–0	5–0	0–1	34–0
" 11.	" *vs.* Lehigh	. .	3–0	2–0	. .	26–0
" 15.	" *vs.* Trinity	. .	4–0	4–0	. .	40–0
" 18.	" *vs.* Orange A. C. . . .	. .	1–0	2–0	0–1	16–0
" 22.	" *vs.* Williams	. .	4–0	3–0	. .	36–0
" 25.	" *vs.* Amherst	. .	1–0	1–0	0–1	12–0
Nov. 1.	" *vs.* Wesleyan	. .	5–0	11–0	0–1	76–0
" 4.	" *vs.* Crescent A. C.. . .	. .	8–0	1–0	. .	52–0
" 8.	" *vs.* Rutgers	. .	7–0	7–0	. .	70–0
" 15.	" *vs.* Univ. of Pennsylvania	. .	4–0	9–0	. .	60–0
" 22.	" *vs.* Harvard	. .	1–2	. .	. .	6–12
" 27.	" *vs.* Princeton	. .	4–0	2–0	. .	32–0
1891.						
Sept. 30.	" *vs.* Wesleyan	. .	2–0	4–0	. .	28–0
Oct. 3.	" *vs.* Crescent A. C. . .	. .	3–0	2–0	. .	26–0
" 7.	" *vs.* Trinity	. .	4–0	3–0	. .	36–0
" 10.	" *vs.* Williams	. .	7–0	1–0	. .	46–0
" 14.	" *vs.* Stagg's Team . . .	. .	3–0	2–0	0–1	28–0
" 24.	" *vs.* Orange A. C. . . .	. .	2–0	6–0	. .	36–0
" 31.	" *vs.* Lehigh	. .	3–0	5–0	. .	38–0
Nov. 3.	" *vs.* Crescent A. C.. . .	. .	9–0	4–0	. .	70–0
" 7.	" *vs.* Wesleyan	. .	8–0	7–0	. .	76–0
" 11.	" *vs.* Amherst	1–0	1–0	4–0	. .	27–0
" 14.	" *vs.* Univ. of Pennsylvania	. .	6–0	3–0	. .	48–0
" 21.	" *vs.* Harvard	. .	1–0	1–0	. .	10–0
" 26.	" *vs.* Princeton	1–0	1–0	2–0	. .	19–0

Date.	Teams.	Goals from Field.	Goals from Touchdowns.	Touchdowns.	Safeties.	Points.
1892.						
Oct. 5.	Yale *vs.* Wesleyan	. .	1–0	. .	. .	6–0
" 8.	" *vs.* Crescent A. C. . . .	. .	4–0	1–0	. .	28–0
" 12.	" *vs.* Williams	. .	3–0	3–0	0–1	32–0
" 15.	" *vs.* Manhattan A. C. . .	. .	3–0	1–0	. .	22–0
" 19.	" *vs.* Amherst	1–0	2–0	3–0	. .	29–0
" 22.	" *vs.* Orange A. C. . . .	. .	7–0	4–0	. .	58–0
" 26.	" *vs.* Springfield Y. M. C. A.	. .	5–0	5–0	. .	50–0
" 29.	" *vs.* Tufts	. .	4–0	5–0	. .	44–0
Nov. 5.	" *vs.* Wesleyan	. .	10–0	3–0	. .	72–0
" 8.	" *vs.* New York A. C. . .	. .	4–0	6–0	. .	48–0
" 12.	" *vs.* Univ. of Pennsylvania	. .	4–0	1–0	. .	28–0
" 19.	" *vs.* Harvard	. .	1–0	. .	. .	6–0
" 24.	" *vs.* Princeton	. .	2–0	. .	. .	12–0
1893.						
Oct. 4.	" *vs.* Brown	. .	1–0	3–0	. .	18–0
" 7.	" *vs.* Crescent A. C. . .	. .	. .	. .	. .	16–0
" 14.	" *vs.* Dartmouth	. .	4–0	1–0	. .	28–0
" 18.	" *vs.* Amherst	. .	7–0	1–0	. .	46–0
" 21.	" *vs.* Orange A. C. . . .	. .	7–0	2–0	. .	50–0
" 25.	" *vs.* Williams	. .	13–0	1–0	. .	82–0
" 28.	" *vs.* West Point	. .	4–0	1–0	. .	28–0
Nov. 7.	" *vs.* New York A. C. . .	. .	5–0	3–0	. .	42–0
" 11.	" *vs.* Univ. of Pennsylvania	. .	1–1	2–0	. .	14–6
" 25.	" *vs.* Harvard	. .	1–0	. .	. .	6–0
" 30.	" *vs.* Princeton	. .	0–1	. .	. .	0–6
1894.						
Sept. 30.	" *vs.* Trinity	. .	3–0	6–0	. .	42–0
Oct. 3.	" *vs.* Brown	. .	4–0	1–0	. .	28–0
" 7.	" *vs.* Crescent A. C. . . .	. .	1–0	1–0	. .	10–0
" 10.	" *vs.* Williams	1–0	1–0	3–1	. .	23–4
" 15.	" *vs.* Lehigh	. .	5–0	1–0	. .	34–0
" 17.	" *vs.* Dartmouth	2–0	3–0	1–0	0–2	34–0
" 20.	" *vs.* Orange A. C. . . .	. .	4–0	. .	. .	24–0
" 24.	" *vs.* Boston A. A. . . .	1–0	3–0	. .	. .	23–0
" 28.	" *vs.* West Point	0–1	2–0	. .	. .	12–5
Nov. 3.	" *vs.* Brown	. .	2–0	. .	. .	12–0
" 7.	" *vs.* Tufts	1–0	7–0	5–0	. .	67–0
" 10.	" *vs.* Lehigh	. .	7–0	2–0	. .	50–0
" 14.	" *vs.* Chicago A. C. . . .	2–0	6–0	. .	0–1	38–0
" 24.	" *vs.* Harvard	. .	2–0	0–1	. .	12–4
Dec. 1.	" *vs.* Princeton	. .	4–0	. .	. .	24–0
1895.						
Sept. 28.	" *vs.* Trinity	. .	. .	2–0	. .	8–0
Oct. 2.	" *vs.* Brown	. .	. .	1–0	. .	4–0
" 5.	" *vs.* Union	. .	3–0	2–0	. .	26–0

Date.	Teams.	Goals from Field.	Goals from Touchdowns.	Touchdowns.	Safeties.	Points.
1895.						
Oct. 9.	Yale *vs.* Amherst	. .	4–0	3–0	. .	36–0
" 12.	" *vs.* Crescent A. C.	. .	. .	2–0	1–0	8–2
" 16.	" *vs.* Dartmouth	. .	3–0	2–0	. .	26–0
" 19.	" *vs.* Orange A. C.	. .	2–2	3–0	. .	24–12
" 23.	" *vs.* Williams	. .	7–0	3–0	. .	54–0
" 26.	" *vs.* Boston A. A.	. .	. .	. .	. .	0–0
" 30.	" *vs.* Dartmouth	. .	2–0	5–0	. .	32–0
Nov. 2.	" *vs.* West Point	. .	3–0	2–2	0–1	28–8
" 6.	" *vs.* Carlisle School	. .	3–0	. .	. .	18–0
" 9.	" *vs.* Brown	. .	1–1	. .	. .	6–6
" 16.	" *vs.* Orange A. C.	. .	2–0	3–0	0–1	26–0
" 23.	" *vs.* Princeton	. .	2–1	2–1	. .	20–10
1896.						
Sept. 26.	" *vs.* Trinity	. .	1–0	. .	. .	6–0
" 30.	" *vs.* Amherst	. .	2–0	. .	. .	12–0
Oct. 7.	" *vs.* Brown	. .	3–0	. .	. .	18–0
" 10.	" *vs.* Orange A. C.	. .	. .	3–0	. .	12–0
" 14.	" *vs.* Williams	. .	3–0	1–0	. .	22–0
" 17.	" *vs.* Dartmouth	. .	5–0	3–0	. .	42–0
" 21.	" *vs.* Wesleyan	. .	2–0	1–0	. .	16–0
" 24.	" *vs.* Carlisle School	. .	2–1	. .	. .	12–6
" 28.	" *vs.* Elizabeth A. C.	. .	2–1	. .	. .	12–6
" 31.	" *vs.* West Point	. .	1–0	2–0	1–1	16–2
Nov. 3.	" *vs.* Boston A. A.	. .	1–0	1–0	. .	10–0
" 7.	" *vs.* Brown	. .	1–1	3–0	. .	18–6
" 14.	" *vs.* New Jersey A. C.	. .	2–0	1–0	. .	16–0
" 21.	" *vs.* Princeton	. .	1–2	0–3	. .	6–24
1897.						
Sept. 29.	" *vs.* Trinity	. .	1–0	1–0	. .	10–0
Oct. 2.	" *vs.* Wesleyan	. .	5–0	. .	. .	30–0
" 6.	" *vs.* Amherst	. .	3–0	. .	. .	18–0
" 9.	" *vs.* Williams	. .	4–0	2–0	. .	32–0
" 16.	" *vs.* Newton A. C.	. .	1–0	1–0	. .	10–0
" 20.	" *vs.* Brown	. .	3–1	0–2	. .	18–14
" 23.	" *vs.* Carlisle School	0–1	4–0	0–1	. .	24–9
" 30.	" *vs.* West Point	. .	1–1	. .	. .	6–6
Nov. 6.	" *vs.* Chicago A. C.	. .	2–1	1–0	. .	16–6
" 13.	" *vs.* Harvard	. .	. .	. .	. .	0–0
" 20.	" *vs.* Princeton	. .	1–0	. .	. .	6–0

Date.	Teams.	Goals from Field.	Goals from Touchdowns.	Touchdowns.	Safeties.	Points.
1898.						
Sept. 24.	Yale *vs.* Trinity	. .	3–0	3–1	. .	18–0
Oct. 1.	" *vs.* Wesleyan	. .	. .	1–0	. .	5–0
" 5.	" *vs.* Amherst	. .	4–0	6–0	. .	34–0
" 8.	" *vs.* Williams	. .	3–0	4–0	. .	23–0
" 15.	" *vs.* Newton A. C.	. .	1–0	1–0	. .	6–0
" 19.	" *vs.* Brown	. .	2–1	4–1	. .	22–6
" 22.	" *vs.* Carlisle School . .	0–1	3–0	3–0	. .	18–5
" 29.	" *vs.* West Point	. .	. .	2–0	. .	10–0
Nov. 5.	" *vs.* Chicago A. C. . . .	1–0	. .	1–0	. .	10–0
" 12.	" *vs.* Princeton	. .	0–1	0–1	. .	0–6
" 19.	" *vs.* Harvard	. .	0–2	0–3	. .	0–17

Yale University Football Men.

1872.

W. F. McCook, C. S. Hemingway, E. S. Miller, S. L. Boyce, L. W. Irwin, J. P. Peters, H. A. Strong, '73; W. S. Halstead, R. H. Platt, P. A. Porter, R. W. Kelly, J. L. Scudder, J. A. R. Dunning, H. Scudder, H. D. Bristol, T. T. Sherman, '74; H. A. Oaks, C. H. Avery, W. H. Hotchkiss, '75; R. D. A. Parrott, '74 S.; (D. S. Schaff, '73, *Acting Captain*).

1873.

C. Deming, '72; J. P. Peters, '73; W. S. Halstead (*Capt.*), H. D. Bristol, J. L. Scudder, T. T. Sherman, G. M. Gunn, C. D. Waterman, E. D. Robbins, W. E. D. Stokes, L. Melick, W. O. Henderson, C. E. Humphrey, G. V. Bushnell, J. A. R. Dunning, P. A. Porter, '74; W. H. Hotchkiss, F. L. Grinnell, H. J. McBirney, '75; E. V. Baker, '77.

1874.

C. Deming, '72; J. P. Peters, '73; H. D. Bristol, '74; H. J. McBirney (*Capt.*), C. H. Avery, C. W. Cochran, W. S. Fulton, F. L. Grinnell, C. Maxwell, F. T. McClintock, '75; W. Arnold, A. H. Ely, M. H. Phelps, D. Trumbull, F. W. Vaille, W. J. Wakeman, F. N. Wright, '76; E. V. Baker, '77; W. L. R. Wurts, '78; W. C. Hall, '75 S.

1875.

J. P. Peters, '73; W. Arnold (*Capt.*), W. J. Wakeman, D. Trumbull, C. Johnston, F. N. Wright, M. H. Phelps, F. W. Vaille, '76; E. V. Baker, G. T. Elliott, '77; W. L. R. Wurts, E. W. Smith, '78; O. D. Thompson, G. D. Munson, '79; D. R. Alden, '76 S.; (E. D. Robbins, G. V. Bushnell, '74; B. B. Seeley, '76; F. W. Davis, '77; T. E. Rochfort, '79, *on the twenty, not on the fifteen*).

1876.

Forwards. — G. H. Clark, '80; W. H. Taylor, '78; C. C. Camp, '77; W. V. Downer, '78; N. U. Walker, '77. *Halfbacks.* — W. C. Camp, '80; W. D. Hatch, '79; O. D. Thompson, '79. *Backs.* — W. L. R. Wurts, '78; W. T. Bigelow, '77; E. V. Baker, '77 (*Capt.*).

1877.

Forwards. — W. V. Downer, '78; B. B. Lamb, '81; J. S. Harding, '80; W. L. R. Wurts, '78. *Halfbacks.* — W. C. Camp, '80; G. H. Clark, '80; O. D. Thompson, '79; F. W. Brown, '78 S. *Backs.* — W. J. Wakeman, M. S.; D. Trumbull, L. S.; E. V. Baker, '77 (*Capt.*).

1878.

Forwards. — J. V. Farwell, '79; L. K. Hull, '82; H. Ives, '81; J. S. Harding, '80; B. B. Lamb, '81; J. Moorhead, '79 S.; F. M. Eaton, '82. *Halfbacks.* — F. W. Brown, P. G.; W. A. Peters, '80; O. D. Thompson, '79; R. W. Watson, '81 S.; W. C. Camp, '80 (*Capt.*). *Backs.* — W. J. Wakeman, M. S.; W. K. Nixon, '81; W. I. Badger, '82.

1879.

Forwards. — F. M. Eaton, '82; J. S. Harding, '80; L. K. Hull, '82; B. B. Lamb, '81; H. H. Knapp, '82; J. Moorhead, '79 S.; F. Remington, C. S. Beck, '83. *Halfbacks.* — W. I. Badger, '82; W. C. Camp, '80 (*Capt.*); G. H. Clark, '80; W. A. Peters, '80; R. W. Watson, '81 S. *Backs.* — W. K. Nixon, '81; C. W. Lyman, '82.

1880.

Rushers. — P. C. Fuller, '81; C. S. Beck, '83; L. K. Hull, '83; J. S. Harding, '80; B. B. Lamb, '81; C. B. Storrs, '82; F. M. Eaton, '82. *Quarterback.* — W. I. Badger, '82. *Halfbacks.* — R. W. Watson, '81 S. (*Capt.*); W. C. Camp, '80. *Back.* — B. W. Bacon, '81.

1881.

Rushers. — H. H. Knapp, '82; R. Tompkins, '84; L. K. Hull, '83; B. B. Lamb, '81; C. B. Storrs, F. M. Eaton, '82 (*Capt.*); C. S. Beck, '83. *Quarterback.* — W. I. Badger, '82. *Halfbacks.* — E. L. Richards, Jr., '85; W. Terry, '85. *Back.* — B. W. Bacon, T. S.

1882.

Rushers. — L. K. Hull, '83; H. H. Knapp, L. S.; R. Tompkins, '84 (*Capt.*); A. L. Farwell, '84; F. G. Peters, '86; W. H. Hyndman, '84; C. S. Beck, '83. *Quarterback.* — H. B. Twombly, '84. *Halfbacks.* — E. L. Richards, Jr., '85; W. Terry, '85. *Back.* — B. W. Bacon, T. S.

1883.

Rushers. — R. Tompkins, '84 (*Capt.*); L. K. Hull, L. S.; W. H. Hyndman, '84; S. R. Bertron, '85; F. G. Peters, '86; H. H. Knapp, L. S.; A. L. Farwell, '84. *Quarterback.* — H. B. Twombly, '84. *Halfbacks.* — E. L. Richards, Jr., '85; W. Terry, '85. *Back.* — B. W. Bacon, T. S.

1884.

Rushers. — W. N. Goodwin, '88; L. F. Robinson, '85; A. B. Coxe, '87; F. G. Peters, '86; H. R. Flanders, '85; S. R. Bertron, '85; F. W. Wallace, '88. *Quarterback.* — T. L. Bayne, '87. *Halfbacks.* — E. L. Richards, Jr., '85 (*Capt.*); W. Terry, '85. *Back.* — M. H. Marlin, '86 S.

1885.

Rushers. — F. W. Wallace, '88; G. R. Carter, '88 S.; A. C. Lux, '88; F. G. Peters, '86 (*Capt.*); G. W. Woodruff, '89; H. L. Hamlin, '87 S.; R. N. Corwin, '87. *Quarterback.* — H. Beecher, '88. *Halfbacks.* — G. A. Watkinson, '89; W. T. Bull, '88 S. *Back.* — E. L. Burke, '87.

1886.

Rushers. — R. N. Corwin, '87 (*Capt.*); G. R. Carter, '88 S.; G. W. Woodruff, '89; W. H. Corbin, '89; T. W. Buchanan, '89; C. O. Gill, '89; F. W. Wallace, '88. *Quarterback.* — H. Beecher, '88. *Halfbacks.* — G. A. Watkinson, '89; S. B. Morison, '90. *Back.* — W. T. Bull, '88 S.

1887.

Rushers. — F. W. Wallace, '89; C. O. Gill, '89; G. R. Carter, '88 S.; W. H. Corbin, '89; G. W. Woodruff, '89; S. M. Cross, '88; F. C. Pratt, '88 S. *Quarterback.* — H. Beecher, '88 (*Capt.*). *Halfbacks.* — W. P. Graves, '91; W. C. Wurtenburg, '89 S. *Back.* — W. T. Bull, '88 S.

1888.

Rushers. — F. W. Wallace, '89; W. C. Rhodes, '91; W. W. Heffelfinger, '91 S.; G. W. Woodruff, '89; C. O. Gill, '89; A. A. Stagg, P. G.; W. H. Corbin, '89 (*Capt.*). *Quarterback.* — W. C. Wurtenburg, '89 S. *Halfbacks.* — W. P. Graves, '91; T. L. McClung, '92. *Fullback.* — W. T. Bull, P. G.

1889.

Rushers. — J. A. Hartwell, P. G.; C. O. Gill, T. S. (*Capt.*); W. W. Heffelfinger, '91 S.; A. A. Stagg, T. S.; W. C. Rhodes, '91; A. B. Newell, '90; B. Hanson, '90. *Quarterback* — W. C. Wurtenburg, M. S. *Halfbacks.* — T. L. McClung, '92; S. B. Morison, '91. *Fullback.* — H. McBride, '90 S.

1890.

Rushers. — J. A. Hartwell, M. S.; B. L. Crosby, '92; A. H. Wallis, '93; W. M. Lewis, M. S.; W. C. Rhodes, '91 (*Capt.*); W. W. Heffelfinger, '91 S.; S. N. Morison, '92. *Quarterback.* — F. E. Barbour, '92 S. *Halfbacks.* — H. L. Williams, '91; P. W. Harvey, '91; T. L. McClung, '92; L. T. Bliss, '93 S. *Fullback.* — S. B. Morison, '91.

1891.

Rushers. — J. A. Hartwell, M. S.; F. A. Hinkey, '95; A. H. Wallis, '93; G. F. Sanford, '95; W. C. Winter, '93 S.; W. W. Heffelfinger, '91 S.; S. N. Morison, '92. *Quarterback.* — F. E. Barbour, '92 S. *Halfbacks.* — T. L. McClung, '92 (*Capt.*); L. T. Bliss, '93 S. *Fullback.* V. C. McCormick, '93 S.

1892.

Rushers. — J. C. Greenway, '95 S.; F. A. Hinkey, '95; A. H. Wallis, '93; J. A. McCrea, '95 S.; W. C. Winter, '93 S.; W. O. Hickok, '95 S.; P. T. Stillman, '95 S. *Quarterback.* — V. C. McCormick, '93 S. (*Capt.*). *Halfbacks.* — C. D. Bliss, '93; H. S. Graves, L. S.; L. T. Bliss, '93. *Fullback.* — F. S. Butterworth, '95.

1893.

Rushers. — J. C. Greenway, '95 S.; F. A. Hinkey, '95 (*Capt.*); A. M. Beard, '95; J. A. McCrea, '95 S.; F. T. Murphy, '97; W. O. Hickok, '95 S.; P. T. Stillman, '95 S. *Quarterback.* — G. T. Adee, '95. *Halfbacks.* — S. B. Thorne, '96; R. Armstrong, '95 S.; E. H. Hart, '95 S. *Fullback.* — F. S. Butterworth, '95.

1894.

Rushers. — A. M. Beard, '95; F. A. Hinkey, '95 (*Capt.*); L. M. Bass, '97; J. A. McCrea, '95 S.; P. T. Stillman, '95 S.; W. O. Hickok, '95 S.; F. T. Murphy, '97; C. Chadwick, '97; L. Hinkey, '97. *Quarterback.* — G. T. Adee, '95. *Halfbacks.* — S. B. Thorne, '96; R. Armstrong, '95 S.; H. W. Letton, '97 S.; A. N. Jerrems, '96 S. *Fullback.* — F. S. Butterworth, '95.

1895.

Rushers. — L. Hinkey, '97; F. T. Murphy, '97; C. Chadwick, '97; H. P. Cross, '96; W. R. Cross, '96; J. O. Rodgers, '98; L. M. Bass, '97. *Quarterback.* — C. M. Fincke, '97. *Halfbacks.* — S. B. Thorne, '96 (*Capt.*); C. Dewitt, '96. *Fullback.* — A. N. Jerrems, '96 S.

1896.

Rushers. — W. B. Conner, '99; F. T. Murphy, '97 (*Capt.*); A. H. Durston, '99 S.; L. Murray, '97 S.; J. O. Rodgers, '98; C. Chadwick, '97; L. M. Bass, '97; B. C. Chamberlin, '97 S. *Quarterback.* — C. M. Fincke, '97. *Halfbacks.* — A. H. Hine, M. S.; H. F. Benjamin, '98 S.; P. D. Mills, '97 S.; L. H. Van Every, '97 S. *Fullback.* — L. Hinkey, '97.

1897.

Rushers. — J. J. Hazen, '98; J. O. Rodgers, '98 (*Capt.*); C. Chadwick, L. S.; G. L. Cadwalader, 1901; F. G. Brown, 1901; B. C. Chamberlin, P. G.; J. A. Hall, P. G. *Quarterback.* — C. A. H. de Saulles, '99 S. *Halfbacks.* — H. F. Benjamin, '98 S.; A. F. Corwin, '99 S.; C. T. Dudley, 1900 S. *Fullback.* — M. L. McBride, 1900.

1898.

Rushers. — G. W. Hubbell, Jr., 1900; G. S. Stillman, 1901; F. G. Brown, Jr., 1901; G. B. Cutten, T. S.; E. E. Marshall, '99 S.; B. C. Chamberlin, P. G. (*Capt.*); E. M. Eddy, '99 S.; S. L. Coy, 1901; R. J. Schweppe, 1900. *Quarterbacks.* — M. U. Ely, L. S.; C. A. H. de Saulles, '99 S. *Halfbacks.* — A. H. Durston, '99 S.; H. F. Benjamin, P. G.; C. T. Dudley, 1900 S.; R. Townshend, 1900 S.; A. F. Corwin, '99 S.; A. B. Marvin, '99. *Fullback.* — M. L. McBride, 1900.

CHAPTER IV.

BASEBALL.

THE history of baseball at Yale extends back to the times when the aggregate scores made by two nines might be anywhere from fifty to a hundred. In fact, in 1859, it was pretty difficult to keep room on the scoring paper to mark down all the runs made. In 1865, when the first intercollegiate game was played, Yale defeated Wesleyan by a score of 39 to 13, and in that same year, in a game between Yale and Waterbury, Yale made fifty-two runs to Waterbury's thirty. In 1867, Yale played a game with Columbia, defeating that nine 46 to 12. In that same year, Yale played some outside nines and made a very creditable record, Hooker's pitching, at that time as well as the following year, being worthy of special comment.

In 1868, Yale for the first time met Harvard in baseball, and was beaten by a score of 25 to 17. McCutcheon, Yale's short stop, at that time did a great deal for baseball; and not long ago he sent the writer the original copy of the first constitution of the baseball association. It was hardly more than a subscription paper, but had some well known names upon it. In this year, also, Yale played Princeton for the first time, defeating them by a score of 30 to 23. From that date on, Yale's baseball history for several years was a record of attempts to defeat Harvard, resulting invariably in failure. Yale played some good outside

games, and in many instances it seemed as though it were possible for Yale to win the Harvard series, but not until 1874 was she successful. In that year the baseball contests between these two old rivals were held at Saratoga during race week, and, thanks to the work of Charles Hammond Avery, Yale at last turned the tables against Harvard, winning both games, the first 4 to 0, and the second 7 to 4. Avery's pitching was phenomenal, and Harvard was unable to master it. In the following year, 1875, Avery was captain of the nine, and in spite of the fact that in the second game with Harvard he was unable to pitch or even play on account of a lame shoulder, he was still able to see his nine win two straight games from Harvard. He pitched in the first game, but in the second was incapacitated. The value of this man to Yale's baseball interests can hardly be overestimated.

But from 1875 up to 1880 the old story began again. Yale might win one game, or, if the series were best three out of five, Yale might win two games, but she seemed unable to last it out, and Harvard's succession of victories began to look overwhelming. In 1879, it was thought that Yale would surely avoid the overconfidence of the previous year, and make good her claims over Harvard. In the first game Yale won easily by a score of 11 to 5. Harvard won the second game 2 to 0. Yale won the third game 9 to 5, but five days later, in Providence, after securing what looked like a commanding lead in the first inning, was finally beaten 9 to 4. In 1880, however, the tables were finally turned, and Yale won the series.

Late in the year 1879, the first intercollegiate baseball association was formed. The colleges taking part

in this convention were Harvard, Princeton, Brown, Dartmouth, and Yale. At the meeting of organization, however, the point was brought up as to whether anyone should be eligible for a nine who had previously played on a professional nine. One of the colleges represented had a battery which had thus forfeited its amateur standing. The refusal of the association to take certain definite action on this matter led to the withdrawal of Yale, but in the following year she applied for admission and was taken into the association. In spite of the fact that Yale was not a member of the association in the baseball season of 1880, it was in that year that she made her most remarkable baseball record, and at last turned the tide of defeat by Harvard to one of glorious victory. The first game of the series was played in New Haven, where the Yale nine, although without the services of Captain Hutchison, who was ill at his home in Norwich, overwhelmingly defeated the Harvard nine, making twenty-one base hits, with a total of thirty-three, and winning the game by a score of 21 to 4. The following game, played at Cambridge, was however a close one, Yale winning by a score of 2 to 1. The game at New Haven which followed was a victory for Harvard, neither nine doing any striking batting; score 3 to 1. At this point the croakers began to predict the usual result — Yale winning the first two games and Harvard the next three; but this time they were mistaken, for in the final game of the season, played in Cambridge, Yale shut out her rivals, and won by a score of 3 to 0.

This entire year was remarkable in Yale baseball annals. As mentioned above, Yale's captain was taken ill with rheumatism previous to the first Har-

vard game, and in fact previous to the first Princeton game, which was scheduled for May 12th at Princeton. When the nine were leaving for Princeton a telegram was received, telling them not to come as the game would be postponed. No definite reason was given for this, and the Yale nine started. They were met in New York by the Princeton management with the statement that as their pitcher was laid up the game would have to be postponed. Yale felt that, being without the services of her captain, she perhaps might have asked a postponement, but had certainly not felt justified in doing this, and the result of the conference finally was the journeying of the Yale nine to Princeton, where the umpire, Princeton refusing to play, gave the game to Yale, 9 to 0. There was considerable hard feeling exhibited, and Princeton was accused of being afraid to play. Some went so far as to say that they did not believe the Princeton nine would come to New Haven for the return game on account of the fear of defeat. Princeton did come, however, and on the 9th of June Yale defeated them 8 to 1.

Yale thus defeated the winners of the association championship, for Princeton won the first place in the association. There is little doubt that Yale's nine during this year of 1880 was stronger in proportion to the abilities of most of the nines of the country than at any other period in her history. In that year she beat the league champions, and, out of thirteen games played with professional nines, won eleven.

From this time on, for a number of years, Yale's success in baseball became phenomenal. In 1881, Yale won the association championship, winning seven out of ten games, losing to Harvard at Cambridge, but

winning from Harvard at New Haven. This defeat at Cambridge was attributed to the fact that Yale was without a pitcher upon that occasion, Lamb being laid up. Yale was also defeated by Dartmouth at Springfield in a rather remarkable game. Lamb, who had not recovered the use of his arm, attempted to pitch, and in the first inning was hit by the heavy Dartmouth batters to the extent of some half a dozen runs. He was then replaced by Hutchison, whom Dartmouth proved unable to hit, and Yale crept up on her rivals, but not enough to tie the score, the final result being 6 to 3 in Dartmouth's favor. In 1882, Yale again won the championship of the association, although she lost her first game to Harvard in New Haven. In 1883, Yale once more won the championship, defeating Harvard this time three games in succession, then playing an unfinished game with Harvard in New York, where the score stood 2 to 1 in favor of Yale when the game was called, and finally playing a fifth game with Harvard in Philadelphia, and defeating them 23 to 9. This was the first time that Yale had had an opportunity to really even scores with Harvard for some of the old defeats, and the management evidently enjoyed taking Harvard to various places throughout the country, and demonstrating Yale's baseball supremacy. In 1884, Yale once more won the association championship, besides winning a final game with Harvard in Brooklyn by a score of 4 to 2. Harvard won the first game at Cambridge, and Yale the second game at New Haven. In the third game at Cambridge, Harvard, however, overwhelmingly defeated Yale 17 to 4. Yale evened up matters at New Haven three days later by winning a game 6 to 2, and the last game played at Brooklyn

was therefore full of excitement. The Yale pitcher, Odell, finally, by his excellent work, enabled Yale to win by a score of 4 to 2.

The tables were turned against Yale, however, in 1885, when Harvard, with several of her players of the previous year, and under the captaincy of Winslow, who had gone through his experience of defeat, and had then persistently worked to secure a good nine, won all the games of the championship series, not only against Yale but the other colleges in the association. In 1886, Yale retrieved her fallen fortunes, and won the championship, losing but two of the games in that series. Yale was, however, defeated by Columbia in a single game at New Haven that year. In 1887, Yale once more demonstrated her superiority to the other colleges in the league, which by this time had been reduced to a membership of three, by winning seven out of eight games played. Dartmouth had dropped out the year before, owing to the attitude of Harvard and Princeton, and after the series of 1886 the dropping of Brown and Amherst was practically effected by the formation of a new association, consisting of Harvard, Princeton, and Yale. In 1888, Yale took the championship for another year, Stagg and Dann carrying on the strong work that they had put up the previous year. Yale lost the second game to Harvard, and the first game to Princeton, but eventually won the championship, and also evened up matters with Columbia by winning two games from them. In 1889, the Yale nine, under Captain Noyes, won the championship once more, taking at the same time four victories from Harvard, two at New Haven and two at Cambridge. Princeton defeated Yale one game, but lost

BASEBALL NINE OF 1888

Dalzell Heyworth Walker Dann Stagg Osborn Hunt Calhoun McConkey
McBride Noyes McClintock

the other three. The following year, Harvard having withdrawn from the triangular league of 1890, Yale had two series, one with Princeton and one with Harvard.

There never was a year in which the baseball games between the colleges were so interesting and thrilling as this one of 1890, ten years from the time when Yale made her most remarkable record against professionals. This year Yale's first game was with Princeton at New Haven, and after a most thrilling contest Yale won by a score of 3 to 2. On the 17th of May, two weeks later, Yale played Harvard at New Haven, defeating them 8 to 0. On the 24th of the same month, however, Yale went to Princeton and was beaten in a close game, by a score of 1 to 0. A week later Harvard defeated Yale by a single score, 9 to 8, at Cambridge. On the 16th of June Yale met Princeton for the deciding game at New York. After a most remarkable contest the game was stopped by the rain, each side having scored eight runs. The tie was played off two days later, at Brooklyn, in a game in which the varying fortunes of baseball were never more forcibly illustrated, and when Yale finally won by a score of 6 to 5 it was almost impossible for the spectators to rise from their seats, so exhausted were they by the excitement of the contest. Three days later Yale journeyed to Cambridge and lost another most remarkable game by a score of 4 to 3. Three days after Yale defeated Harvard at New Haven 7 to 1. This left a tie to be played off with Harvard, and the game took place at Springfield on the 28th, Yale winning by a single run. The outside games in this year were less interesting, Yale defeating the University of Pennsylvania,

Brown, Columbia, but losing games to Amherst and Brown.

The following year an attempt was made to arrange a satisfactory series of games between the three colleges, Harvard, Princeton, and Yale. After a good deal of correspondence, the three captains met and arranged such a series; but the whole plan was upset later by the refusal of the Harvard Athletic Committee to permit the arrangement made by Captain Dean to stand. This finally gave rise to so much feeling that no game was played between Harvard and Yale that year. Princeton, however, defeated Yale two games out of three, Yale winning most of her outside games decisively. In 1892, separate series were arranged with Princeton and Harvard. Yale won the first two games against Princeton and lost the third. Harvard won one game and Yale one game in the Yale-Harvard series, each winning the home game, but no third game was played owing to their failure to agree. Yale played a series of three games with the University of Pennsylvania, losing one and winning two. Yale also played two games with Brown, winning the first and losing the second. In this year Yale was defeated by the University of Michigan 3 to 2, and also by Holy Cross. During the few years there had been a resurrection of some of the old hostility between Yale and Harvard; but matters soon reached a better adjustment, everybody feeling how foolish it was to have such quarrels as led to an unsettled series with Harvard because the two could not agree upon a third game.

After the dissolution of the Intercollegiate Baseball Association, and some desultory attempts made to form a permanent triangular league, Harvard's with-

BASEBALL NINE OF 1891

Murphy Jackson Case Beale
McClung Poole Bowers Cushing Matthews
Kedzie Calhoun (Capt.) Bliss

BASEBALL NINE OF 1895

Wilcox Carter Speer Harris
Stevenson J. Quinby Fincke Rustin (Capt.) Trudeau Redington
Keator Greenway S. Quinby

drawal from associations finally resulted in Yale arranging separate series with both Harvard and Princeton. As has already been shown, this was not brought about without some friction. It was considered unfair at New Haven to ask Yale to play separate series with each unless her two rivals met one another. However, the adjustment was finally reached, although, as above mentioned, at the expense of a series with Harvard in 1891. In 1892, the first game was played at Cambridge, Harvard shutting Yale out, but Yale winning the next game 4 to 3, as stated elsewhere. In 1894, Yale won the game at Cambridge 5 to 1, and the game at New Haven 2 to 0. In 1895, Yale also won at Cambridge 7 to 4, and at New Haven 5 to 0. The following year, owing to the rupture of relations with Harvard, no series was played. In 1897, Harvard won both games, the first 7 to 5, and the second 10 to 8. In 1894, Yale defeated Princeton at New Haven 5 to 3, and in New York 9 to 5, but was defeated by Princeton at Princeton 4 to 2. In 1895, Yale won both her Princeton games, but by extremely close margins, the first 1 to 0, and the second 9 to 8. In 1896, however, Princeton took revenge, shutting out Yale in two games in Princeton, the first 13 to 0, the second 5 to 0; while Yale managed to get one game in New Haven 7 to 5, and eventually the game in New York 8 to 4. In 1897, Yale won the first game in New Haven 10 to 9, but lost the second at Princeton, as well as the final one at New Haven. In 1898, Yale's baseball fortunes seemed to be rejuvenated, for, in spite of a most decided slump in playing at mid-season, the New Haven nine finally won both the series. The games were especially interesting, requiring three with each to

settle the series, Yale defeating Harvard at New Haven and New York, but losing at Cambridge; while with Princeton, Yale lost the home game, winning the one at Princeton and the final at New York. Captain Greenway's pitching was most instrumental in Yale's success, for although suffering with a lame arm he went in and pitched his way to victory.

BASEBALL NINE OF 1898

Wallace Kiefer Fearey Hall Robson Sullivan
Hazen De Saulles Greenwav (Capt.) Wear Wadsworth
Eddv Chauncey Bronson Hecker Camp

Yale University Baseball Games.

Date.	Contestants.	Place.	Score.
1865			
Sept. 30	Yale *vs.* Wesleyan . . .	New Haven . .	39–13
1867			
Oct. 19	Yale *vs.* Columbia . . .	New Haven . .	46–12
1868			
June 25	Yale *vs.* Princeton . . .	New Haven . .	30–23
July 25	Yale *vs.* Harvard	Worcester . . .	17–25
1869			
June 28	Yale *vs.* Williams	New Haven . .	26–8
July 5	Yale *vs.* Harvard	Brooklyn . . .	24–41
1870			
July 4	Yale *vs.* Harvard	New Haven . .	22–24
" 6	Yale *vs.* Princeton . . .	New Haven . .	12–49
1871			
July 5	Yale *vs.* Harvard	New Haven . .	19–22
1872			
June 1	Yale *vs.* Harvard	New Haven . .	13–32
" 8	Yale *vs.* Harvard	Boston	17–19
1873			
May 10	Yale *vs.* Princeton . . .	Princeton . . .	9–2
" 21	Yale *vs.* Princeton . . .	New Haven . .	9–10
" 24	Yale *vs.* Harvard	New Haven . .	15–16
" 31	Yale *vs.* Harvard	Cambridge . . .	5–29
Oct. 15	Yale *vs.* Princeton . . .	Princeton . . .	4–18
1874			
June 29	Yale *vs.* Princeton . . .	Hartford . . .	16–1
July 7	Yale *vs.* Princeton . . .	New York . . .	11–3
" 14	Yale *vs.* Harvard	Saratoga . . .	4–0
" 15	Yale *vs.* Harvard	Saratoga . . .	7–4
1875			
May 26	Yale *vs.* Princeton . . .	Princeton . . .	14–4
" 29	Yale *vs.* Princeton . . .	New Haven . .	0–3
June 25	Yale *vs.* Amherst	Amherst . . .	5–3
" 26	Yale *vs.* Harvard	Boston	9–4
" 28	Yale *vs.* Harvard	New Haven . .	11–4
. . .	Yale *vs.* Princeton . . .	(Forfeited) . . .	9–0
1876			
May 17	Yale *vs.* Trinity	New Haven . .	9–4
" 20	Yale *vs.* Princeton . . .	Princeton . . .	12–9
" 27	Yale *vs.* Brown	Providence . .	13–5
June 3	Yale *vs.* Harvard	Cambridge . .	3–4
" 6	Yale *vs.* Princeton . . .	New Haven . .	13–3
" 26	Yale *vs.* Harvard	New Haven . .	7–6
July 1	Yale *vs.* Harvard	Hartford . . .	1–5
1877			
May 19	Yale *vs.* Amherst	Amherst . . .	9–4
" 23	Yale *vs.* Princeton . . .	Princeton . . .	6–4

Date.	Contestants.	Place.	Score.
1877			
May 26	Yale *vs.* Harvard	New Haven . .	5–0
June 2	Yale *vs.* Trinity	Hartford . . .	5–0
" 9	Yale *vs.* Princeton . . .	New Haven . .	8–0
" 15	Yale *vs.* Amherst	New Haven . .	4–5
" 22	Yale *vs.* Harvard	Cambridge . .	1–10
" 25	Yale *vs.* Trinity	New Haven . .	17–1
" 27	Yale *vs.* Amherst	Hartford . . .	24–8
" 30	Yale *vs.* Harvard	Hartford . . .	2–5
1878			
April 17	Yale *vs.* Trinity	Hartford . . .	6–1
" 27	Yale *vs.* Wesleyan . . .	New Haven . .	10–1
May 15	Yale *vs.* Princeton . . .	Princeton . . .	4–5
" 18	Yale *vs.* Harvard	New Haven . .	4–3
" 22	Yale *vs.* Trinity	New Haven . .	25–0
" 25	Yale *vs.* Harvard	Cambridge . .	11–5
June 4	Yale *vs.* Amherst	New Haven . .	10–0
" 5	Yale *vs.* Princeton . . .	New Haven . .	10–2
" 21	Yale *vs.* Princeton . . .	New York . . .	10–3
" 24	Yale *vs.* Harvard	New Haven . .	3–11
" 26	Yale *vs.* Harvard	Cambridge . .	2–9
" 29	Yale *vs.* Harvard	Hartford . . .	3–16
1879			
May 3	Yale *vs.* Princeton . . .	Princeton . . .	13–8
" 10	Yale *vs.* Harvard	New Haven . .	11–5
" 17	Yale *vs.* Harvard	Cambridge . .	0–2
" 24	Yale *vs.* Amherst	Amherst . . .	15–1
" 30	Yale *vs.* Brown	New Haven . .	2–0
" 31	Yale *vs.* Princeton . . .	New Haven . .	3–0
June 9	Yale *vs.* Brown	Providence . .	2–3
" 21	Yale *vs.* Amherst	New Haven . .	10–4
" 23	Yale *vs.* Harvard	New Haven . .	9–5
" 25	Yale *vs.* Harvard	Cambridge . .	3–7
. . . . .	Yale *vs.* Brown	(Forfeited) . .	9–0
" 28	Yale *vs.* Harvard	Providence . .	4–9
1880			
May 12	Yale *vs.* Princeton . . .	(Forfeited) . .	9–0
" 15	Yale *vs.* Harvard	New Haven . .	21–4
" 22	Yale *vs.* Amherst	Amherst . . .	8–0
" 29	Yale *vs.* Harvard	Cambridge . .	2–1
June 5	Yale *vs.* Amherst	New Haven . .	14–3
" 9	Yale *vs.* Princeton . . .	New Haven . .	8–1
" 28	Yale *vs.* Harvard	New Haven . .	1–3
" 30	Yale *vs.* Harvard	Cambridge . .	3–0
1881			
May 7	Yale *vs.* Princeton . . .	New Haven . .	6–5
" 14	Yale *vs.* Harvard	Cambridge . .	9–14
" 21	Yale *vs.* Dartmouth . . .	Springfield . .	3–6
" 25	Yale *vs.* Brown	New Haven . .	19–4

Date.	Contestants.	Place.	Score.
1881			
May 28	Yale *vs.* Harvard	New Haven . .	8–5
" 30	Yale *vs.* Brown	New Haven . .	5–2
June 1	Yale *vs.* Princeton . . .	Princeton . . .	6–7
" 8	Yale *vs.* Dartmouth . . .	New Haven . .	15–5
" 17	Yale *vs.* Amherst	New Haven . .	19–9
" 25	Yale *vs.* Amherst	New Haven . .	6–3
1882			
May 10	Yale *vs.* Brown	New Haven . .	4–2
" 23	Yale *vs.* Brown	Providence . .	8–9
" 24	Yale *vs.* Amherst	New Haven . .	13–1
" 27	Yale *vs.* Harvard	New Haven . .	7–10
" 30	Yale *vs.* Princeton . . .	New York . . .	15–8
June 3	Yale *vs.* Dartmouth . . .	New Haven . .	5–4
" 6	Yale *vs.* Dartmouth . . .	New York . . .	8–3
" 10	Yale *vs.* Rutgers	New Haven . .	12–2
" 22	Yale *vs.* Harvard	Cambridge . .	5–4
" 24	Yale *vs.* Princeton . . .	New York . . .	7–8
" 27	Yale *vs.* Princeton . . .	New York . . .	9–5
" 28	Yale *vs.* Amherst	New Haven . .	21–8
1883			
May 5	Yale *vs.* Amherst	New Haven . .	3–1
" 12	Yale *vs.* Harvard	New Haven . .	3–0
" 19	Yale *vs.* Brown	Providence . .	6–4
" 26	Yale *vs.* Harvard	Cambridge . .	5–1
" 30	Yale *vs.* Princeton . . .	New York . . .	5–4
June 2	Yale *vs.* Brown	New Haven . .	8–0
" 13	Yale *vs.* Amherst	Amherst . . .	4–2
" 20	Yale *vs.* Harvard	Cambridge . .	4–1
" 23	Yale *vs.* Princeton . . .	New York . . .	2–3
" 26	Yale *vs.* Harvard	New Haven . .	1–0
July 3	Yale *vs.* Harvard	New York . . .	2–1
" 4	Yale *vs.* Harvard	Philadelphia . .	23–9
1884			
May 3	Yale *vs.* Brown	Providence . .	8–3
" 10	Yale *vs.* Harvard	Cambridge . .	8–1
" 14	Yale *vs.* Dartmouth . . .	New Haven . .	6–2
" 17	Yale *vs.* Harvard	New Haven . .	7–8
" 24	Yale *vs.* Amherst	Amherst . . .	17–4
" 30	Yale *vs.* Princeton . . .	New York . . .	10–3
June 2	Yale *vs.* Dartmouth . . .	New Haven . .	12–11
" 5	Yale *vs.* Amherst	New Haven . .	4–3
" 17	Yale *vs.* Brown	New Haven . .	9–6
" 19	Yale *vs.* Princeton . . .	New York . . .	9–0
" 21	Yale *vs.* Harvard	Cambridge . .	4–17
" 24	Yale *vs.* Harvard	New Haven . .	6–2
" 27	Yale *vs.* Harvard	Brooklyn . . .	4–2
1885			
May 9	Yale *vs.* Princeton . . .	New Haven . .	5–3

Date.	Contestants.	Place.	Score.
1885			
May 13	Yale *vs.* Brown	New Haven . .	11–9
" 16	Yale *vs.* Harvard	New Haven . .	4–12
" 20	Yale *vs.* Trinity	New Haven . .	20–7
" 22	Yale *vs.* Dartmouth . . .	New Haven . .	15–6
" 27	Yale *vs.* Amherst	Amherst . . .	10–9
" 30	Yale *vs.* Williams . . .	New Haven . .	13–4
June 3	Yale *vs.* Brown	Providence . .	8–4
" 6	Yale *vs.* Princeton	Princeton . . .	5–11
" 10	Yale *vs.* Dartmouth . . .	New Haven . .	5–3
" 13	Yale *vs.* Amherst	New Haven . .	14–2
" 20	Yale *vs.* Harvard	Cambridge . .	2–16
" 23	Yale *vs.* Princeton . . .	New Haven . .	13–15
1886			
April 27	Yale *vs.* Univ. of Penn. . .	Philadelphia . .	13–3
May 1	Yale *vs.* Williams	Williamstown .	11–3
" 12	Yale *vs.* Brown	New Haven . .	6–1
" 19	Yale *vs.* Columbia . . .	New Haven . .	1–3
" 22	Yale *vs.* Amherst	Amherst . . .	4–5
" 29	Yale *vs.* Harvard	Cambridge . .	2–14
" 31	Yale *vs.* Williams	New Haven . .	10–3
June 2	Yale *vs.* Princeton . . .	Princeton . . .	9–8
" 5	Yale *vs.* Princeton . . .	New Haven . .	12–2
" 9	Yale *vs.* Amherst	New Haven . .	9–5
" 12	Yale *vs.* Brown	Providence . .	7–0
" 19	Yale *vs.* Harvard	New Haven . .	6–5
" 26	Yale *vs.* Harvard	Cambridge . .	1–5
" 29	Yale *vs.* Harvard	New Haven . .	9–10
July 3	Yale *vs.* Harvard	Hartford . . .	7–1
1887			
April 30	Yale *vs.* Princeton . . .	Princeton . . .	2–1
May 10	Yale *vs.* Trinity	New Haven . .	9–1
" 14	Yale *vs.* Harvard	New Haven . .	14–2
" 17	Yale *vs.* Cornell	New Haven . .	9–1
" 21	Yale *vs.* Columbia . . .	Staten Island . .	20–1
June 4	Yale *vs.* Princeton . . .	New Haven . .	15–0
" 8	Yale *vs.* Harvard	Cambridge . .	5–7
" 11	Yale *vs.* Princeton . . .	Princeton . . .	9–3
" 17	Yale *vs.* Princeton . . .	New Haven . .	9–6
" 18	Yale *vs.* Princeton . . .	New Haven . .	10–4
" 25	Yale *vs.* Harvard	Cambridge . .	5–4
" 28	Yale *vs.* Harvard	New Haven . .	6–3

Date.	Contestants.	Score.
1888		
April 25	Yale *vs.* Amherst	7–4
" 28	Yale *vs.* Princeton	5–6
May 5	Yale *vs.* Princeton	10–4
" 12	Yale *vs.* Williams	6–1
" 15	Yale *vs.* Amherst	5–4
" 16	Yale *vs.* Holy Cross	5–6
" 19	Yale *vs.* Harvard	7–1
" 23	Yale *vs.* Columbia	5–1
" 26	Yale *vs.* Princeton	7–3
" 30	Yale *vs.* Columbia	6–0
June 2	Yale *vs.* Williams	9–4
" 5	Yale *vs.* Princeton	9–1
" 7	Yale *vs.* Univ. of Penn. . .	16–6
" 9	Yale *vs.* Harvard	3–7
" 16	Yale *vs.* Princeton	15–5
" 23	Yale *vs.* Harvard	8–0
" 26	Yale *vs.* Harvard	5–3
1889		
April 9	Yale *vs.* Tufts	9–3
" 11	Yale *vs.* Trinity	23–2
" 18	Yale *vs.* Univ. of Penn. . .	9–8
" 20	Yale *vs.* Univ. of Penn. . .	6–5
May 8	Yale *vs.* Princeton	11–14
" 11	Yale *vs.* Amherst	4–5
" 18	Yale *vs.* Princeton	12–9
" 22	Yale *vs.* Princeton	13–1
" 25	Yale *vs.* Harvard	15–3
June 4	Yale *vs.* Univ. of Penn. . .	24–0
" 12	Yale *vs.* Lafayette	13–3
" 15	Yale *vs.* Princeton	6–5
" 20	Yale *vs.* Harvard	5–4
" 22	Yale *vs.* Harvard	7–5
" 25	Yale *vs.* Harvard	8–4
1890		
April 9	Yale *vs.* Univ. of Penn. . .	6–5
" 15	Yale *vs.* Holy Cross	23–0
" 20	Yale *vs.* Amherst	6–8
" 30	Yale *vs.* Williams	5–2
May 3	Yale *vs.* Princeton	3–2
" 7	Yale *vs.* Columbia	12–3
" 17	Yale *vs.* Harvard	8–0
" 24	Yale *vs.* Princeton	0–1
" 31	Yale *vs.* Harvard	8–9
June 16	Yale *vs.* Princeton	8–8
" 18	Yale *vs.* Princeton	6–5
" 21	Yale *vs.* Harvard	3–4
" 24	Yale *vs.* Harvard	7–1
" 28	Yale *vs.* Harvard	4–3

Date.	Contestants.	Score.
1891		
April 14	Yale *vs.* Williams	2–9
" 15	Yale *vs.* Williams	6–4
" 20	Yale *vs.* Columbia	16–2
" 25	Yale *vs.* Lehigh	13–3
May 2	Yale *vs.* Williams	13–0
" 9	Yale *vs.* Brown	7–6
" 13	Yale *vs.* Brown	11–7
" 18	Yale *vs.* Trinity	7–14
" 23	Yale *vs.* Princeton	4–1
" 20	Yale *vs.* Univ. of Michigan .	2–0
" 27	Yale *vs.* Amherst	6–3
" 30	Yale *vs.* Univ. of Penn. . .	6–2
June 3	Yale *vs.* Amherst	7–1
" 6	Yale *vs.* Princeton	3–5
" 9	Yale *vs.* Univ. of Penn. . .	7–11
" 13	Yale *vs.* Princeton	2–5
" 16	Yale *vs.* Univ. of Vermont .	5–3
" 17	Yale *vs.* Brown	4–5
" 23	Yale *vs.* Univ. of Penn. . .	8–5
1892		
April 12	Yale *vs.* Williams	17–3
" 14	Yale *vs.* Fordham	8–5
" 16	Yale *vs.* Univ. of Penn. . .	2–6
" 18	Yale *vs.* Univ. of Penn. . .	6–4
" 30	Yale *vs.* Williams	9–8
May 2	Yale *vs.* Brown	2–0
" 4	Yale *vs.* Holy Cross	6–11
" 5	Yale *vs.* Cornell	5–1
" 7	Yale *vs.* Amherst	8–12
" 9	Yale *vs.* Holy Cross	6–7
" 14	Yale *vs.* Amherst	9–4
" 16	Yale *vs.* Brown	2–7
" 23	Yale *vs.* Princeton	1–0
" 26	Yale *vs.* Univ. of Michigan .	2–3
June 4	Yale *vs.* Wesleyan	9–0
" 6	Yale *vs.* Univ. of Penn. . .	5–1
" 11	Yale *vs.* Princeton	3–1
" 18	Yale *vs.* Princeton	2–12
" 23	Yale *vs.* Harvard	0–5
" 28	Yale *vs.* Harvard	4–3
1893		
Mar. 30	Yale *vs.* Univ. of Penn. . .	6–11
" 31	Yale *vs.* Washington Y.M.C.A.	13–8
April 1	Yale *vs.* Univ. of Virginia .	14–8
" 3	Yale *vs.* Univ. of Virginia .	11–4
" 4	Yale *vs.* Johns Hopkins . .	7–7
" 5	Yale *vs.* Univ. of Penn. . .	8–7
" 10	Yale *vs.* Boston	5–8

Date.	Contestants.	Score.
1893		
April 14	Yale *vs.* Dartmouth	7–0
" 17	Yale *vs.* New York	4–10
" 19	Yale *vs.* N. Y. A. C. . . .	4–6
" 22	Yale *vs.* Brooklyn	6–13
" 26	Yale *vs.* New York	0–9
" 29	Yale *vs.* Williams	10–0
May 2	Yale *vs.* Brown	7–0
" 6	Yale *vs.* Univ. of Penn. . .	5–4
" 8	Yale *vs.* Wesleyan	2–4
" 10	Yale *vs.* Brown	0–2
" 13	Yale *vs.* Orange A. C. . . .	13–6
" 15	Yale *vs.* Amherst	6–3
" 20	Yale *vs.* Princeton	5–1
" 23	Yale *vs.* Wesleyan	3–2
" 30	Yale *vs.* Orange A. C. . . .	16–9
" 31	Yale *vs.* Andover	2–0
June 3	Yale *vs.* Amherst	1–5
" 7	Yale *vs.* Andover	6–2
" 10	Yale *vs.* Princeton	2–0
" 13	Yale *vs.* Univ. of Vermont .	3–4
" 17	Yale *vs.* Princeton	14–7
" 24	Yale *vs.* Harvard	2–3
" 27	Yale *vs.* Harvard	3–0
July 1	Yale *vs.* Harvard	4–6
1894		
Mar. 22	Yale *vs.* Washington Y.M.C.A.	2–6
" 23	Yale *vs.* Univ. of N. Carolina	7–4
" 24	Yale *vs.* Univ. of Virginia .	28–4
" 26	Yale *vs.* Univ. of Virginia .	13–11
" 27	Yale *vs.* Georgetown . . .	2–14
" 28	Yale *vs.* Annapolis	3–4
April 2	Yale *vs.* Williams	9–6
" 6	Yale *vs.* Boston	5–3
" 7	Yale *vs.* Boston	4–4
" 14	Yale *vs.* Brooklyn	4–3
" 18	Yale *vs.* Wesleyan	8–7
" 21	Yale *vs.* Brown	3–2
" 26	Yale *vs.* Columbia	5–3
May 2	Yale *vs.* Amherst	4–0
" 5	Yale *vs.* Brown	4–2
" 9	Yale *vs.* Wesleyan	13–12
" 12	Yale *vs.* Univ. of Penn. . .	18–28
" 16	Yale *vs.* Amherst	7–1
" 21	Yale *vs.* Princeton	5–3
" 23	Yale *vs.* S. I. A. C.	3–1
" 26	Yale *vs.* Orange A. C. . . .	6–0
" 28	Yale *vs.* Georgetown . . .	4–3
" 30	Yale *vs.* Brown	4–1

Date.	Contestants.	Score.
1894		
May 31	Yale *vs.* Andover	5–3
June 4	Yale *vs.* Univ. of Penn. . .	13–5
" 9	Yale *vs.* Princeton	2–4
" 16	Yale *vs.* Princeton	9–5
" 21	Yale *vs.* Harvard	5–1
" 26	Yale *vs.* Harvard	2–0
1895		
Mar. 30	Yale *vs.* Trinity	14–2
April 3	Yale *vs.* Murray Hill . . .	19–1
" 6	Yale *vs.* New York	5–7
" 10	Yale *vs.* New York Univ. . .	14–0
" 11	Yale *vs.* Georgetown . . .	5–20
" 12	Yale *vs.* Norfolk	7–6
" 13	Yale *vs.* Univ. of Virginia . .	16–9
" 15	Yale *vs.* Univ. of Virginia . .	6–3
" 16	Yale *vs.* Baltimore	2–17
" 17	Yale *vs.* New York	0–17
" 20	Yale *vs.* Williams	14–4
" 24	Yale *vs.* Toronto	4–6
" 27	Yale *vs.* Brown	9–8
May 1	Yale *vs.* Wesleyan	11–5
" 3	Yale *vs.* Andover	9–1
" 4	Yale *vs.* Brown	3–2
" 7	Yale *vs.* Lafayette	10–1
" 11	Yale *vs.* Edgewood	12–2
" 13	Yale *vs.* Amherst	12–2
" 15	Yale *vs.* Amherst	1–2
" 18	Yale *vs.* Princeton	1–0
" 22	Yale *vs.* Oritani Field Club .	11–12
" 25	Yale *vs.* Orange A. C. . . .	4–6
" 30	Yale *vs.* Brown	3–12
June 1	Yale *vs.* Holy Cross	11–3
" 8	Yale *vs.* Princeton	9–8
" 15	Yale *vs.* Williams	9–2
" 20	Yale *vs.* Harvard	7–4
" 25	Yale *vs.* Harvard	5–0
1896		
April 2	Yale *vs.* Hampton	32–5
" 4	Yale *vs.* Univ. of Virginia . .	12–4
" 6	Yale *vs.* Univ. of Virginia . .	8–7
" 7	Yale *vs.* Univ. of N. Carolina	4–8
" 8	Yale *vs.* Georgetown . . .	16–12
" 11	Yale *vs.* Wesleyan	11–7
" 14	Yale *vs.* New York	0–4
" 18	Yale *vs.* Williams	4–5
" 25	Yale *vs.* Brown	6–9
" 28	Yale *vs.* Amherst	13–0
May 1	Yale *vs.* Andover	5–3

Date.	Contestants.	Score.
1896		
May 2	Yale *vs.* Brown	1–6
" 6	Yale *vs.* Lafayette	11–6
" 9	Yale *vs.* Orange A. C. . . .	9–11
" 11	Yale *vs.* Wesleyan	8–4
" 13	Yale *vs.* Graduates	15–3
" 18	Yale *vs.* Princeton	0–13
" 20	Yale *vs.* Oritani Field Club .	6–2
" 23	Yale *vs.* Princeton	7–5
" 27	Yale *vs.* Univ. of Chicago . .	20–5
" 30	Yale *vs.* Brown	4–6
June 3	Yale *vs.* Univ. of Vermont .	19–7
" 6	Yale *vs.* Princeton	0–5
" 13	Yale *vs.* Princeton	8–4
" 23	Yale *vs.* Princeton	3–4
1897		
April 3	Yale *vs.* Johns Hopkins . .	28–0
" 7	Yale *vs.* Wesleyan	3–4
" 10	Yale *vs.* New York	3–11
" 14	Yale *vs.* Manhattan	9–8
" 15	Yale *vs.* Georgetown . . .	8–7
" 16	Yale *vs.* Hampton	10–4
" 17	Yale *vs.* Univ. of Virginia . .	5–12
" 19	Yale *vs.* Univ. of Virginia . .	15–12
" 20	Yale *vs.* Univ. of N. Carolina	19–15
" 24	Yale *vs.* Williams	10–1
" 28	Yale *vs.* Amherst	9–2
May 1	Yale *vs.* Brown	6–2
" 5	Yale *vs.* Lafayette	8–11
" 8	Yale *vs.* Wesleyan	10–3
" 11	Yale *vs.* Univ. of Virginia . .	5–4
" 14	Yale *vs.* Andover	7–6
" 15	Yale *vs.* Brown	6–5
" 19	Yale *vs.* Amherst	15–2
" 22	Yale *vs.* Orange A. C. . . .	5–4
" 26	Yale *vs.* Lehigh	22–3
" 29	Yale *vs.* Brown	9–16
" 31	Yale *vs.* Edgewood	21–3
June 2	Yale *vs.* Holy Cross	11–3
" 5	Yale *vs.* Princeton	10–9
" 12	Yale *vs.* Princeton	8–16
" 19	Yale *vs.* Princeton	8–22
1898		
Mar. 30	Yale *vs.* Holy Cross	6–4
April 2	Yale *vs.* Wesleyan	12–5
" 6	Yale *vs.* Manhattan	3–10
" 7	Yale *vs.* Georgetown . . .	5–3
" 8	Yale *vs.* Hampton	12–0
" 9	Yale *vs.* Univ. of Virginia . .	3–6

Date.	Contestants.	Score.
1898		
April 11	Yale *vs.* Univ. of Virginia . .	5–0
" 12	Yale *vs.* Georgetown . . .	9–6
" 20	Yale *vs.* Williams	12–3
" 23	Yale *vs.* Amherst	6–3
" 30	Yale *vs.* Brown	8–3
May 4	Yale *vs.* Lafayette	0–3
" 12	Yale *vs.* Wesleyan	14–3
" 14	Yale *vs.* Brown	2–17
" 19	Yale *vs.* Columbia	22–1
" 21	Yale *vs.* Orange A. C. . . .	19–15
" 27	Yale *vs.* Newton A. C. . . .	9–8
" 28	Yale *vs.* Andover	7–6
" 30	Yale *vs.* Brown	3–4
June 4	Yale *vs.* Princeton	7–12
" 11	Yale *vs.* Princeton	6–4
" 18	Yale *vs.* Princeton	8–3
" 23	Yale *vs.* Harvard	4–9
" 28	Yale *vs.* Harvard	7–0
July 2	Yale *vs.* Harvard	3–1

Yale-Harvard Freshmen Series.

Contestants.	Date and Place.	Score.
Yale '69 *vs.* Harvard '69 .	Worcester, July 26, 1866 . .	36–33
" '70 *vs.* " '70 .	Worcester, July 18, 1867 . .	38–18
" '71 *vs.* " '71 .	Worcester, July 23, 1868 . .	19–39
" '72 *vs.* " '72 .	Providence, July 6, 1869 . .	28–19
" '73 *vs.* " '73 .	Springfield, June 25, 1870 . .	21–18
" '74 *vs.* " '74 .	New Haven, June 26, 1871 .	15–10
" '75 *vs.* " '75 .	New Haven, June 25, 1872 .	8–1
" '76 *vs.* " '76 .	New Haven, May 31, 1873 .	4–25
" '77 *vs.* " '77 .	Boston, June 22, 1874 . . .	4–10
" '77 *vs.* " '77 .	Boston, June 23, 1874 . . .	28–14
" '77 *vs.* " '77 .	Boston, June 24, 1874 . . .	7–16
" '78 *vs.* " '78 .	Cambridge, June 5, 1875 . .	3–6
" '78 *vs.* " '78 .	New Haven, June 17, 1875 .	18–8
" '78 *vs.* " '78 .	Springfield, June 25, 1875 . .	17–4
" '79 *vs.* " '79 .	New Haven, May 3, 1876 . .	14–13
" '79 *vs.* " '79 .	Cambridge, June 17, 1876 . .	9–14
" '79 *vs.* " '79 .	Hartford, June 24, 1876 . .	12–20
" '80 *vs.* " '80 .	Cambridge, May 12, 1877 . .	7–8
" '80 *vs.* " '80 .	New Haven, June 2, 1877 . .	15–1

Contestants.	Date and Place.	Score.
Yale '81 *vs.* Harvard '81 .	New Haven, May 11, 1878 .	8–1
" '81 *vs.* " '81 .	Cambridge, June 1, 1878 . .	4–11
" '82 *vs.* " '82 .	New Haven, April 26, 1879 .	19–11
" '82 *vs.* " '82 .	Cambridge, May 31, 1879 . .	6–5
" '83 *vs.* " '83 .	New Haven, May 22, 1880 .	1–0
" '83 *vs.* " '83 .	Cambridge, June 5, 1880 . .	5–5
" '84 *vs.* " '84 .	New Haven, May 21, 1881 .	15–2
" '84 *vs.* " '84 .	Cambridge, June 4, 1881 . .	21–2
" '85 *vs.* " '85 .	New Haven, May 10, 1882 .	5–4
" '85 *vs.* " '85 .	Cambridge, June 10, 1882 . .	7–6
" '86 *vs.* " '86 .	New Haven, May 19, 1883 .	8–1
" '86 *vs.* " '86 .	Cambridge, June 9, 1883 . .	9–16
" '86 *vs.* " '86 .	Springfield, June 23, 1883 . .	6–4
" '87 *vs.* " '87 .	New Haven, May 31, 1884 .	17–8
" '87 *vs.* " '87 .	Cambridge, June 7, 1884 . .	1–5
" '88 *vs.* " '88 .	Cambridge, May 16, 1885 . .	11–11
" '88 *vs.* " '88 .	New Haven, May 23, 1885 .	14–4
" '89 *vs.* " '89 .	Cambridge, May 19, 1886 . .	4–11
" '89 *vs.* " '89 .	New Haven, June 12, 1886 .	7–8
" '90 *vs.* " '90 .	Cambridge, May 18, 1887 . .	19–7
" '90 *vs.* " '90 .	New Haven, June 8, 1887 . .	10–2
" '91 *vs.* " '91 .	Cambridge, May 19, 1888 . .	6–9
" '91 *vs.* " '91 .	New Haven, May 26, 1888 .	8–7
" '92 *vs.* " '92 .	Cambridge, May 22, 1889 . .	9–13
" '92 *vs.* " '92 .	New Haven, June 1, 1889 . .	27–0
" '93 *vs.* " '93 .	Cambridge, May 24, 1890 . .	7–11
" '93 *vs.* " '93 .	New Haven, June 14, 1890 .	0–7
" '94 *vs.* " '94 .	Cambridge, May 16, 1891 . .	16–13
" '94 *vs.* " '94 .	New Haven, May 30, 1891 .	5–15
" '95 *vs.* " '95 .	Cambridge, May 14, 1892 . .	13–2
" '95 *vs.* " '95 .	New Haven, May 28, 1892 .	9–10
" '96 *vs.* " '96 .	No games.	
" '97 *vs.* " '97 .	Cambridge, May 19, 1894 . .	3–5
" '97 *vs.* " '97 .	New Haven, May 31, 1894 .	10–1
" '98 *vs.* " '98 .	No games.	
" '99 *vs.* " '99 .	No games.	
" 1900 *vs.* " 1900	New Haven, May 22, 1897 .	2–7
" 1900 *vs.* " 1900	Cambridge, May 31, 1897 . .	9–5
" 1901 *vs.* " 1901	New Haven, May 14, 1898 .	9–8
" 1901 *vs.* " 1901	Cambridge, May 30, 1898 . .	5–4

Yale-Princeton Freshmen Series.

Contestants.	Date and Place.	Score.
Yale '93 *vs.* Princeton '93 .	New Haven, June 10, 1890 .	13–10
" '94 *vs.* " '94 .	Princeton, May 23, 1891 . .	6–3
" '95 *vs.* " '95 .	New Haven, May 21, 1892 .	2–1
" '96 *vs.* " '96 .	No game.	
" '97 *vs.* " '97 .	New Haven, May 5, 1894 . .	4–3
" '97 *vs.* " '97 .	Princeton, May 12, 1894 . .	15–7
" '98 *vs.* " '98 .	No game.	
" '99 *vs.* " '99 .	New Haven, May 9, 1896 . .	22–8
" '99 *vs.* " '99 .	Princeton, May 30, 1896 . .	1–6
" 1900 *vs.* " 1900	New Haven, May 9, 1897 . .	2–5
" 1900 *vs.* " 1900	Princeton, June 5, 1897. . .	10–11
" 1901 *vs.* " 1901	New Haven, May 21, 1898 .	2–1
" 1901 *vs.* " 1901	Princeton, May 28, 1898 . .	5–7

Yale University Baseball Men.

1865.

H. W. Reeve; J. Coffin, '68 (*Capt.*); C. A. Edwards, '66; Jewell, J. U. Taintor, '66; E. Coffin, '66; L. E. Condict, '69; C. F. Brown, '66; A. H. Terry, '65.

1866.

C. F. Brown, '66; G. P. Sheldon, '67; J. U. Taintor, '66; T. S. Van Volkenburgh, '66; C. A. Edwards, '66; J. L. Varick, '68; J. Coffin, '68 (*Capt.*); L. E. Condict, '69; H. W. Reeve.

1867.

J. Coffin, '68 (*Capt.*); J. G. K. McClure, '70; L. E. Condict, '69; J. W. Shattuck, '70; T. Hooker, '69; B. A. Fowler, '68; E. G. Selden, '70; E. A. Lewis, '70; T. McClintock, '70.

1868.

T. McClintock, '70; E. A. Lewis, '70; L. E. Condict, '69; H. A. Cleveland, '70; T. Hooker, '69 (*Capt.*); S. S. McCutchen, '70; W. Buck, '70; C. Deming, '72; E. G. Selden, '70.

1869.

T. McClintock, '70; C. Deming, '72; T. Hooker, '69; S. S. McCutchen, '70 (*Capt.*); C. French, '72; L. E. Condict, '69; G. Richards, '72; W. B. Wheeler, '72; E. A. Lewis, '70.

1870.

W. Buck, '70; W. B. Wheeler, '72; G. Richards, '72; G. F. Bentley, '73; H. S. Payson, '72; S. S. McCutchen, '70 (*Capt.*); C. O. Day, '72; C. H. Thomas, '73; C. Deming, '72.

1871.

A. B. Nevin, '74; G. Richards, '72; C. Deming, '72 (*Capt.*); H. C. Deming, '72; C. Maxwell, '75; G. F. Bentley, '73; P. Barnes, '74; C. O. Day, '72; W. B. Wheeler, '72.

1872.

H. C. Deming, '72; P. Barnes, '74; G. Richards, '72; C. Deming, '72 (*Capt.*); C. Maxwell, '74; G. F. Bentley, '73; A. B. Nevin, '74; C. O. Day, '72; F. W. Foster, '74.

1873.

C. Maxwell, '74; C. H. Avery, '75; G. F. Bentley, '73; J. L. Scudder, '74; S. J. Elder, '73; A. B. Nevin, '74 (*Capt.*); F. H. Wright, '73; F. W. Foster, '74; W. H. Hotchkiss, '75.

1874.

W. H. Hotchkiss, '75; A. B. Nevin, '74; G. F. Bentley, '73; C. H. Avery, '75 (*Capt.*); J. L. Scudder, '74; E. E. Osborn, '74 S.; C. Maxwell, '74; E. C. Smith, '75; F. W. Foster, '74.

1875.

W. H. Hotchkiss, '75; Morgan, '78; Knight; C. H. Avery, '75 (*Capt.*); C. Maxwell, '75; W. I. Bigelow, '77; D. A. Jones, '75; E. C. Smith, '75; F. W. Wheaton, '77.

1876.

Morgan, '78; W. I. Bigelow, '77 (*Capt.*); F. W. Wheaton, '77; C. M. Dawes, '76; C. F. Carter, '78; L. A. Platt, '77; W. V. Downer, '78; Williams, '77; L. W. Maxson, '76.

1877.

F. W. Wheaton, '77; Morgan, '78; W. I. Bigelow, '77 (*Capt.*); G. H. Clark, '80; Williams, '77; E. W. Smith, '78; W. V. Downer, '78; C. F. Carter, '78; O. W. Brown, '78.

1878.

W. F. Hutchison, '80; W. Parker, '80; E. W. Smith, '78; A. L. Ripley, '78; W. V. Downer, '78 (*Capt.*); H. T. Walden, '81; F. W. Brown, '78 S.; C. F. Carter, '78; G. H. Clark, '80.

1879.

W. F. Hutchison, '80 (*Capt.*); W. Parker, '80; B. B. Lamb, '81; H. T. Walden, '81; S. C. Hopkins, '82; W. C. Camp, '80; G. H. Clark, '80; R. W. Watson, '81 S.; A. L. Ripley, P. G.

1880.

W. Parker, '80; B. B. Lamb, '81 (*Capt.*); G. H. Clark, '80; W. F. Hutchison, '80; W. C. Camp, '80; H. T. Walden, '81; S. C. Hopkins, '82; R. W. Watson, '81 S.; W. I. Badger, '82.

1881.

H. T. Walden, '81 (*Capt.*); H. B. Platt, '82; B. B. Lamb, '81; W. F. Hutchison, P. G.; W. C. Camp, M. S.; S. C. Hopkins, '82; R. W. Watson, '81 S.; H. Ives, '81; W. I. Badger, '82.

1882.

A. Hubbard, '83 S.; W. C. Camp, M. S.; H. B. Platt, '82; S. C. Hopkins, '82; W. I. Badger, '82 (*Capt.*); A. E. Smith, '83; D. A. Jones, '83; H. C. Hopkins, '84; D. H. Wilcox, Jr., '84.

1883.

A. Hubbard, '83 S. (*Capt.*); C. M. Griggs, '83; H. C. Hopkins, '84; S. B. Childs, '83; D. A. Jones, '84; W. Terry, '85; J. I. Souther, '84; O. McKee, '84; D. A. Carpenter, L. S.

1884.

H. C. Hopkins, '84 (*Capt.*); W. Terry, '85; J. I. Souther, '84; O. McKee, '84; W. S. Brigham, '86; J. C. Oliver, '85; S. A. Booth, '84; P. B. Stewart, '86; S. K. Bremner, '86.

1885.

S. K. Bremner, '86; W. Terry, '85 (*Capt.*); F. A. Marsh, '86 S.; A. A. Stagg, '88; W. B. Sheppard, '87; J. A. Merrill, '85; P. B. Stewart, '86; W. B. Hickox, '86 S.; P. G. Willett, '88.

1886.

J. C. Dann, '88 S.; A. A. Stagg, '88; J. F. Cross, T. S.; F. A. Marsh, '86 S.; P. B. Stewart, '86 (*Capt.*); S. K. Bremner, '86; W. S. Brigham, '87; W. B. Sheppard, '87; H. F. Noyes, '89.

1887.

J. C. Dann, '88 S. (*Capt.*); A. A. Stagg, '88; A. K. Spencer, '89 S.; C. B. McConkey, '88; P. B. Stewart, P. G.; H. F. Noyes, '89; W. S. Brigham, '87; J. F. Hunt, L. S.; F. S. Kellogg, '87 S.

1888.

A. A. Stagg, '88 (*Capt.*); J. C. Dann, '88 S.; H. McBride, '90 S.; G. Calhoun, '91; C. B. McConkey, '88; H. F. Noyes, '89; S. J. Walker, '88; J. F. Hunt, L. S.; A. G. McClintock, '90.

1889.

H. F. Noyes, '89 (*Capt.*); A. A. Stagg, T. S.; W. F. Poole, Jr., '91; H. McBride, '90 S.; G. Calhoun, '91; T. L. McClung, '92; W. S. Dalzell, '91; H. W. Cushing, '91; N. McClintock, '91.

1890.

G. Calhoun, '91 (*Capt.*); A. A. Stagg, T. S.; W. F. Poole, Jr., '91; H. McBride, '90 S.; L. S. Owsley, '92 S.; W. S. Dalzell, '91; H. W. Cushing, '91; W. H. Murphy, '93; A. G. McClintock, '90.

1891.

G. Calhoun, '91 (*Capt.*); H. O. Bowers, '92; W. F. Poole, Jr., '91; T. L. McClung, '92; L. T. Bliss, '93 S.; W. H. Murphy, '93; H. W. Cushing, '91; M. H. Beall, '93 S.; G. B. Case, '94.

1892.

W. H. Murphy, '93 (*Capt.*); H. O. Bowers, '92; W. F. Carter, '95; H. T. Jackson, '92 S.; W. Norton, L. S.; A. F. Harvey, '93; L. T. Bliss, '93 S.; M. H. Beall, '93 S.; G. B. Case, '94.

1893.

J. H. Kedzie, Jr., '93 S.; W. F. Carter, '95; F. B. Stephenson, '95 S.; M. H. Beall, '93 S.; L. T. Bliss, '93 S. (*Capt.*); F. Rustin, '95 S.; T. S. Arbuthnot, '94; W. H. Murphy, '93; G. B. Case, '94; J. B. Speer, '95.

1894.

J. C. Greenway, '95 S.; W. F. Carter, '95; F. B. Stephenson, '95 S.; F. T. Murphy, '97; F. Rustin, '95 S.; T. S. Arbuthnot, '94; J. B. Speer, '95; G. O. Redington, P. G.; G. B. Case, '94 (*Capt.*).

1895.

J. C. Greenway, '95 S.; W. F. Carter, '95; E. L. Trudeau, '96; F. B. Stephenson, '95 S.; J. R. Quinby, '95 S.; F. Rustin, '95 S. (*Capt.*); S. L. Quinby, '96 S.; J. B. Speer, '95; G. O. Redington, P. G.; H. M. Keator, '97; H. W. Letton, '97 S.

1896.

F. T. Murphy, '97; E. L. Trudeau, '96; G. C. Greenway, Jr., '98 S.; H. W. Letton, '97 S.; C. A. H. de Saulles, '98 S.; S. L. Quinby, '96 S. (*Capt.*); F. B. Smith, '96 S.; A. N. Jerrems, '96 S.; H. M. Keator, '97; C. G. Bartlett, '99.

1897.

H. M. Keator, '97 (*Capt.*); J. J. Hazen, '98: H. W. Letton, 97 S.; G. C. Greenway, Jr., '98 S.; E. F. Hamlin, M. S.; B. W. Farnham, '97 S.; S. B. Camp, 1900; H. B. Wallace, '99; C. M. Fincke, '97; A. C. Goodwin, 1900; M. L. Fearey, '98.

1898.

C. A. H. de Saulles, '99 S.; J. W. Wadsworth, '98; J. W. Wear, '99; G. C. Greenway, '98 S. (*Capt.*); H. B. Wallace, '99; S. B. Camp, 1900; J. J. Hazen, '98; C. E. Sullivan, 1900; M. L. Fearey, '98; E. M. Eddy, '99 S.

CHAPTER V.

TRACK ATHLETICS.

TRACK athletics at Yale were, during their infancy, really but a side show of intercollegiate boating. It is true that the first field games of the athletic association were held in New Haven in 1872; but the first games of any real interest were in 1874, when Yale sent two representatives to the intercollegiate contest at Saratoga. These two men were Nevin and Maxwell. Natural athletes in every sense, there was no style or form, according to present day standards, about either; but both were racers, and, when they got on their marks against other men, were pretty sure to get in ahead. This was demonstrated at that meeting at Saratoga, when Nevin, although slipping and almost going down at the start of the hundred, still finished ahead and was credited with ten and a half seconds. Maxwell, who ran in the hurdles, also won his event, but in twenty and a half seconds, time which under present day records seems very slow and out of all proportion to the time accredited to Nevin in the hundred. There is no question, however, but that the time has improved more in the hurdle than in the short event. The writer well remembers both these men. They not only represented Yale in track athletics, but on the ball nine as well, Maxwell being a very clever second baseman, and Nevin a speedy pitcher.

At the outset the athletic association was under control of the boating and baseball association, and the events were very limited; but the interest inspired by the winning at Saratoga brought forth good results, and in 1875, Maxwell went up again and won the hurdle, while Trumbull won the half mile and took a second in the quarter mile. Trumbull was a fine specimen of manhood, over six feet in height, and weighing in condition over a hundred and ninety pounds. He ran a very even pace throughout the entire distance, and was a very graceful performer. He was on the crew as well; but shortly after the race at New London the following year he was drowned while endeavoring to save a child who had fallen overboard from a yacht. In 1876, Yale brought out one of the leaders in the development of hurdle racing. This was Wakeman, who ran the 120 yard hurdle in 18½ seconds. He was the first man to take a fixed number of steps between the hurdles, and his work was much commented upon and greatly admired.

During the first few years of the track games at New Haven it was a difficult thing to secure entries. The writer remembers being asked by one of the Doles (for the Dole Brothers were of very great assistance in bringing out the track athletes about this time) to take part in the games. The writer was then playing on the ball nine, and had stepped over to the track to watch the work of the track men. Upon asking what event, Dole replied, "Why, any that you like." After going down and examining the prizes, which were on exhibition in a tailor's window, the writer concluded that the prize for the hurdle was by far the most valuable. He therefore entered for that event, and, after a

day's practice and at the expense of sore shins, won the race and a silver pitcher. At this time, 1877, the intercollegiate games were held at Mott Haven for the first time; and for three years in succession Columbia won the cup.

Yale's work in these years in track games was very mediocre, and it was not until 1880 that the work of Cuyler, a Yale mile runner, who established the then phenomenal record of 4 minutes, 37⅗ seconds, brought back some of the old enthusiasm that had been stirred into being by Nevin, Maxwell, and Wakeman. Harvard won the cup in 1880, 1881, 1882, 1883, 1884, 1885, 1886, although in this last year the result depended upon the decision of the judges between Rodgers and Sherrill in the 100 yards. For all this, in 1882, Yale sent out a man who was of the greatest credit to the university, H. S. Brooks, who ran the 100 yards in 10⅕, and the 220 in 22⅘. This man also beat Myers, the most noted athletic club runner, in a 220-yard race in New York. Yale did nothing of note in the way of production of men after this until Sherrill came to the front in 1886. Coxe came out also this year and broke the intercollegiate record of hammer throwing. The following year Yale won the cup, having, in addition to the men already mentioned, Shearman, who made 21 feet 7½ inches in the broad jump, and Harmar, who lowered the mile record to 4 36⅘. In 1888, Yale dropped back to second place, although Sherrill won both the 100 and 220, and Harmar the mile run, and Shearman the broad jump and pole vault. Yale's weakness was in her second string men. In 1889, Yale paid more attention to second places, and won the cup with four firsts and five seconds, Sherrill again win-

ning both his events, Shearman taking the broad jump, and Clark the two-mile bicycle. The following year Yale had to be content with second, although Williams, who took second place the year before in the hurdles, came to the front and lowered the record to $16\frac{1}{5}$ seconds.

The next year Yale and Harvard formed a dual league in track athletics, although both universities still stayed in the intercollegiate. The games between Harvard and Yale were held at Cambridge, and Yale was disastrously defeated, her best man, Sherrill, breaking down completely. Harvard also won the intercollegiate games, Yale barely getting out ahead of Princeton. In 1892, the Yale-Harvard games were held at New Haven, and Harvard again won, though by a margin of only ten points. In New York, Harvard repeated the victory, taking the intercollegiate cup. Yale, however, brought out a man in the short distance events who won easily, and who in that year and the next never failed to get in ahead of his field, no matter how many times he was sent. That was Swayne. Allen, another Yale man, ran a close second to Swayne in the 100 yards and 220, and would undoubtedly have won first place from anybody but Swayne.

Since 1892, the heroes at Yale in these Intercollegiates have not been the sprinters, but have been more apt to appear in the other events. Richards was too much for the English runners, as well as those of Harvard, in the short distances; but at the Intercollegiates he could not show at the front, as the pace was too high. In the high hurdles, however, Yale has had in Perkins a man able to win in the field of all colleges

TRACK TEAM OF 1895

Richards Mitchell Perkins Allen Peck Cady
Hill Chadwick Brown Hickok Sheldon Cross Crane
Hatch Morgan Thomas Thrall

as soon as Chase of Dartmouth was out. Until Kraenzlein of Pennsylvania appeared Perkins was master of the situation. In the weights, Chadwick rose above the rest; and in the pole vault Allis, Johnson, and Clapp raised the bar above their competitors. Sheldon also stood out in the broad jump. In distance running, Yale has never, up to the present date, been strong, Morgan getting the nearest to the front. The four-forty has always been a weakness for Yale, as has also the high jump. The usual effect of the presence of a fine performer at Yale has been to stimulate interest in that particular event in which this leader was especially conspicuous. From this followed naturally as a result the improvement of the performances in that event, and when the leader graduated there were usually for a number of years able men to succeed him. In this way the university once sending out a specialist, not infrequently followed him with several other star men in the same line.

But there are other things beside star performers necessary, to keep steady, and of regular interest, this branch of athletics. Individualism tends so strongly in track athletics to break down united interest, and the cohesive element of team work, so strong in other sports, being lacking, there must needs be extraneous stimulus introduced from time to time.

Thus Track Athletics at Yale are marked by certain epochs from which should be dated the rise and fall of interest in that particular branch. Generally speaking, these epochs are the institution of the Mott Haven games, the formation of the Harvard-Yale Cup Association, the visit to Oxford, and the match with Cambridge in this country.

Previous to the advent of certain heroes, and the issue into prominence of Yale at the Mott Haven games, track athletics had been looked upon as that branch of sports to which the man unfit for rowing or baseball turned as a last resort. In the early days all the men of prominence in track athletics were loaned to the Athletic Association by the baseball nine. Nevin was the pitcher of the nine, and when he came on to the track during the few moments he could spare from the nine, all the lesser running lights were dimmed into insignificance. When Maxwell, the second base man, came over and tried the hurdles, he eclipsed every one at once. Later Trumbull of the football team and crew and Wakeman of the football team lent their prowess to the Athletic Association.

But the time came when the track men could stand up for themselves, when they gave Cuyler, the mile runner, to the football team, when their sprinters could defeat any of the fast men of the other organizations. Then it was that this branch began a career of its own. The Mott Haven contests became of interest to the college at large. Men began to train regularly and specifically for this branch of sport. The entries of other colleges extended, the events were made more attractive to spectators in various ways, and track athletics became as stable an annual sport at Yale as the boat race.

With the growth of the Intercollegiate Athletic Association, due to the addition of more colleges to its membership and the increased number of entries from each college, came, however, a feeling that, as a measure of the relative merits on track and field of the Harvard and Yale representatives in these sports, the

annual meeting was a failure. The veterans of former teams, men most interested in this line of sport, desiring to have as thorough a test and as interesting a rivalry here as had grown up between the two colleges in boating and other sports, collected a committee composed of representative graduates of both universities, and this committee devised the plan of offering a cup to be competed for annually for a series of years, by teams representing Yale and Harvard. A formal deed of gift was drawn up, and was accepted by the two University organizations. Thus was inaugurated a second and, if anything, a still more enduring guarantee that track athletics should be perpetuated.

The next feature marking the progress of this branch at Yale was that of International competition. For a number of years it had been in the minds of those especially interested in boating that an International race with Cambridge or Oxford should take place. It had been approached, but had never taken on sufficient form to bring it to a head. Suddenly the same desire seized upon the track athletes, or rather upon the graduate advisers of these young men; and as the obstacles to such a meeting were in this case far less formidable than in the case of the crew, it was not long before such a contest became not only possible but very probable. The presence in England of one of Yale's former heroes of the cinder path and his indefatigable vigor resulted in an arrangement for a Yale team to visit Oxford and to meet later at the Queen's Club grounds, London, a representative team of Oxford track men. The Yale men went over and enjoyed a most delightful visit, but were beaten in the meeting, winning only 3½ firsts, and those points due

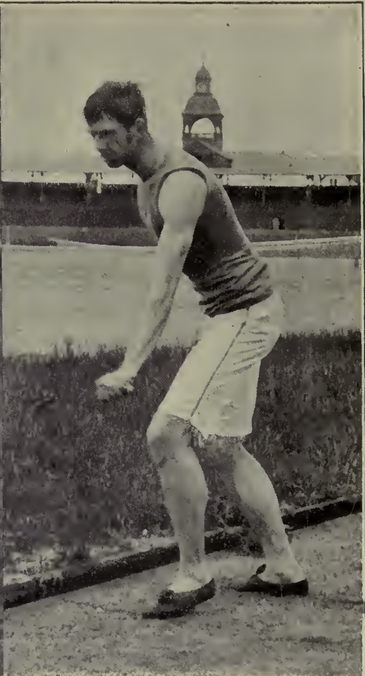
largely to their weight men. It had been in earlier days presumed that the quicker, more highly-strung American athlete would show to advantage in sprints, rather than in the more heavy work of weight putting; but the presence of the phenomenal hammer and shot putter, — phenomenal in that day, though now surpassed — Captain Hickok, and the rather unusually mediocre sprinters reversed such a result.

It was not long before Yale wanted another chance at her British cousins; and an interchange of correspondence, assisted once more by the good graces of Mr. Sherrill, brought about a visit from the Cambridge team, — the team that had recently defeated Oxford in their annual games. Here the tables were completely turned, Yale winning by an even greater margin at Manhattan Field, New York, than had Oxford on the Queen's Club Grounds.

Meantime Yale had also been making a most enviable showing at the Intercollegiate meets; for all of which proper credit should be given Murphy, their trainer, and the graduates who also assisted in the development of the teams. But in 1896 the University of Pennsylvania began to make strides in the direction of track athletic successes, and in 1897 the team from that University, which had the previous year secured the services of Murphy, came to the front and defeated Yale in the Intercollegiates, Yale winning her dual contest with Harvard, however. In 1898, Yale fell still farther behind in this branch, being defeated by Harvard in the dual games, and completely swamped by Pennsylvania, and beaten out by Harvard and Princeton in the Intercollegiate.

C. H. Sherrill, Yale '89.

L. P. Sheldon, Yale. F. S. Horan, Cambridge.



H. S. Brooks, Jr., Yale '86.

Some Track Athletes.

TRACK ATHLETICS.

Winners of Intercollegiate Meets.

1876.	Princeton.	1884.	Harvard.	1892.	Harvard.
1877.	Columbia.	1885.	Harvard.	1893.	Yale.
1878.	Columbia.	1886.	Harvard.	1894.	Yale.
1879.	Columbia.	1887.	Yale.	1895.	Yale.
1880.	Harvard.	1888.	Harvard.	1896.	Yale.
1881.	Harvard.	1889.	Yale.	1897.	U. of P.
1882.	Harvard.	1890.	Harvard.	1898.	U. of P.
1883.	Harvard.	1891.	Harvard.		

Intercollegiate Track Athletic Record.

JULY 20, 1876.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	Stevens, Williams	11 sec.	Wakeman, Yale.
120-yards hurdle	W. J. Wakeman, Yale	18½ sec.	
440-yards run	Stevens, Williams	56 sec.	Young, Dartmouth.
Half-mile run	R. A. Green, Princeton	2 m. 16½ sec.	White, Wesleyan.
One-mile run	Stimson, Dartmouth	4 m. 58½ sec.	Green, Princeton.
One-mile walk	W. M. Watson, C. C. N. Y.	8 m. 7 sec.	Noble, Princeton.
Running high jump	J. Pryor, Columbia	5 ft. 2½ in.	Mann, Princeton.
Running broad jump	H. L. Willoughby, U. of P.	18 ft. 3½ in.	
Putting the shot	J. M. Mann, Princeton	30 ft. 11½ in.	

JULY 6, 1877.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	H. H. Lee, U. of P.	$10\frac{1}{5}$ sec.	E. H. Herrick, Harvard.
120-yards hurdle	Stevenson, Princeton	$18\frac{1}{2}$ sec.	H. L. Geyelin, U. of P.
220-yards dash	H. H. Lee, U. of P.	$23\frac{1}{2}$ sec.	W. Waller, Columbia.
440-yards run	G. M. Hammond, Columbia	54 sec.	B. Hughes, U. of P.
Half-mile run	G. M. Hammond, Columbia	2 m. $20\frac{1}{2}$ sec.	B. B. Nostrand, Lehigh.
One-mile run	W. Bearns, Columbia	5 m. $33\frac{1}{2}$ sec.	G. M. Hammond, Columbia.
One-mile walk	C. Eldredge, Columbia	7 m. 30 sec.	W. M. Watson, C. C. N. Y.
Running high jump	H. L. Geyelin, U. of P.	4 ft. 11 in.	(only one entry.)
Running broad jump	H. H. Lee, U. of P.	19 ft. 7 in.	Stevenson, Princeton.
Pole vault	J. Pryor, Columbia	7 ft. 9 in.	F. Larkin, Princeton.
Putting the shot	F. Larkin, Princeton	33 feet.	Stevenson, Princeton.
Throwing the hammer	G. Parmeley, Princeton	75 ft. 10 in.	F. Larkin, Princeton.

MAY 18, 1878.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	H. H. Lee, U. of P.	$10\frac{1}{4}$ sec.	W. Waller, Columbia.
120-yards hurdle	T. W. Pryor, Columbia	$21\frac{2}{5}$ sec.	B. Hughes, U. of P.
220-yards dash	H. H. Lee, U. of P.	$23\frac{3}{5}$ sec.	W. Waller, Columbia.
440-yards run	A. I. Burton, Columbia	$54\frac{1}{5}$ sec.	J. H. Simmons, Harvard.
Half-mile run	A. I. Burton, Columbia	2 m. $8\frac{1}{4}$ sec.	J. H. Simmons, Harvard.
One-mile run	M. Paton, Princeton	5 m. $4\frac{3}{4}$ sec.	C. S. Hawks, Harvard.
One-mile walk	C. Eldredge, Columbia	7 m. $38\frac{3}{4}$ sec.	W. M. Watson, C. C. N. Y.
Running high jump	J. P. Conover, Columbia	5 ft. $6\frac{1}{2}$ in.	G. W. Heintz, U. of P.
Running broad jump	J. P. Conover, Columbia	19 ft. $2\frac{1}{2}$ in.	I. Withrington, Princeton.
Pole vault	C. Fabregon, C. C. N. Y.	9 ft.	B. F. Harrah, U. of P.
Putting the shot	F. Larkin, Princeton	32 ft. $11\frac{1}{4}$ in.	J. D. Wilson, Dartmouth.
Throwing the hammer	F. Larkin, Princeton	76 ft. 9 in.	R. W. Blackwell, Princeton.

MAY 9, 1879.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	H. H. Lee, U. of P.	$10\frac{4}{5}$ sec.	Randolph, Rutgers.
120-yards hurdle	J. E. Cowdin, Harvard	$19\frac{2}{5}$ sec.	W. T. Lawson, Columbia.
220-yards dash	E. J. Wendell, Harvard . . .	$24\frac{2}{5}$ sec.	T. J. Bereton, Columbia.
440-yards run	C. H. Coggswell, Dartmouth . .	$54\frac{4}{5}$ sec.	J. H. Simmons, Harvard.
Half-mile run	C. H. Coggswell, Dartmouth . .	2 m. 12 sec.	E. A. White, U. of P.
One-mile run	C. H. Trask, Jr., Columbia . .	5 m. $24\frac{3}{5}$ sec.	R. T. P. Fiske, Columbia.
One-mile walk	R. H. Sayre, Columbia	7 m. 49 sec.	L. O. Emmerich, Lehigh.
Running high jump . .	J. P. Conover, Columbia . . .	5 ft. $8\frac{1}{4}$ in.	G. W. Heintz, U. of P.
Running broad jump . .	J. P. Conover, Columbia . . .	20 ft.	G. C. Thayer, U. of P.
Pole vault	F. H. Lee, Columbia	9 ft. 3 in.	J. B. Waller, Princeton.
Putting the shot	F. Larkin, Princeton	33 ft. $8\frac{1}{2}$ in.	C. H. Dodge, Princeton.
Throwing the hammer . .	F. Larkin, Princeton	87 ft. 1 in.	R. W. Blackwell, Princeton.

MAY 29, 1880.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	E. J. Wendell, Harvard . . .	$10\frac{4}{5}$ sec.	E. W. Brown, Columbia.
120-yards hurdle	H. B. Strong, Lehigh	$19\frac{1}{2}$ sec.	D. Jones, Yale.
220-yards dash	E. J. Wendell, Harvard . . .	$24\frac{2}{5}$ sec.	P. St. G. Bissell, Columbia.
440-yards run	E. J. Wendell, Harvard . . .	$55\frac{1}{5}$ sec.	R. Combes, Columbia.
Half-mile run	E. A. Ballard, U. of P. . . .	2 m. 9 sec.	G. H. Taylor, Columbia.
One-mile run	T. D. W. Cuyler, Yale	4 m. $37\frac{3}{5}$ sec.	A. Thorndike, Harvard.
One-mile walk	R. H. Sayre, Columbia . . .	7 m. $54\frac{3}{5}$ sec.	W. H. Herrick, Harvard.
Running high jump . .	A. C. Denniston, Harvard . .	5 ft. $1\frac{1}{4}$ in.	R. H. Sayre, Columbia.
Running broad jump . .	G. C. Thayer, U. of P.	20 ft. 2 in.	F. H. Thompson, Harvard.
Pole vault	R. B. Tewksbury, Princeton . .	9 ft. 4 in.	F. B. Keene, Harvard.
Putting the shot	A. T. Moore, Stevens	35 ft. $1\frac{1}{4}$ in.	S. L. Irons, Brown.
Throwing the hammer . .	J. F. Bush, Columbia	84 ft. 3 in.	S. L. Irons, Brown.
Two-mile bicycle	W. P. Wurts, Yale	7 m. 57 sec.	W. P. Field, Columbia.
Tug of war	Columbia	(by default.)	

MAY 28, 1881.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	E. J. Wendell, Harvard . . .	$10\frac{1}{4}$ sec.	J. F. Jenkins, Jr., Columbia.
120-yards hurdle	Morrow, Lehigh, ...	$18\frac{7}{8}$ sec.	W. P. Trowbridge, Yale.
220-yards dash	E. J. Wendell, Harvard . . .	$23\frac{1}{5}$ sec.	J. F. Jenkins, Jr., Columbia.
440-yards run	E. A. Ballard, U. of P.	$53\frac{4}{5}$ sec.	C. G. Willson, Princeton.
Half-mile run	T. J. Coolidge, Harvard . . .	2 m. $7\frac{3}{8}$ sec.	H. H. Parker, Dartmouth.
One-mile run	T. D. W. Cuyler, Yale . . .	4 m. $40\frac{7}{8}$ sec.	A. Thorndike, Harvard.
One-mile walk	R. H. Sayre, Columbia	7 m. $36\frac{1}{8}$ sec.	W. H. Herrick, Harvard.
Running high jump . .	W. Soren, Harvard	5 ft. $2\frac{3}{4}$ in.	R. H. Sayre, Columbia.
Running broad jump . .	J. F. Jenkins, Jr., Columbia . .	20 ft. $9\frac{1}{4}$ in.	G. C. Thayer, U. of P.
Pole vault	F. W. Dalrymple, Lehigh . .	8 ft. 9 in.	O. Harriman, Princeton.
Putting the shot	A. T. Moore, Stevens	34 ft. 11 in.	W. T. Wilson, Lehigh.
Throwing the hammer . .	J. H. Montgomery, Columbia .	76 ft. $9\frac{1}{2}$ in.	D. B. Porter, Columbia.
Two-mile bicycle	C. A. Reed, Columbia	6 m. 51 sec.	S. Williston, Harvard.
Tug of war	Princeton.		

MAY 27, 1882.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	H. S. Brooks, Jr., Yale	$10\frac{1}{5}$ sec.	S. Derickson, Columbia.
120-yards hurdle	J. F. Jenkins, Jr., Columbia	$17\frac{3}{5}$ sec.	B. W. McIntosh, Lafayette.
220-yards dash	H. S. Brooks, Jr., Yale	$22\frac{5}{8}$ sec.	S. Derickson, Columbia.
440-yards run	W. H. Goodwin, Harvard	53 sec.	G. Carey, Harvard.
Half-mile run	W. H. Goodwin, Harvard	2 m. $2\frac{2}{5}$ sec.	W. R. Trask, Harvard.
One-mile run	G. B. Morison, Harvard	4 m. $40\frac{3}{4}$ sec.	J. H. Bryan, Princeton.
One-mile walk	H. W. Biddle, U. of P.	7 m. $44\frac{1}{5}$ sec.	Miller, Rutgers.
Running high jump	W. Soren, Harvard	5 ft. 6 in.	W. O. Edwards, Harvard.
Running broad jump	J. F. Jenkins, Jr., Columbia	21 ft. 3 in.	W. Soren, Harvard.
Pole vault	W. Soren, Harvard	9 ft. 6 in.	O. Harriman, Princeton.
Putting the shot	A. T. Moore, Stevens	36 ft. 3 in.	C. H. Kip, Harvard.
Throwing the hammer	D. B. Porter, Columbia	87 ft. $3\frac{1}{4}$ in.	C. H. Kip, Harvard.
Two-mile bicycle	E. Norton, Harvard	6 m. $52\frac{2}{5}$ sec.	R. G. Rood, Columbia.
Tug of war	Columbia.		

May 26, 1883.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	S. Derickson, Columbia . . .	$10\frac{3}{5}$ sec.	B. W. McIntosh, Lafayette.
120-yards hurdle	O. Harriman, Princeton . . .	18 sec.	R. H. Mulford, Columbia.
220-yards dash	H. S. Brooks, Yale	$23\frac{1}{5}$ sec.	W. Baker, Harvard.
440-yards run	W. H. Goodwin, Harvard . . .	$51\frac{1}{5}$ sec.	J. A. Hodge, Princeton.
Half-mile run	W. H. Goodwin, Harvard . .	2 m. 2 sec.	W. R. Trask, Harvard.
One-mile run	G. B. Morison, Harvard . . .	4 m. $38\frac{3}{5}$ sec.	A. Carr, Yale.
One-mile walk	H. W. Biddle, U. of P. . . .	7 m. $26\frac{2}{5}$ sec.	C. W. Robinson, Hob.
Running high jump . . .	C. H. Atkinson, Harvard . . .	5 ft. $9\frac{1}{2}$ in.	{ W. Soren, Harvard. O. Harriman, Princeton.
Running broad jump . .	W. Soren, Harvard	20 ft. 6 in.	C. H. Mapes, Columbia.
Pole vault	H. P. Toler, Princeton	10 ft.	O. Harriman, Princeton.
Putting the shot	C. H. Kip, Harvard	35 ft. 8 in.	J. H. Briggs, Yale.
Throwing the hammer . .	C. H. Kip, Harvard	88 ft. 11 in.	D. P. Porter, Columbia.
Two-mile bicycle	C. A. Reed, Columbia	6 m. $53\frac{1}{2}$ sec.	F. T. Howard, Columbia.
Tug of war	Lafayette.		

MAY 24, 1884.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	H. S. Brooks, Yale	$10\frac{1}{5}$ sec.	W. Baker, Harvard.
120-yards hurdle	R. H. Mulford, Columbia	$17\frac{1}{2}$ sec.	J. H. Harriman, Princeton.
220-yards dash	W. Baker, Harvard	$22\frac{2}{5}$ sec.	H. S. Brooks, Yale.
440-yards run	W. H. Goodwin, Harvard	$52\frac{3}{5}$ sec.	C. Smith, Columbia.
Half-mile run	W. H. Goodwin, Harvard	2 m. $5\frac{1}{2}$ sec.	C. Smith, Columbia.
One-mile run	R. Faries, U. of P.	4 m. 45 sec.	H. L. Mitchell, Yale.
One-mile walk	E. A. Meredith, Yale	7 m. $33\frac{1}{5}$ sec.	H. H. Bemis, Harvard.
Running high jump	C. H. Atkinson, Harvard	5 ft. $9\frac{3}{4}$ in.	H. L. Clark, Harvard.
Running broad jump	O. Bodelsen, Columbia	21 ft. $3\frac{1}{2}$ in.	C. H. Mapes, Columbia.
Pole vault	H. L. Hodge, Princeton	9 ft.	H. F. Mandell, Harvard.
Putting the shot	D. W. Reckhart, Columbia	36 ft. $3\frac{3}{4}$ in.	J. H. Briggs, Yale.
Throwing the hammer	A. B. Coxe, Yale	83 ft. 2 in.	Allen, Harvard.
Two-mile bicycle	L. B. Hamilton, Yale	6 m. $49\frac{1}{5}$ sec.	C. A. Reed, Columbia.
Tug of war	Harvard.		

MAY 23, 1885.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	F. M. Bonine, Michigan	$10\frac{3}{5}$ sec.	S. Derickson, Columbia.
120-yards hurdle	W. H. Ludington, Yale	$19\frac{1}{5}$ sec.	S. A. Safford, Columbia.
220-yards dash	W. Baker, Harvard	$23\frac{3}{5}$ sec.	S. Derickson, Columbia.
440-yards run	W. Baker, Harvard	$54\frac{2}{5}$ sec.	C. E. Griffith, Princeton.
Half-mile run	H. L. Mitchell, Yale	2 m. $7\frac{1}{5}$ sec.	R. Faries, U. of P.
One-mile run	R. Faries, U. of P.	4 m. $46\frac{4}{5}$ sec.	C. M. Smith, Columbia.
One-mile walk	F. A. Ware, Columbia	7 m. $27\frac{2}{5}$ sec.	H. H. Bemis, Harvard.
Running high jump	W. B. Page, U. of P.	5 ft. $11\frac{5}{8}$ in.	Guy Richards, Columbia.
Running broad jump	J. D. Bradley, Harvard	19 ft. 6 in.	F. B. Fogg, Harvard.
Pole vault	L. D. Godshall, Lafayette	9 ft. $7\frac{1}{2}$ in.	A. Stevens, Columbia.
Putting the shot	J. H. Rohrback, Lafayette	38 ft. 1 in.	D. C. Clark, Harvard.
Throwing the hammer	A. B. Coxe, Yale	88 ft. $\frac{1}{2}$ in.	Gibson, Harvard.
Two-mile bicycle	L. B. Hamilton, Yale	7 m. 29 sec.	F. L. Dean, Harvard.
Tug of war	Harvard.		

MAY 29, 1886.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	E. H. Rogers, Jr., Harvard	$10\frac{1}{2}$ sec.	C. H. Sherrill, Jr., Yale.
120-yards hurdle	W. H. Ludington, Yale	17 sec.	J. D. Bradley, Harvard.
220-yards dash	W. Baker, Harvard	$22\frac{4}{5}$ sec.	E. H. Rogers, Harvard.
440-yards run	S. G. Wells, Harvard	$51\frac{3}{5}$ sec.	A. Coit, Yale.
Half-mile run	F. R. Smith, Yale	2 m. $4\frac{1}{5}$ sec.	C. N. B. Wheeler, Harvard.
One-mile run	R. Faries, U. of P.	4 m. $38\frac{4}{5}$ sec.	E. P. Holton, Amherst.
One-mile walk	E. C. Wright, Harvard	7 m. $10\frac{1}{2}$ sec.	H. H. Bemis, Harvard.
Running high jump	W. B. Page, U. of P.	5 ft. $11\frac{3}{4}$ in.	H. L. Clark, Harvard.
Running broad jump	C. H. Mapes, Columbia	20 ft. 11 in.	R. D. Smith, Harvard.
Pole vault	A. Stevens, Columbia	10 ft. $\frac{3}{4}$ in.	T. G. Shearman, Yale.
Putting the shot	A. B. Coxe, Yale	38 ft. $9\frac{1}{2}$ in.	D. B. Chamberlain, Harvard.
Throwing the hammer	A. B. Coxe, Yale	95 ft. 11 in.	D. B. Chamberlain, Harvard.
Two-mile bicycle	C. B. Keen, U. of P.	6 m. 39 sec.	J. C. Kulp, Yale.
Tug of war	Harvard.		

MAY 28, 1887.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	C. H. Sherrill, Jr., Yale	$10\frac{3}{5}$ sec.	E. H. Rogers, Harvard.
120-yards hurdle	W. H. Ludington, Yale	$17\frac{2}{5}$ sec.	C. B. Berger, Yale.
220-yards dash	E. H. Rogers, Harvard	23 sec.	F. W. Robinson, Yale.
440-yards run	S. G. Wells, Harvard	$53\frac{3}{5}$ sec.	H. M. Banks, Columbia.
Half-mile run	R. Faries, U. of P.	2 m. 7 sec.	C. A. Davenport, Harvard.
One-mile run	W. Harmar, Yale	4 m. $36\frac{4}{5}$ sec.	C. A. Davenport, Harvard.
One-mile walk	H. H. Bemis, Harvard	7 m. 16 sec.	E. C. Wright, Harvard.
Running high jump	W. B. Page, U. of P.	5 ft. $7\frac{1}{8}$ in.	Guy Richards, Columbia.
Running broad jump	T. G. Shearman, Yale	21 ft. $7\frac{1}{2}$ in.	F. W. Robinson, Yale.
Pole vault	L. D. Godshall, Lafayette	10 ft.	T. G. Shearman, Yale.
Putting the shot	A. B. Coxe, Yale	40 ft. $9\frac{1}{2}$ in.	J. H. Rohrback, Lafayette.
Throwing the hammer	A. B. Coxe, Yale	98 ft. 6 in.	G. Brinton, U. of P.
Two-mile bicycle	L. J. Kolb, U. of P.	6 m. $53\frac{1}{5}$ sec.	S. A. Maguire, Columbia.
Tug of war	Columbia.		

MAY 26, 1888.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	C. H. Sherrill, Yale	$10\frac{3}{5}$ sec.	E. C. Moen, Harvard.
220-yards dash	C. H. Sherrill, Yale	$22\frac{3}{5}$ sec.	F. B. Lund, Harvard.
440-yards run	S. G. Wells, Harvard	$52\frac{2}{5}$ sec.	H. M. Banks, Jr., Columbia.
Half-mile run	H. R. Miles, Harvard	2 m. $2\frac{1}{5}$ sec.	C. P. Cogswell, Harvard.
One-mile run	W. Harmar, Yale	4 m. $37\frac{4}{5}$ sec.	C. A. Davenport, Harvard.
One mile walk	E. C. Wright, Harvard	7 m. 29 sec.	O. Chamberlain, U. of P.
Two-mile bicycle	R. H. Davis, Harvard	7 m. 3 sec.	C. B. Keene, U. of P.
120-yards hurdle	H. Mapes, Columbia	$17\frac{1}{5}$ sec.	H. L. Williams, Yale.
220-yards hurdle	G. S. Mandell, Harvard . . .	$26\frac{4}{5}$ sec.	H. Mapes, Columbia.
Running high jump . .	T. D. Webster, U. of P. . . .	5 ft. $11\frac{1}{2}$ in.	W. B. Page, U. of P.
Running broad jump . .	T. G. Shearman, Yale	20 ft. 8 in.	H. B. Gibson, Harvard.
Pole vault	T. G. Shearman, Yale	9 ft. 6 in.	S. D. Warriner, Amherst.
Putting the shot	H. Pennypacker, Harvard . .	37 ft.	G. W. Woodruff, Yale.
Throwing the hammer . .	A. J. Bowser, U. of P.	88 ft. $6\frac{1}{2}$ in.	H. B. Gibson, Harvard.
Tug of war	Harvard	. . . .	Columbia.

MAY 25, 1889.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	C. H. Sherrill, Yale	$10\frac{1}{5}$ sec.	E. C. Moen, Harvard.
220-yards dash	C. H. Sherrill, Yale	$22\frac{2}{5}$ sec.	J. P. Lee, Harvard.
440-yards run	W. C. Dohm, Princeton	50 sec.	W. C. Downs, Harvard.
Half-mile run	W. C. Downs, Harvard	2 m. $2\frac{2}{5}$ sec.	A. S. Vosburgh, Columbia.
One-mile run	C. O. Wells, Amherst	4 m. $29\frac{4}{5}$ sec.	W. Harmar, Yale.
One-mile walk	T. McIlvaine, Columbia	7 m. $6\frac{4}{5}$ sec.	J. E. How, Harvard.
Two-mile bicycle	F. A. Clark, Yale	6 m. $48\frac{2}{5}$ sec.	W. B. Greenleaf, Harvard.
120-yards hurdle	H. Mapes, Columbia	$16\frac{4}{5}$ sec.	H. L. Williams, Yale.
220-yards hurdle	H. Mapes, Columbia	$26\frac{2}{5}$ sec.	H. L. Williams, Yale.
Running high jump	T. D. Webster, U. of P.	5 ft. $6\frac{3}{4}$ in.	R. G. Leavitt, Harvard.
Running broad jump	T. G. Shearman, Yale	22 ft. 6 in.	V. Mapes, Columbia.
Pole vault	R. G. Leavitt, Harvard	10 ft. $5\frac{1}{2}$ in.	T. G. Shearman, Yale.
Putting the shot	H. H. Janeway, Princeton	36 ft. $1\frac{1}{2}$ in.	H. A. Elcock, Yale.
Throwing the hammer	A. J. Bowser, U. of P.	89 ft. $\frac{1}{2}$ in.	H. F. Allen, Harvard.
Tug of war	Columbia	. . . .	Princeton.

MAY 31, 1890.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	C. H. Sherrill, Yale	$10\frac{1}{5}$ sec.	Cary, Princeton.
220-yards dash	C. H. Sherrill, Yale	$22\frac{1}{5}$ sec.	Cary, Princeton.
440-yards run	W. C. Downs, Harvard	$50\frac{3}{5}$ sec.	Roddy, Princeton.
Half-mile run	W. C. Dohm, Princeton	1 m. $57\frac{1}{5}$ sec.	W. C. Downs, Harvard.
One-mile run	C. O. Wells, Amherst	4 m. $35\frac{2}{5}$ sec.	Ellsworth, Yale.
One-mile walk	Gregg, Amherst	7 m. 10 sec.	McIlvaine, Columbia.
Two-mile bicycle	R. H. Davis, Harvard	6 m. $6\frac{2}{5}$ sec.	Hallock, Amherst.
120-yards hurdle	H. L. Williams, Yale	$16\frac{1}{5}$ sec.	H. Mapes, Columbia.
220-yards hurdle	J. P. Lee, Harvard	$25\frac{1}{4}$ sec.	H. L. Williams, Yale.
Running high jump	Green, Harvard	5 ft. $8\frac{1}{2}$ in.	J. P. Lee, Harvard.
Running broad jump	W. C. Dohm, Princeton	22 ft. $3\frac{1}{2}$ in.	V. Mapes, Columbia.
Pole vault	Welch, Columbia Ryder, Yale	10 ft. 7 in.	
Putting the shot	H. H. Janeway, Princeton	39 ft. $1\frac{1}{2}$ in.	Elcock, Yale.
Throwing the hammer	Hinman, Columbia	94 ft. 7 in.	Jefferson, Princeton.
Tug of war	Columbia	. . . . .	Yale.

MAY 30, 1891.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	Cary, Princeton	10 sec.	Vredenburgh, Princeton.
220-yards dash	Cary, Princeton	$21\frac{4}{5}$ sec.	J. P. Lee, Harvard.
440 yards run	Shattuck, Amherst	$49\frac{1}{2}$ sec.	Stead, Harvard.
Half-mile run	Wright, Yale	1 m. $59\frac{1}{5}$ sec.	Turner, Princeton.
One-mile run	Carr, Harvard	4 m. $34\frac{2}{5}$ sec.	Woodbridge, Princeton.
One-mile walk	Collis, Columbia	7 m. $5\frac{4}{5}$ sec.	Ottley, Princeton.
Two-mile bicycle	Taylor, Harvard	6 m. $13\frac{3}{5}$ sec.	Pratt, Harvard.
120 yards hurdle	H. L. Williams, Yale	$15\frac{4}{5}$ sec.	M. Mapes, Columbia.
220-yards hurdle	H. L. Williams, Yale	$25\frac{1}{5}$ sec.	Fearing, Harvard.
Running high jump	Fearing, Harvard	6 ft.	Sherwin, Harvard.
Running broad jump	V. Mapes, Columbia	22 ft. $11\frac{1}{4}$ in.	Hale, Harvard.
Pole vault	Ryder, Yale	10 ft. $9\frac{3}{4}$ in.	Sherwin, Harvard.
Putting the shot	Finlay, Harvard	39 ft. $6\frac{3}{4}$ in.	Elcock, Yale.
Throwing the hammer	Finlay, Harvard	107 ft. $7\frac{1}{2}$ in.	Evins, Harvard.
Tug of war	Columbia	. . . .	Yale.

MAY 28, 1892.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	Swayne, Yale	$10\frac{1}{5}$ sec.	Allen, Yale.
220-yards dash	Swayne, Yale	22 sec.	Allen, Yale.
440-yards run	Wright, Harvard	$50\frac{3}{5}$ sec.	Merrill, Harvard.
Half-mile run	Turner, Princeton	1 m. $59\frac{4}{5}$ sec.	Corbin, Harvard.
One-mile run	Lowell, Harvard	4 m. $33\frac{2}{5}$ sec.	Carr, Harvard.
One-mile walk	Borcherling, Princeton	6 m. $52\frac{4}{5}$ sec.	Collis, Columbia.
Two-mile bicycle	Fox, Yale	6 m. $10\frac{2}{5}$ sec.	Brewster, Yale.
120-yards hurdle	Harding, Columbia	16 sec.	Lyman, Yale.
220-yards hurdle	Fearing, Harvard	$25\frac{2}{5}$ sec.	Harding, Columbia.
Running high jump	Fearing, Harvard	6 ft. $\frac{1}{2}$ in.	Green, Harvard.
Running broad jump	Bloss, Harvard	22 ft. $1\frac{1}{2}$ in.	Ramsdell, Princeton.
Pole vault	Cartwright, Yale	10 ft. $5\frac{3}{4}$ in.	Hart, Yale.
Putting the shot	Evins, Harvard	39 ft. 9 in.	Lyman, Yale.
Throwing the hammer	Evins, Harvard	104 ft. $\frac{3}{8}$ in.	Stillman, Yale.

MAY 27, 1893.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	W. M. Richards, Yale	10$\frac{1}{5}$ sec.	C. T. Buckholtz, U. of P.
220-yards dash	W. M. Richards, Yale	22$\frac{3}{5}$ sec.	R. C. Anderson, Yale.
440-yards run	L. Sayer, Harvard	50$\frac{4}{5}$ sec.	I. Brokaw, Princeton.
Half-mile run	T. Corbin, Harvard	1 m. 59$\frac{4}{5}$ sec.	C. H. Hubbell, Harvard.
One-mile run	G. O. Jarvis, Wesleyan	4 m. 34$\frac{3}{5}$ sec.	J. E. Morgan, Yale.
120-yards hurdle	M. L. Van Ingen, Yale	16$\frac{2}{5}$ sec.	D. B. Lyman, Yale.
220-yards hurdle	M. L. Van Ingen, Yale	25$\frac{4}{5}$ sec.	W. F. Garcelon, Harvard.
One-mile walk	C. A. Ottley, Princeton	6 m. 57$\frac{2}{5}$ sec.	F. H. Borcherling, Princeton.
Two-mile bicycle	W. H. Glenny, Jr., Yale	7 m. 4$\frac{3}{5}$ sec.	G. M. Coates, U. P.
Running high jump	G. R. Fearing, Harvard	5 ft. 10$\frac{3}{4}$ in.	W. E. Putnam, Harvard.
Running broad jump	E. B. Bloss, Harvard	22 ft. 9$\frac{5}{8}$ in.	L. P. Sheldon, Yale.
Pole vault	C. T. Buckholtz, U. of P.	10 ft. 10$\frac{1}{8}$ in.	O. G. Cartwright, Yale.
Throwing the hammer	W. O. Hickok, Yale	110 ft. 4$\frac{1}{2}$ in.	G. S. Ellis, Brown.
Putting the shot	W. O. Hickok, Yale	41 ft. $\frac{1}{8}$ in.	W. H. Shea, Harvard.

MAY 26, 1894.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	E. S. Ramsdell, U. of P.	10 sec.	H. S. Patterson, Williams.
220-yards dash	E. S. Ramsdell, U. of P.	22 sec.	A. Pond, Jr., Yale.
440-yards run	S. M. Merrill, Harvard	$50\frac{2}{5}$ sec.	G. F. Sanford, Yale.
Half-mile run	C. Kilpatrick, Union	1 m. $59\frac{1}{5}$ sec.	W. S. Woodhull, Yale.
One-mile run	G. O. Jarvis, Wesleyan	4 m. $26\frac{4}{5}$ sec.	J. E. Morgan, Yale.
120-yards hurdle	E. H. Cady, Yale	16 sec.	W. F. Garcelon, Harvard.
220-yards hurdle	J. L. Bremer, Harvard	$25\frac{1}{5}$ sec.	E. H. Cady, Yale.
One-mile walk	H. F. Houghton, Amherst	7 m. $14\frac{3}{5}$ sec.	F. C. Thrall, Yale.
Two-mile bicycle	F. F. Goodman, C. C. N. Y.	5 m. $18\frac{1}{5}$ sec.	C. B. Gorbey, Cornell.
Running high jump	C. J. Paine, Harvard	5 ft. $10\frac{1}{2}$ in.	G. B. Becker, Cornell.
Running broad jump	E. S. Ramsdell, U. of P.	22 ft. 1 in.	E. B. Bloss, Harvard.
Pole vault	M. S. Kershow, Yale	10 ft. 9 in.	C. T. Buckholtz, U. of P.
Throwing the hammer	W. O. Hickok, Yale	123 ft. 9 in.	C. Chadwick, Yale.
Putting the shot	W. O. Hickok, Yale	42 ft.	A. Brown, Yale.

May 27, 1895.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	J. V. Crum, U. of Iowa	10 sec.	W. M. Richards, Yale.
220-yards dash	J. V. Crum, U. of Iowa	22 sec.	W. M. Richards, Yale.
440-yards run	W. H. Vincent, Harvard	$50\frac{4}{5}$ sec.	F. H. Koch, U. of Cal.
Half-mile run	E. Hollister, Harvard	2 min.	C. Kilpatrick, Union.
One-mile run	G. W. Orton, U. of P.	4 m. $23\frac{2}{5}$ sec.	C. Kilpatrick, Union.
120-yards hurdle	S. Chase, Dartmouth	$15\frac{4}{5}$ sec.	E. Dyer, U. of Cal.
220-yards hurdle	J. L. Bremer, Harvard	$24\frac{3}{5}$ sec.	E. H. Cady, Yale.
One-mile walk	F. C. Thrall, Yale	7 m. $3\frac{2}{5}$ sec.	H. T. Houghton, Amherst.
Two-mile bicycle	R. E. Manley, Swarthmore	9 m. $19\frac{2}{5}$ sec.	W. D. Osgood, U. of P.
Running high jump	* N. T. Leslie, U. of P.	5 ft. $11\frac{3}{4}$ in.	* J. D. Winsor, U. of P.
Running broad jump	L. P. Sheldon, Yale	22 ft. $8\frac{1}{2}$ in.	A. Stickney, Jr., Harvard.
Pole vault	† C. T. Buckholtz, U. of P.	11 ft. $2\frac{3}{4}$ in.	† W. W. Hoyt, Harvard.
Throwing the hammer	W. O. Hickok, Yale	135 ft. $7\frac{1}{2}$ in.	H. P. Cross, Yale.
Putting the shot	W. O. Hickok, Yale	42 ft. $11\frac{1}{2}$ in.	A. A. Knipe, U. of P.

* Leslie and Winsor tied at 5 feet $11\frac{3}{4}$ inches. Leslie won the toss.

† Buckholtz and Hoyt tied at 11 feet $2\frac{3}{4}$ inches. Buckholtz won in the vault off at 10 feet $9\frac{1}{4}$ inches.

May 30, 1896.

Event.	Winner.	Time. Height, or Distance.	Second.
100-yards dash	B. J. Wefers, Georgetown	$9\frac{4}{5}$ sec.	H. S. Patterson, Williams.
220-yards dash	B. J. Wefers, Georgetown	$21\frac{1}{5}$ sec.	H. S. Patterson, Williams.
440-yards run	T. S. Burke, Boston	$50\frac{2}{5}$ sec.	T. S. Fisher, Yale.
Half-mile run	E. Hollister, Harvard	1 m. $56\frac{4}{5}$ sec.	B. B. Hinckley, Yale.
One-mile run	J. O. Jarvis, U. of P.	4 m. $28\frac{4}{5}$ sec.	George Orton, U. of P.
120-yards hurdle	E. C. Perkins, Yale	$16\frac{1}{5}$ sec.	G. B. Hatch, Yale.
220-yards hurdle	J. L. Bremer, Jr., Harvard	25 sec.	L. P. Sheldon, Yale.
One-mile walk	F. C. Thrall, Yale	6 m. $54\frac{2}{5}$ sec.	W. B. Fetterman, U. of P.
Running high jump	J. D. Winsor, U. of P.	6 ft. 1 in.	† C. V. Powell, Cornell.
Running broad jump	L. P. Sheldon, Yale	22 ft. $3\frac{1}{4}$ in.	F. Mason, Harvard.
Pole vault	F. W. Allis, Yale	11 ft. $1\frac{3}{4}$ in.	W. A. Stewart, U. of P.
Throwing the hammer	C. Chadwick, Yale	132 ft. $6\frac{1}{2}$ in.	W. Woodruff, U. of P.
Putting the shot	R. Sheldon, Yale	41 ft. $11\frac{1}{2}$ in.	W. Woodruff, U. of P.
* Bicycle events	Columbia	. . .	Yale.

* Held at Manhattan Beach, May 27, 1896.

† Powell and Craighead tied at 6 feet. Powell won on jump off at 5 feet 11 inches.

MAY 29, 1897.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	B. J. Wefers, Georgetown . . .	$10\frac{2}{5}$ sec.	T. R. Fisher, Yale.
220-yards dash	J. H. Colfelt, Princeton . . .	$22\frac{3}{5}$ sec.	B. J. Wefers, Georgetown.
440-yards run	T. E. Burke, Boston University .	$50\frac{2}{5}$ sec.	F. P. Garvan, Yale.
Half-mile run	E. Hollister, Harvard	1 m. $58\frac{4}{5}$ sec.	L. J. Lane, U. of P.
One-mile run	G. W. Orton, U. of P.	4 m. 25 sec.	J. F. Cregan, Princeton.
One-mile walk	W. B. Fetterman, U. of P. . .	6 m. $55\frac{4}{5}$ sec.	J. D. Phillips, Harvard.
120-yards hurdle	E. C. Perkins, Yale	16 sec.	F. B. Fox, Harvard.
220-yards hurdle	E. C. Perkins, Yale	$24\frac{4}{5}$ sec.	W. G. Morse, Harvard.
Running broad jump . .	J. D. Remington, U. of P. . .	22 ft. $4\frac{7}{8}$ in.	R. Garrett, Princeton.
Running high jump . .	J. D. Winsor, Jr., U. of P. . .	6 ft. 1 in.	R. C. Merwin, Yale.
Putting the shot	Robert Garrett, Princeton . . .	40 ft. $8\frac{1}{4}$ in.	R. Sheldon, Yale.
Pole vault	B. Johnson, Yale	11 ft. $3\frac{5}{8}$ in.	W. W. Hoyt, Harvard.
Throwing the hammer . .	W. G. Woodruff, U. of P. . .	136 ft. 3 in.	J. C. McCracken, U. of P.
Bicycle events	Columbia	. . . .	Yale.

MAY 28, 1898.

Event.	Winner.	Time, Height, or Distance.	Second.
100-yards dash	J. W. B. Tewksbury, U. of P. .	10 sec.	J. H. Rush, Princeton.
220-yards dash	J. W. B. Tewksbury, U. of P. .	$21\frac{3}{5}$ sec.	J. H. Rush, Princeton.
440-yards run	F. W. Jarvis, Princeton . . .	$50\frac{4}{5}$ sec.	H. G. Lee, Syracuse.
Half-mile run	J. Creegan, Princeton	1 m. $58\frac{2}{5}$ sec.	J. Bray, Williams.
One-mile run	J. Creegan, Princeton	4 m. $23\frac{3}{5}$ sec.	A. Grant, U. of P.
120-yards hurdle	A. C. Kraenzlein, U. of P. . .	$15\frac{3}{5}$ sec.	E. C. Perkins, Yale.
220-yards hurdle	A. C. Kraenzlein, U. of P. . .	$23\frac{3}{5}$ sec.	J. L. Bremer, Harvard.
One-mile walk	W. B. Fetterman, Jr., U. of P. .	6 m. $45\frac{2}{5}$ sec.	A. N. Butler, Yale.
Running broad jump . .	Myer Prinstein, Syracuse . . .	23 ft. $7\frac{3}{8}$ in.	J. R. Remington, U. of P.
Running high jump . .	C. U. Powell, Cornell	5 ft. $11\frac{1}{2}$ in.	J. D. Winsor, U. of P.
Putting the shot	J. C. McCracken, U. of P. . .	43 ft. 8 in.	R. Garrett, Johns Hopkins.
Pole vault	W. W. Hoyt, Harvard . . .	10 ft. $9\frac{3}{4}$ in.	R. G. Clapp, Yale.
Throwing the hammer . .	J. C. McCracken, U. of P. . .	149 ft. 5 in.	H. C. Potter, Princeton.
Bicycle events	Columbia	. . . .	Princeton.

Yale-Harvard Dual League.

Date.	Place.	Winner.	Points.
May 16, 1891	Cambridge . .	Harvard . . .	85–27
May 20, 1892	New Haven . .	Harvard . . .	61–51
May 13, 1893	Cambridge . .	Harvard . . .	66½–45½
May 12, 1894	New Haven . .	Yale	59–53
May 20, 1895	Cambridge . .	Yale	65–47
May 15, 1897	New Haven . .	Yale	80–24
May 14, 1898	Cambridge . .	Harvard . . .	56–48

Inter-University Track Athletic Cup Association.

MEMBERS — YALE AND HARVARD.

CAMBRIDGE, MASS., MAY 16, 1891.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash	D. K. Hawes, H.	$10\frac{3}{5}$ sec.	C. H. Sherrill, Jr., Y.	S. L. Lasell, Y.
220-yards dash	J. S. Cook, H.	$22\frac{2}{5}$ sec.	D. K. Hawes, H.	W. L. Thompson, H.
440-yards dash	W. H. Wright, H.	52 sec.	A. M. Merrill, H.	A. H. Jones, Y.
Half-mile run	A. M. White, H.	2 m. $1\frac{3}{4}$ sec.	W. B. Wright, Jr., Y.	G. L. Batchelder, H.
Mile run	J. O. Nichols, H.	4 m. $35\frac{4}{5}$ sec.	W. W. Ellsworth, Y.	F. F. Carr, H.
120-yards hurdle	H. L. Williams, Y.	16 sec.	G. R. Fearing, H.	M. Van Ingen, Y.
220-yards hurdle	J. P. Lee, H.	$25\frac{2}{5}$ sec.	G. R. Fearing, H.	H. L. Williams, Y.
Mile walk	R. S. Hale, H.	7 m. $14\frac{3}{5}$ sec.	A. L. Endicott, H.	I. C. Brackett, H.
Two-mile bicycle	G. F. Taylor, H.	6 m. 14 sec.	R. H. Davis, H.	D. B. Hawes, H.
Running high jump	G. R. Fearing, H.	5 ft. $8\frac{1}{2}$ in.	A. H. Green, H.	G. C. Cheney, H.
Running broad jump	H. L. Williams, Y.	21 ft. 1 in.	A. B. Bloss, H.	S. J. Hale, H.
Pole vault	B. J. Briggs, Y.	9 ft. 6 in.	T. E. Sherwin, H.	D. C. Cartwright, Y.
Throwing 16-lb. hammer	J. R. Finlay, H.	108 ft. 5 in.	H. S. Evans, H.	H. A. Elcock, Y.
Putting 16-lb. shot	J. R. Finlay, H.	40 ft.	H. A. Elcock, Y.	H. S. Evans, H.

NEW HAVEN, CONN., MAY 20, 1892.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash	W. Swayne, Y.	$10\frac{1}{5}$ sec.	E. W. Allen, Y.	G. F. Brown, H.
440-yards run	G. F. Sanford, Y.	$52\frac{3}{5}$ sec.	E. W. Pinkham, H.	W. B. Wright, Y.
120-yards hurdle	D. B. Lyman, Y.	$16\frac{2}{5}$ sec.	G. R. Fearing, H.	O. W. Shead, H.
One-mile run	G. Lowell, H.	4 m. 37 sec.	G. Collamore, H.	S. Scoville, Jr., Y.
One-mile walk	C. R. Bardeen, H.	7 m. $41\frac{3}{5}$ sec.	A. L. Endicott, H.	J. L. Norton, H.
Two-mile bicycle	P. W. Davis, H.	6 m. $5\frac{1}{5}$ sec.	G. K. B. Wade, Y.	R. H. Davis, H.
880-yards run	J. Corbin, H.	2 m. $1\frac{4}{5}$ sec.	W. B. Wright, Y.	G. L. Batchelder, H.
220-yards dash	W. Swayne, Y.	$22\frac{2}{5}$ sec.	E. W. Allen, Y.	D. K. Hawes, H.
220-yards hurdle	G. R. Fearing, H.	$25\frac{3}{5}$ sec.	T. Eaton, Y.	W. N. Duane, H.
Throwing 16-lb. hammer	P. T. Stillman, Y.	100 ft. $8\frac{7}{8}$ in.	S. N. Evans, H.	C. E. Cox, Y.
Pole vault	O. G. Cartwright, Y.	10 ft.	E. H. Hart, Y.	H. M. Wheelwright, H.
Putting 16-lb. shot	D. B. Lyman, Y.	38 ft. $3\frac{5}{8}$ in.	S. N. Evans, H.	P. T. Stillman, Y.
Running high jump	G. R. Fearing, H.	6 ft. $\frac{5}{8}$ in.	A. H. Green, H.	T. E. Sherwin, H.
Running broad jump	O. W. Shead, H.	21 ft. $5\frac{1}{8}$ in.	A. H. Green, H.	J. H. Goss, Y.

CAMBRIDGE, MASS., MAY 13, 1893.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash . . .	A. A. Lefurgey, H. . .	$10\frac{2}{5}$ sec.	W. M. Richards, Y. .	L. Sayer, H.
220-yards dash . . .	S. M. Merrill, H. . .	$22\frac{3}{5}$ sec.	W. M. Richards, Y. .	J. P. Whittrey, H.
440-yards run	S. M. Merrill, H. . .	51 sec.	E. W. Pinkham, H. .	N. W. Bingham, H.
880-yards run	T. Corbin, H. . . .	2 m. $3\frac{3}{5}$ sec.	C. H. Hubbell, H. . .	Lakin, H.
One-mile run	J. E. Morgan, Y. . .	4 m. $36\frac{2}{5}$ sec	Fenton, H.	Blake, H.
One-mile walk	H. L. Endicott, H. . .	7 m. 5 sec.	I. E. Wight, Y. . . .	Bardeen, H. S. H. Bunnell, Y.
Two-mile bicycle . . .	W. H. Glenny, Jr., Y. .	5 m. $48\frac{2}{5}$ sec.	H. D. Parmelee, Y. .	Holmes, H.
120-yards hurdle . . .	D. B. Lyman, Y. . .	$16\frac{4}{5}$ sec.	O. W. Shead, H. . .	M. S. Hart, Y.
220-yards hurdle . . .	W. F. Garcelon, H. .	$26\frac{2}{5}$ sec.	M. L. Van Ingen, Y. .	G. R. Fearing, H.
Throwing 16-lb. hammer	W. O. Hickok, Y. . .	110 ft. 8 in.	P. T. Stillman, Y. . .	Cross, Y.
Pole vault	O. G. Cartwright, Y. .	10 ft. $6\frac{1}{4}$ in.	H. M. Wheelwright, H.	C. B. Rice, Y. E. H. Hart, Y.
Putting 16-lb. shot . .	W. H. Shea, H. . . .	40 ft. 8 in.	W. O. Hickok, Y. . .	D. B. Lyman, Jr., Y.
Running high jump . .	*G. R. Fearing, H. . .	5 ft. $7\frac{1}{2}$ in.	Chaney, H.	W. E. Putnam, H.
Running broad jump .	E. B. Bloss, H. . . .	22 ft. $2\frac{1}{2}$ in.	L. P. Sheldon, Y. . .	O. W. Shead, H.

* Fearing and Chaney tied for first in high jump, Fearing winning by toss.

NEW HAVEN, CONN., MAY 12, 1894.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash	P. DeS. Prado, H. . .	$10\frac{2}{5}$ sec.	C. Gillette, Y. . . .	L. C. E. Smith, H.
220-yards dash	S. M. Merrill, H. . .	$22\frac{1}{5}$ sec.	P. DeS. Prado, H. . .	C. Gillette, Y.
440-yards run	S. M. Merrill, H. . .	50 sec.	G. F. Sanford, Y. . .	L. T. Hildrith, H.
880-yards run	W. S. Woodhull, Y. .	1 m. $59\frac{4}{5}$ sec.	E. Hollister, H. . . .	E. B. Hill, H.
One-mile run	J. E. Morgan, Y. . .	4 m. $31\frac{2}{5}$ sec.	J. L. Coolidge, H. . .	W. H. Carson, H.
One-mile walk . . .	F. S. Bunnell, Y. . .	7 m. $25\frac{4}{5}$ sec.	J. D. Phillips, H. . .	C. R. Drew, H.
Two-mile bicycle . . .	W. H. Glenny, Y. . .	7 m. $1\frac{2}{5}$ sec.	F. S. Elliot, H. . . .	E. C. Heidrich, Y.
120-yards hurdle . . .	W. F. Garcelon, H. .	16 sec.	E. H. Cady, Y. . . .	Y. V. Monroe, H.
220-yards hurdle . . .	J. L. Bremer, H. . .	$24\frac{3}{5}$ sec.	W. F. Garcelon, H. .	H. W. Jameson, H.
Throwing 16-lb. hammer	W. O. Hickok, Y. . .	113 ft. 11 in.	H. P. Cross, Y. . . .	C. Chadwick, Y.
Pole vault	H. Thomas, Y. . . .	10 ft. $10\frac{3}{4}$ in.	M. H. Kershow, Y. .	G. N. Allen, Y.
Putting 16-lb. shot . .	A. Brown, Y.	40 ft. $1\frac{1}{2}$ in.	W. O. Hickok, Y. . .	C. Coit, Y.
Running high jump . .	C. J. Paine, H. . . .	5 ft. $9\frac{1}{2}$ in.	J. H. Thompson, Y. .	A. Stickney, Jr., H.
Running broad jump .	L. P. Sheldon, Y. . .	21 ft. $9\frac{1}{2}$ in.	E. B. Bloss, H. . . .	H. M. Wheelwright, H.

CAMBRIDGE, MASS., MAY 20, 1895.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash . . .	W. M. Richards, Y. .	$10\frac{2}{5}$ sec.	L. W. Redpath, H. .	M. G. Gonterman, H.
220-yards dash . . .	W. M. Richards, Y. .	$22\frac{2}{5}$ sec.	L. W. Redpath, H. .	H. R. Storrs, H.
440-yards run	N. W. Bingham, Jr., H.	$51\frac{3}{5}$ sec.	N. B. Marshall, H. . .	W. H. Vincent, H.
880-yards run	E. Hollister, H. . . .	1 m. $58\frac{2}{5}$ sec.	W. H. Vincent, H. . .	P. W. Crane, Y.
One-mile run	J. E. Morgan, Y. . .	4 m. 37 sec.	H. Emerson, H. . .	W. H. Wadhams, Y.
One-mile walk . . .	F. C. Thrall, Y. . . .	7 m. $15\frac{3}{5}$ sec.	C. D. Drew, H. . . .	J. D. Phillips, H.
120-yards hurdle . . .	G. B. Hatch, Y. . . .	$16\frac{2}{5}$ sec.	E. H. Cady, Y. . . .	E. C. Perkins, Y.
220-yards hurdle . . .	J. L. Bremer, H. . .	$25\frac{3}{5}$ sec.	E. H. Cady, Y. . . .	E. C. Perkins, Y.
Two-mile bicycle . . .	E. Hill, Y.	5 m. $12\frac{3}{5}$ sec.	F. S. Elliott, H. . . .	C. E. Peck, Y.
Running high jump . .	C. J. Paine, H. . . .	5 ft. $9\frac{3}{8}$ in.	J. H. Thompson, Y. .	W. E. Putnam, H.
Running broad jump .	L. P. Sheldon, Y. . .	22 ft. $5\frac{1}{2}$ in.	A. Stickney, H. . . .	R. Mitchell, Y.
Pole vault	W. W. Hoyt, H. . .	11 ft.	H. Thomas, Y. . . .	G. N. Allen, Y.
Throwing 16-lb. hammer	W. O. Hickok, Y. . .	129 ft. $5\frac{1}{2}$ in.	H. P. Cross, Y. . . .	C. Chadwick, Y.
Putting 16-lb. shot . .	W. O. Hickok, Y. . .	44 ft. $1\frac{1}{2}$ in.	A. Brown, Y. . . .	K. K. Kubli, H.

NEW HAVEN, CONN., MAY 15, 1897.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash	D. C. Byers, Y.	$10\frac{2}{5}$ sec.	R. M. Graff, Y.	T. R. Fisher, Y.
220-yards dash	T. R. Fisher, Y.	$22\frac{2}{5}$ sec.	D. C. Byers, Y.	F. V. Chappell, Y.
440-yards run	E. Hollister, H.	$50\frac{4}{5}$ sec.	F. P. Garvan, Y.	A. H. Fiske, H.
880-yards run	E. Hollister, H.	1 m. 58 sec.	B. B. Hinckley, Y.	C. E. Ordway, Y.
One-mile run	H. Speer, Y.	4 m. $31\frac{2}{5}$ sec.	D. Buckingham, Y.	C. Palmer, Y.
120-yards hurdle	E. C. Perkins, Y.	16 sec.	J. H. Thompson, Y.	P. Van Ingen, Y.
220-yards hurdle	E. C. Perkins, Y.	$25\frac{3}{5}$ sec.	W. G. Morse, H.	P. Van Ingen, Y.
Two-mile bicycle	L. Tweedy, Y.	6 m. $6\frac{2}{5}$ sec.	J. I. Butler, Y.	E. Hill, Jr., Y.
Putting 16-lb. shot	F. H. Clarke, H.	38 ft. $10\frac{1}{2}$ in.	E. E. O'Donnell, Y.	C. W. Abbott, Y.
Throwing 16-lb. hammer	C. Chadwick, Y.	130 ft. $9\frac{1}{2}$ in.	F. G. Shaw, H.	R. Hickok, Y.
Pole vault	B. Johnson, Y.	11 ft.	W. E. Selin, Y.	C. T. Van Winkle, Y.
Running high jump	R. C. Merwin, Y.	5 ft. 11 in.	W. G. Morse, H.	Rice, H.
Running broad jump	C. D. Cheney, Y.	22 ft. $1\frac{1}{2}$ in.	H. T. Weston, Y.	E. H. Clarke, H.

CAMBRIDGE, MASS., MAY 14, 1898.

Event.	Winner.	Time, Height, or Distance.	Second.	Third.
100-yards dash	A. W. Robinson, H.	10$\frac{1}{5}$ sec.	F. A. Blount, Y.	C. C. Conway, Y.
120-yards hurdle	E. C. Perkins, Y.	16$\frac{1}{5}$ sec.	F. B. Fox, H.	J. W. Hallowell, H.
220-yards hurdle	J. L. Bremer, H.	25$\frac{2}{5}$ sec.	W. G. Morse, H.	{ J. W. Hallowell, H. { E. C. Perkins, Y.
220-yards dash	C. J. Gleason, Y.	22$\frac{4}{5}$ sec.	E. J. Green, H.	F. H. Bigelow, H.
440-yards run	{ H. H. Fish, H. { T. R. Fisher, Y.	51 sec.	. . . .	J. L. Bremer, H.
880-yards run	C. E. Ordway, Y.	2 m. 4 sec.	C. D. Draper, H.	S. H. Bush, H.
One-mile run	R. Grant, H.	4 m. 26$\frac{1}{5}$ sec.	C. B. Spitzer, Y.	H. B. Clark, H.
Two-mile bicycle	W. McCutcheon, Y.	9 m. 45$\frac{2}{5}$ sec.	J. H. Wear, Y.	H. P. White, H.
Putting 16-lb. shot	E. E. O'Donnell, Y.	40 ft. 5$\frac{1}{2}$ in.	S. G. Ellis, H.	S. F. Mills, H.
Pole vault	B. Johnson, Y.	11 ft. 3 in.	R. G. Clapp, Y.	C. T. Dudley, Y.
Running high jump	A. N. Rice, H.	5 ft. 11$\frac{3}{8}$ in.	S. G. Ellis, H.	W. G. Morse, H.
Running broad jump	A. L. Nickerson, H.	22 ft. 10 in.	J. G. Clark, H.	W. F. B. Berger, Y.
Throwing 16-lb. hammer	W. D. Hennen, H.	123 ft. 10 in.	G. Cadwalader, Y.	S. B. Sutphin, Y.

Yale-Oxford Athletic Games.

QUEEN'S CLUB GROUNDS, LONDON, JULY 16, 1894.

Yale.	Oxford.
W. O. Hickok, '95, S. (Capt.)	C. B. Fry (Capt.), Wadham.
A. Brown, '96.	G. Jordan, University.
L. P. Sheldon, '96.	G. W. Robertson, New.
J. E. Morgan, '94.	W. J. Oakley, Christ Church.
E. H. Cady, '95, S.	T. G. Scott, Hertford.
G. F. Sanford, L. S.	W. H. Greenhow, Exeter.
A. Pond, '96, S.	G. M. Hillyard, University.
W. S. Woodhull, '96.	H. R. Sykes, Christ Church.
G. B. Hatch, '96.	E. D. Swanwick, University.
	F. W. Rathbone, New.

Oxford — $5\frac{1}{2}$ first places, 4 second places.
Yale — $3\frac{1}{2}$ first places, 4 second places.

Event.	First.	Second.	Time, Height, or Distance.
100-yards dash	Fry, O. . . .	Jordan, O. .	$10\frac{2}{5}$ sec.
Throwing 16-lb. hammer	Hickok, Y. .	Brown, Y. .	110 ft. 5 in.
120-yards hurdle . . .	Oakley, O. . .	Scott, O. .	$16\frac{3}{5}$ sec.
One-mile run	Greenhow, O.	Morgan, Y.	4 m. $24\frac{4}{5}$ sec.
Running broad jump . .	Sheldon, Y. .	Fry, O. . .	22 ft. 11 in.
440-yards run	Jordan, O. . .	Sanford, Y.	51 sec.
Putting 16-lb. shot . .	Hickok, Y. .	Brown, Y. .	41 ft. $7\frac{1}{2}$ in.
Running high jump . .	{ Sheldon, Y. . Swanwick, O.	Cady, Y. .	5 ft. $8\frac{3}{4}$ in.
Half-mile run	Greenhow, O.	Rathbone, O.	2 m. $\frac{4}{5}$ sec.

Yale-Cambridge Athletic Games.

MANHATTAN FIELD, NEW YORK, OCTOBER 5, 1895.

Yale.	Cambridge.
W. O. Hickok, '95, S.	F. S. Horan (Capt.), Trinity.
W. M. Richards, '95.	C. H. Lewin, Trinity.
E. H. Cady, '95, S.	E. H. Wilding, Pembroke.
J. H. Thompson, '97.	L. E. Pilkington, Kings.
P. W. Crane, '95.	W. M. Fletcher, Trinity.
J. E. Morgan, L. S.	F. M. Jennings, Canis.
G. B. Hatch, '96.	A. B. Johnston, Pembroke.
L. P. Sheldon, '96 (Capt.).	W. Fitzherbert, Trinity.
R. W. Burnet, '97.	W. E. Luytens, Sidney.
D. C. Byers, '98.	H. J. Davenport, Trinity.
W. H. Wadhams, '96.	E. J. Watson, Trinity.
F. E. Wade, '96.	
H. P. Cross, '96.	
A. Brown, '96.	
R. Mitchel, '96, S.	

Event.	First.	Second.	Time, Height, or Distance.
100-yards dash . . .	W. M. Richards, Y.	R. W. Burnet, Y. .	$10\frac{2}{5}$ sec.
120-yards hurdle (cinder)	E. H. Cady, Y. . .	G. B. Hatch, Y. . .	16 sec.
120-yards hurdle (turf) .	G. B. Hatch, Y. .	W. M. Fletcher, C.	16 sec.
300-yards dash . . .	W. M. Richards, Y.	C. H. Lewin, C. .	$32\frac{2}{5}$ sec.
Half-mile run	F. S. Horan, C. . .	P. W. Crane, Y. .	2 m. $\frac{2}{5}$ sec.
One-mile run	W. E. Luytens, C. .	J. E. Morgan, Y. .	4 m. $35\frac{3}{5}$ sec.
Running high jump . .	J. H. Thompson, Y.	{ F. M. Jennings, C. / L. P. Sheldon, Y. .	5 ft. $8\frac{1}{4}$ in.
Throwing 16-lb. hammer	W. O. Hickok, Y. .	H. P. Cross, Y. . .	130 ft. 7 in.
Putting 16-lb. shot . .	W. O. Hickok, Y. .	A. Brown, Y. . . .	42 ft. 2 in.
Quarter-mile run . . .	C. H. Lewin, C. . .	W. M. Richards, Y.	$49\frac{4}{5}$ sec.
Running broad jump .	L. P. Sheldon, Y. .	F. M. Jennings, C. .	21 ft. $4\frac{1}{2}$ in.

Best Intercollegiate Records.

Event.	Record.	Winner.	College.	Year.
100-yards dash . . .	* $9\frac{4}{5}$ sec.	B. J. Wefers . . .	Georgetown .	1896.
220-yards dash . . .	† $21\frac{1}{5}$ sec.	B. J. Wefers . . .	Georgetown .	1896.
440-yards run	$49\frac{1}{2}$ sec.	G. B. Shattuck . .	Amherst . .	1891.
Half-mile run	1 m. $56\frac{4}{5}$ sec.	E. Hollister . . .	Harvard . .	1896.
One-mile run	4 m. $23\frac{2}{5}$ sec.	G. W. Orton . . .	Pennsylvania	1895.
120-yards hurdle . . .	$15\frac{3}{5}$ sec.	A. C. Kraenzlein . .	Pennsylvania	1898.
220-yards hurdle . . .	† $23\frac{3}{5}$ sec.	A. C. Kraenzlein . .	Pennsylvania	1898.
One-mile walk	6 m. $45\frac{2}{5}$ sec.	W. B. Fetterman, Jr.	Pennsylvania	1898.
Running broad jump .	23 ft. $7\frac{3}{8}$ in.	Myer Prinstein . .	Syracuse . .	1898.
Running high jump . .	6 ft. 3 in.	J. D. Winsor . . .	Pennsylvania	1897.
Putting 16-lb. shot . .	43 ft. 8 in.	J. C. McCracken . .	Pennsylvania	1898.
Throwing 16-lb. hammer	149 ft. 5 in.	J. C. McCracken . .	Pennsylvania	1898.
Pole vault	‡ 11 ft. $4\frac{1}{2}$ in.	R. G. Clapp . . . W. W. Hoyt . . .	Yale . . . Harvard . .	1898.
Bicycle:				
Quarter-mile	$32\frac{1}{5}$ sec.	J. T. Williams, Jr. . H. K. Bird . , .	Columbia . .	
Half-mile	1 m. $6\frac{2}{5}$ sec.	G. Ruppert	Columbia . .	
One-mile	2 m. $13\frac{3}{5}$ sec.	Ray Dawson . . .	Columbia . .	
Five-miles	11 m. $50\frac{1}{5}$ sec.	Ray Dawson . . .	Columbia . .	
One-mile tandem . . .	2 m. $10\frac{1}{5}$ sec.	Ray Dawson . . . J. A. Powell . . .	Columbia . .	

* Equals World's record.
† World's record.
‡ Made in vaulting off tie.

Yale Records to October, 1898.

Event.	Record.	Name and Class.	When and Where Made.
100-yards dash	10 sec.	C. H. Sherrill, '89	Yale Field, May 15, 1890.
220-yards dash	22 sec.	W. Swayne, '95	Intercollegiate Games, May 28, 1892.
440-yards dash	$50\frac{1}{5}$ sec.	H. S. Brooks, Jr., '86	Hamilton Park, May 19, 1883.
Half-mile run	1 m. $59\frac{1}{5}$ sec.	W. B. Wright, Jr., '92	Intercollegiate Games, May 30, 1891.
One-mile run	4 m. $32\frac{2}{5}$ sec.	W. Harmar, '90	Yale Field, May 15, 1888.
One-mile walk	6 m. $56\frac{4}{5}$ sec.	F. C. Thrall, '96, S.	Intercollegiate Games, May 27, 1896.
Two-mile run	10 m. 7 sec.	W. Harmar, '90	Yale Field, June 3, 1887.
Three-mile run	15 m. $41\frac{4}{5}$ sec.	W. G. Lane, '88	Yale Field, May 31, 1888.
120-yards hurdle	$15\frac{4}{5}$ sec.	H. L. Williams, '91	Intercollegiate Games, May 30, 1891.
220-yards hurdle	$25\frac{1}{5}$ sec.	H. L. Williams, '91	Intercollegiate Games, May 30, 1891.
Two-mile bicycle	5 m. $12\frac{3}{5}$ sec.	E. Hill, '97	Cambridge, May 20, 1895.
Running high jump	5 ft. 11 in.	R. C. Merwin, '97, S.	Yale Field, May 15, 1897.
Running broad jump	22 ft. $8\frac{1}{2}$ in.	L. P. Sheldon, '96	Intercollegiate Games, May 27, 1895.
Throwing hammer 16-lb. wooden handle	111 ft. $1\frac{3}{8}$ in.	W. O. Hickok, '95, S.	Yale Field, April 29, 1893.
Throwing hammer 16-lb. wire handle	135 ft. $7\frac{1}{2}$ in.	W. O. Hickok, '95, S.	Intercollegiate Games, May 27, 1895.
Putting 16-lb. shot	44 ft. $1\frac{1}{2}$ in.	W. O. Hickok, '95, S.	Cambridge, May 20, 1895.
Pole vault	11 ft. $4\frac{1}{2}$ in.	R. G. Clapp, '99, S.	Intercollegiate Games, May 28, 1898.

New Gymnasium

Old Gymnasium, now Commons

CHAPTER VI.

OUTSIDE ATHLETICS.

THERE are but four main branches of athletics at Yale, namely, boating, football, baseball, and track athletics. These four are the only members of the Yale Financial Union, and practically govern the athletic side of college life. But this is not saying that there are not many other forms of exercise enjoyed by the Yale student, and that he has not other clubs that would properly be classed under the head of athletic clubs.

Of all the others tennis is perhaps the most prominent. There is a University Tennis Club, with president, vice-president, secretary, and treasurer. There are University tournaments, and Yale enters representatives in the Intercollegiate Tournament, which has been usually held at the New Haven Lawn Club grounds.

A more recent institution is the Yale Golf Club, which was organized in the fall of 1896. Matches were played with many prominent golf teams; and in May, 1897, the Yale team, consisting of R. Terry, Jr., '98, (Capt.); W. B. Smith, '99; W. R. Betts, '98; S. A. Smith, '99; J. Reid, Jr., '99; and C. Colgate, '97 S., won the Intercollegiate Championship at the tournament held at Ardsley, New York. Yale, Harvard, Princeton, and Columbia were represented. The second Intercollegiate Golf Tournament was held on the

links of the Ardsley Club in May, 1898, when the same colleges were represented. Yale again won the championship, the team being composed of R. Terry, Jr., '98, (Capt.); John Reid, Jr., '99; W. R. Betts, '98; W. B. Smith, '99; R. H. Crowell, '98; and T. M. Robertson, 1901.

There is the Dunham Boat Club, founded in memory of George Dunham, of the Yale crew of 1858, who was drowned a few days previous to the date, July 23d, set for the race, and in consequence of whose death the race for that year was abandoned. This club owns several singles, beside barges and shells. The club was very popular at first, and was well represented in the fall and spring regattas. Then for a time it lost its strength, there being little interest in rowing, outside of the University and Class races. In the spring of 1897, however, the interest in "scrub crews" was revived, and the Dunham Boat Club is once more flourishing.

The Yale Gymnastic Association, organized in October, 1893, is one of the most prominent of those independent organizations. A contest is held each winter, at which the winner receives the coveted "Y," an adornment of only 'varsity athletes, and receives the title of "College Gymnast." The college gymnasts have been as follows: for 1894–1895, George L. Buist, Jr., '96; for 1895–1896, F. A. Lehlbach, '98; for 1896–1897, H. M. L. Hoffman, '97; for 1897–1898, H. L. Otis, 1900. The "Gym. Team" gives several exhibitions each year in adjoining towns, and also gives a joint exhibition with Princeton.

The importance of the Yale Gun Club was greatly increased in the spring of 1898 by the formation of an Intercollegiate Shooting Association. A champion-

ship cup was provided by popular subscription, and will become the property of the team which first wins the championship three times. The first semi-annual match was held in New Haven, on May 7, 1898, and was won by Harvard, with a score of 131 out of a possible 150. Thus establishing a new intercollegiate record.

The records of the Gun Club are as follows:

Date.	Contestants.	Place.	Winner.	Scores and Remarks.
1892 Nov. 19	Yale. Harvard.	Springfield, Mass.	Harvard .	Harvard 114, Yale 105. Thirty single keystone targets per man.
1893 May 29	Yale. Harvard. Princeton.	Wellington, Mass.	Yale . .	Yale 128, Harvard 126, Princeton, 108.
1893 Nov. 24	Yale. Harvard.	Hartford, Conn. .	Harvard .	Harvard 119, Yale 113. Thirty single keystone targets per man.
1894 June 9	Yale. Princeton.	Princeton . . .	Princeton	Princeton 130, Yale 111.
1894 Nov. 23	Yale. Harvard. Princeton.	Hartford, Conn. .	Yale . .	Yale 101, Harvard 92, Princeton 87. Thirty single keystone targets per man.
1895 Nov. 1	Yale. Harvard. Princeton.	Dayton Gun Club grounds, Princeton	Princeton	Princeton 120, Harvard 116, Yale 98. Thirty single keystone targets per man.
1896 Nov. 7	Yale. Harvard. Princeton.	Cambridge . . .	Yale . .	Yale 67, Princeton 57, Harvard 46. Twenty-five single keystone targets per man.
1897 May 28	Yale. Harvard. Princeton. Columbia. U. of P.	Wellington, Mass.	Yale . .	Yale 116, Harvard 113, Princeton 110, Columbia 106, Univ. of Penn. 104. Thirty single keystone targets per man.
1897 Dec. 4	Yale. Princeton.	Travers Island .	Princeton*	Princeton 214, Yale 197. Each man shot ten rounds of six birds each.
1898 May 7	Yale. Harvard. Princeton. U. of P.	New Haven . .	Harvard .	Harvard 131, Yale 108, Univ. of Penn. 98, Princeton 96. Thirty single keystone targets per man.

* Giving Princeton the cup offered by the Shooting and Fishing Magazine.

There is also a Yale Hockey Club, which has gained steadily in power since its organization in 1895. A record of the college games played is as follows:

1896.

Feb. 14. Yale, 2, Johns Hopkins, 1.

1897.

" Yale, 2, Johns Hopkins, 2.
Jan. 23. Yale, 0, Queen's University, Canada, 3.
Mar. 27. Yale, 7, Columbia 2.

1898.

Jan. 29. Yale, 0, Brown, 1.
Feb. 5. Yale, 4, Columbia, 0.
Feb. 26. Yale, 1, Brown, 2.
Mar. 5. Yale, 0, Columbia, 0.
Mar. 12. Yale, 4, Columbia, 1.

Basket Ball was also played at Yale in 1895. As an indoor or gymnasium game it is ahead of any other, and occupies more attention in outside matches. The Basket Ball team has had two very successful seasons. In the college year 1896–1897, sixteen games were played, Yale winning eleven, and losing four, one being a tie. The college games played were:

Dec. 11, 1896. Yale, 39, Wesleyan, 4.
Jan. 14, 1897. Yale, 16, Trinity, 14.
Mar. 20, 1897. Yale, 32, Univ. of Penn., 10.

During the year 1897–1898, fifteen games were played, of which Yale won eleven, scoring 318 points to her opponents 169. The college games were:

Feb. 8, 1898. Yale, 36, Trinity, 10.
Mar. 9. 1898. Yale, 61, Trinity, 9.

The Yale Corinthian Yacht Club was organized in 1893. Races have been held by the Club each year over a course in the harbor, and one or two races have been held with Harvard at New London, before the University boat races. The club house is situated at Morris Cove.

The Yale Bicycle Association is the latest of these independent organizations. Until very recently, the only bicycle event in the Intercollegiate Track meet was the two-mile bicycle race. During the last few

years, however, other bicycle events have been added, and the bicycle races have been held by themselves; yet the college winning the greatest number of points in these races received only five points (equivalent to one first place) in the summary for the Intercollegiate Track Championship. But now a regular Intercollegiate Bicycle Meet will be held, entirely separate from the Intercollegiate Track Association, and consequently, in the spring of 1898, the Yale Bicycle Association was formed.

A number of years ago there was a flourishing Lacrosse team, and that well-deserving sport was reckoned as prominent. But it was dubbed "the refuge for invalid athletes," and that, together with other misfortunes, killed it. An attempt was made lately to resurrect this sport, but without satisfactory results. The game has in it a merit that may eventually bring it once more within the lists. It is played at other colleges and with marked gain.

Polo is not played by any regular Yale organization, although many of the members of teams are Yale men.

Cricket is also one of the sports which have never flourished at New Haven, although there have been individual players of excellence. Whatever they learned of the game, however, was acquired elsewhere.

From time to time there have arisen special sports claiming a momentary attention, and at the time such popularity as to induce the formation of a Yale club. But these have proven for the greater part fleeting fancies that have given way to others equally ephemeral, while the main sports, established on a secure basis, have proved enduring.

In fact, outside the four university organizations,

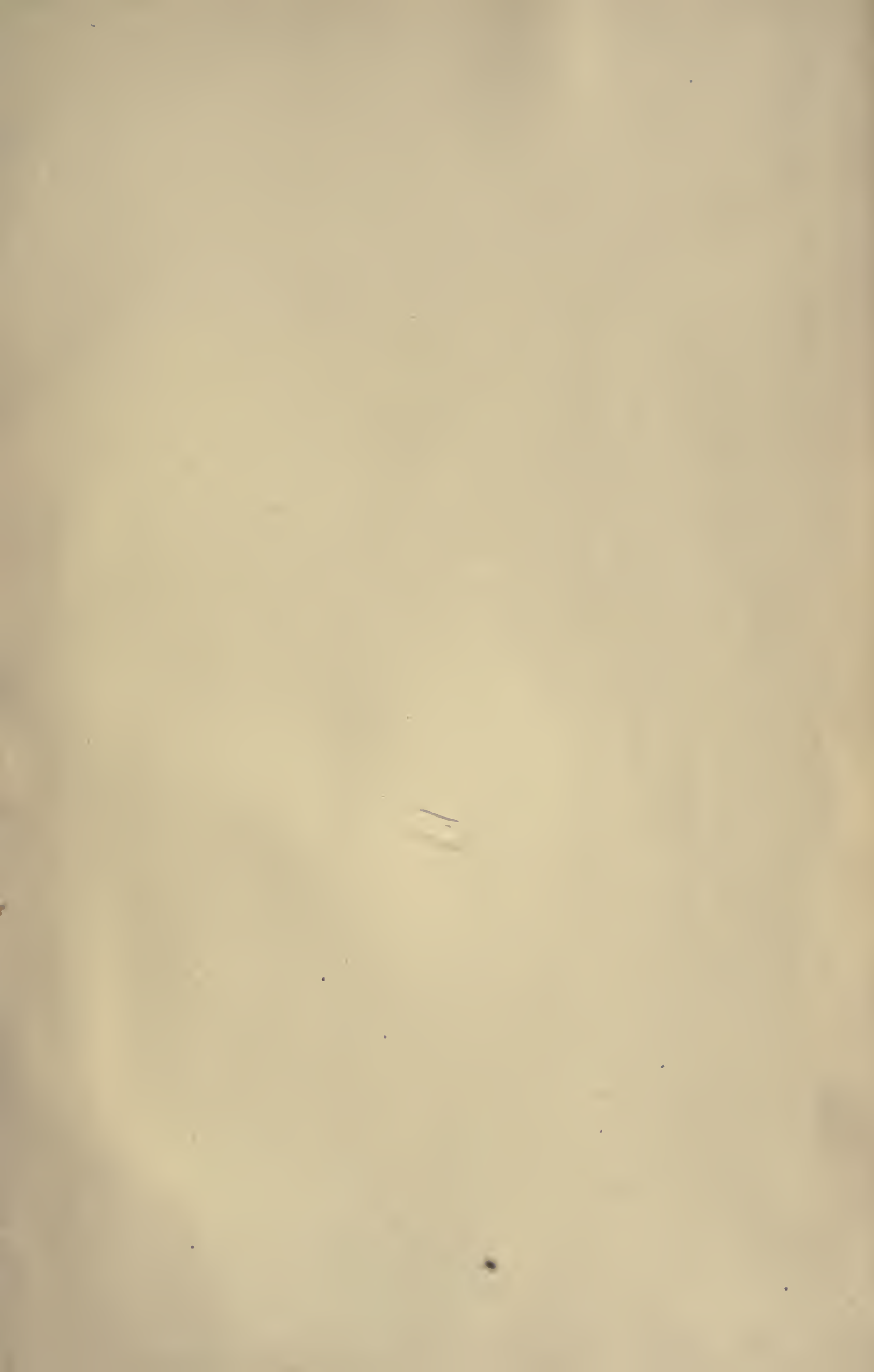
the only enduring athletics have been class contests. These, whether in the regular form or not, have kept some sort of pace with the strides of university athletics. Especially is this true of freshmen contests, for these take on a more intercollegiate character, and the matches with outside teams, from Harvard and Princeton, lend the necessary spur to improvement. Then there is the fashion of giving to the freshmen the privilege of sitting on the fence as a reward of victory over Harvard. This and the liability of freshmen athletes to be viewed with care by the 'varsity management as probable candidates for higher positions insures the interest being well kept up.

Individual athletics outside the regular channels, while unrecognized, still make up quite a feature of the college life. Cross country running, paper chases, hare and hounds, — all these have had some brief vogue, while single sculling, rink polo, and a dozen other interests have from time to time added new branches for the athletically inclined. The use of the gymnasium took a considerable start with the erection of the new and most commodious structure that now stands on Elm Street, and the men who, under the supervision of Dr. Seaver and Dr. Anderson and their assistants, are engaged in securing that sound body for the habitat of the sound mind are ten times as many as in the old days. This, too, in spite of the additional outside interests that have developed within the last decade.

Intercollegiate Lawn Tennis Tournaments.

Date.	Place.	Yale's Representatives — Singles.	Yale's Representatives — Doubles.	Winner — Singles.	Winner — Doubles.
1883. June 7–9.	Hartford, Conn.	G. L. Sargent, L. S.	Camp and Slocum.	J. Clark, '83, Harvard.	J. Clark, H. A. Taylor, Harvard.
Oct. 9–11.	Hartford, Conn.	L. Thorne, '85 S. W. P. Knapp.	Thorne and Knapp.	H. A. Taylor, '85, Harvard.	H. A. Taylor, Presbrey, Harvard.
1884. Oct. 7–9.	Hartford, Conn.	L. Thorne, '85 S. W. P. Knapp.	Thorne and Knapp.	W. P. Knapp, Yale.	L. Thorne, W. P. Knapp, Yale.
1885. Oct. 15–19.	New Haven, Conn.	Thacher. Knapp. Shipman.	Ludington and Thacher. Knapp and Shipman.	W. P. Knapp, Yale.	W. P. Knapp, Shipman, Yale.
1886. Oct. 12–14.	New Haven, Conn.	Gardiner. Thacher. Hurd.	Knapp and Thacher. Porter and Thomas.	G. M. Brinley, Trinity.	W. P. Knapp, Thacher, Yale.
1887. Oct. 11–14.	New Haven, Conn.	Ludington. Thacher.	Ludington and Hurd. Thacher and Shipman.	P. S. Sears, Harvard.	P. Sears, Shaw, Harvard.
1888. Oct. 8–11.	New Haven, Conn.	Ludington. Hurd.	Ludington and Beach. Hurd and Huntington.	P. S. Sears, Harvard.	Campbell, Hall, Columbia.
1889. Oct. 7–10.	New Haven, Conn.	Huntington. Hurd.	Huntington Brothers. Parker Brothers.	Huntington, Yale.	Campbell, Wright, Columbia.
1890. Oct. 6–10.	New Haven, Conn.	A. J. Parker, Jr. J. Howland. L. R. Parker.	Parker Brothers. Howland Brothers.	F. A. Hovey, Harvard.	S. T. Chase, Q. A. Shaw, Harvard.

Date.	Place.	Yale's Representatives — Singles.	Yale's Representatives — Doubles.	Winner — Singles.	Winner — Doubles.
1891. Oct. 13–17.	New Haven, Conn.	L. R. Parker, '92. W. P. Fisk, '92. J. Howland, '94.	Parker and Howland. Shaw and Sanford.	F. A. Hovey, Harvard.	Hovey, Wrenn } Harvard.
1892. Oct. 5–8.	New Haven, Conn.	A. J. Shaw, '93. J. Howland, '94. W. K. Fowler, '95.	Shaw and Cravens. Howland and Fowler.	W. A. Larned, Cornell.	Wrenn, Winslow } Harvard.
1893. Oct. 2–7.	New Haven, Conn.	J. Howland, '94. A. E. Foote, '96. J. Terry, '95 S.	Howland and Foote. Fowler and Terry.	M. G. Chase, Brown.	Chase, Budlong } Brown.
1894. Oct. 3–6.	New Haven, Conn.	M. G. Chase, '96 S. A. E. Foote, '96. J. F. Talmadge, '95.	Chase and Foote. Talmadge and Shaw.	M. G. Chase, Yale.	Chase, Foote } Yale.
1895. Oct. 8–12.	New Haven, Conn.	M. G. Chase, '96 S. A. E. Foote, '96. G. P. Sheldon, Jr., '99.	Chase and Foote. Sheldon and Kent.	M. G. Chase, Yale.	Chase, Foote } Yale.
1896. Oct. 6–10.	New Haven, Conn.	C. P. Dodge, '99. H. H. Hackett, 1900. R. Hooker, '99.	Dodge and Hackett. Hooker and Noyes.	M. D. Whitman, Harvard.	Ware, Scudder } Harvard.
1897. Oct. 5–9.	New Haven, Conn.	C. P. Dodge, '99. R. Hooker, '99. W. Noyes, '99.	Noyes and Hackett. Dodge and Hooker.	S. G. Thomson, Princeton.	Ware, Whitman } Harvard.
1898. Oct. 4–7.	New Haven, Conn.	C. P. Dodge, '99. H. H. Hackett, 1900. J. A. Allen, 1900 S.	Hackett and Allen. Dodge and Noyes.	Leo Ware, Harvard.	Ware, Whitman } Harvard.



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