

departments, it was deplorably weak in others, and urged the necessity of an annual appropriation of at least \$10,000. In view of all the circumstances, it is not surprising that the appeal was made in vain. Nor is it surprising that the Library should continue to fall behind, when we find that, from this time until 1880, the regular annual appropriation for the increase and maintenance of the Library was only \$1,500. In 1877 the librarian reported that, during the past year, no orders for new books had been sent abroad; that the total number of volumes added during the year was only four hundred and forty-eight; that three hundred and seventy-six of these had been presented, so that only seventy-two volumes had been purchased; that of these seventy-two volumes, fifty-six were continuations of serial works, leaving sixteen as the number of new works purchased within the year. In 1878 and 1879 the same story is repeated with very slight variations in the numbers.

At last, in the autumn of 1880, a full and forcible statement of the lamentable condition of the Library, accompanied by an urgent appeal for relief, was presented to the trustees, and, coming at a more favorable time than the former one, it met with greater success. In December a special appropriation of twenty thousand dollars was made for the increase of the library, of which five thousand dollars were available for immediate use. Large orders for books were at once dispatched, and in the annual report of June, 1881, it is stated that eight hundred volumes of new books had already been received, and many arrears canceled.

By the untimely and lamented death of Mrs. Jennie McGraw-Fiske, in September, 1881, the university became the recipient of a fund, which, it was estimated, would prove to be not less than a million dollars, the income of which, by the terms of Mrs. Fiske's will, was to be devoted to the support, increase, and maintenance of the University Library. With such an endowment the future of the Library seemed secure, and the hardships of the past few years were almost forgotten in glowing anticipations of the rapid development which was now to begin. In 1882 the first instalment of the fund, some seven hundred thousand dollars, was received, and for six months the Library enjoyed the income of this fund. In July, 1883, however, a suit contesting the will was begun, and pending the issue of the contest, the Library, deprived of all income from this source, had to rely upon annual appropriations from the general funds of the university. Happily these

appropriations proved to be more nearly commensurate with its needs than those of former years had been.

Meantime, however, the bequest had already begun to bear fruit. One of the greatest defects of the Library had always been the lack of any satisfactory catalogue. Early in 1882 it was decided to begin at once a general card catalogue of the books, and after careful consideration of the various forms of catalogues in vogue, the dictionary system was chosen as being, on the whole, better adapted to the use of our students than a systematically classified catalogue, which would be chiefly of service to trained specialists.

In January, 1883, a statute was passed establishing a Library Council, composed of the president and the librarian, one member of the Board of Trustees, and four members of the faculty. To this council was entrusted the general supervision of the Library and the apportionment of the funds.

The removal of the architectural department to Morrill Hall, in 1883, left vacant several rooms in the north wing of the McGraw building, and these were taken possession of by the Library. The former draughting room was fitted up as a seminary room and room for special study for members of the senior class. The two smaller rooms on the west side of the hall were given to the cataloguing department and the bibliographical collection. The increasing growth of the library, however, called for still further extension of its quarters, and in 1884 plans were prepared and estimates obtained for the conversion of the present geological lecture room into a general reading room, and for the erection of bookcases in the lighter portions of the existing reading room. In this way it would have been possible, at slight cost, to provide suitably for the accessions of the next ten years. At that time, however, it was firmly hoped that within two or three years the contest over Mrs. Fiske's will would be concluded, and that the Library would again be placed in the possession of its endowment. In that event it was designed to erect at once a fire-proof library building, and it was therefore thought best to make no further changes in the present building. But once more our hopes were dupes. The three years reached seven before the final decision came, and for the last five years of this period the overcrowded condition of the Library was a source of constant inconvenience and discomfort to all who used it. Thousands of volumes had to be stored away in an attic room where they were almost inaccessible; on many shelves the books were ranged in double rows; many

of the larger volumes were piled upon the floor; and the attempt to preserve anything like a systematic arrangement of the books by subjects became almost hopeless.

In the autumn of 1884, Eugene Schuyler gave to the library a valuable collection, numbering some six hundred volumes, chiefly relating to folklore, Russian literature and history. In January, 1886, the electric light was introduced, and the library hours which, until then, had been from 8 A. M. to 5 P. M., were greatly lengthened. Since then the hours have been from 8 A. M. to 9:30 P. M. in term time. In 1886 the purchase of the law library of Merritt King, numbering some four thousand volumes, made an admirable beginning of a library for the School of Law which was soon after established. In January, 1887, President White formally presented to the university his great historical library, containing over twenty thousand volumes, upon condition that a fire-proof room in the proposed library building should be provided for it, and suitable provision made for its increase. At that time the will suit was still undecided, and though it was determined to procure plans for a fire-proof library building, its erection seemed likely to be delayed for several years. In 1888, however, Henry W. Sage, recognizing the need for immediate action, generously offered to provide the funds for the construction of the building, on the single condition that should the final decision in the will suit be favorable to the university, the money advanced for this purpose should be repaid. Should, however, the decision be adverse, the building was to become the gift of Mr. Sage, who also declared his intention, in that event, to endow the library with a fund of three hundred thousand dollars for its increase. From the designs submitted to the trustees, that of W. H. Miller, an old Cornellian, was selected, and in the summer of 1888 work was begun upon the foundations. The first stone of the foundation walls was laid in place on September 27, 1888. The corner stone of the building was laid with public and formal ceremonies on October 30, 1889.

In May, 1890, a final decision in the will contest was given by the Supreme Court of the United States, and by it the Library was entirely deprived of the endowment bequeathed to it by Mrs. Fiske. Happily Mr. Sage's generosity had provided for this contingency, and the Library was henceforth indebted to him for its new building and the endowment for the purchase of books.

The general outlines of the library building are somewhat in the form of a cross, the bookstacks occupying the south and west arms, the

reading rooms the central space and eastern arm, while the northern provides accommodation for the offices of administration, the White Library and seven seminary rooms. In August, 1891, the removal of the books from McGraw Hall to the new building was safely accomplished. In September the books of the White Library were transferred to the actual custody of the university and shelved in the room provided for them. On October 7, the building and the endowment fund of three hundred thousand dollars were formally presented to the university by the donor, the Hon. Henry W. Sage, and at the same time President White made the formal presentation of his library. At this time the number of volumes in the library was over 105,000.

In December, 1891, the Library received from Willard Fiske the gift of a remarkable collection of Rhaeto-Romanic literature numbering about one thousand volumes. In the spring of 1892, President White presented to the Library an interesting collection of Mormon literature. With the greater facilities for study afforded by the new reading room with its well equipped reference library, came a corresponding increase in the use of the library by students, it being estimated to be four times greater than in the previous year, while the seminary rooms offered every inducement for the prosecution of advanced study and research.

The year 1893, the twenty-fifth of the library's existence, was made noteworthy by three remarkable gifts. First came in February the generous gift of the comprehensive and carefully selected law library of about twelve thousand volumes, collected by the late N. C. Moak of Albany. This collection, which had long been known to lawyers as the finest private law library in America, was purchased and presented to the Law School of Cornell University as a memorial of the first dean of the school, Douglass Boardman, by his widow and daughter. By this gift the law library was more than doubled in numbers and at once took rank among the leading law libraries of the country.

Next came in June the noble gift of the extensive library of the late Friedrich Zarncke of Leipzig, an unusually complete working library in the fields of Germanic philology and German literature, which was purchased and presented to the university by William H. Sage, a member of the Board of Trustees. This library, which numbers about thirteen thousand volumes, is especially rich in German literature before the time of Luther, and contains three remarkably full special collections devoted to Lessing, Goethe and Christian Reuter.

The third great gift of this year was an astonishingly complete collection of Dante literature, numbering about three thousand volumes, presented by Willard Fiske. This is undoubtedly the finest and largest collection of Dante literature to be found outside of Italy.

Following, close upon these, came the gift of an interesting collection of Spinoza literature, containing about four hundred and fifty volumes, presented to the Library by President White.

At the present time the total extent of the University Library is in round numbers about 160,000 volumes and 30,000 pamphlets. To attempt any description of the contents of the Library is out of the question in a sketch like this. It may be said, however, that the Library is especially strong in collections of scientific periodicals and transactions of learned societies. The more important of the special collections have already been mentioned, but it may be noted that the White Historical Library contains large and valuable special collections on the following subjects: Reformation, Torture, Witchcraft, Thirty Years War, and the French Revolution, also a goodly number of incunabula and manuscripts. Another interesting collection consists of the works on telegraph and electro-magnetism, formerly owned by S. F. B. Morse, the inventor of the telegraph, which were purchased and presented to the library by Ezra Cornell in 1873.

THE GREAT SUIT.

Mr. John McGraw had been closely identified with the history of the university from the beginning, having been one of the trustees mentioned in the act of incorporation. His active interest continued until his death. In the early history of the university he had presented the McGraw Hall, a building designed primarily to contain the library, and the collections of natural history, and to furnish lecture rooms and laboratories for these departments. He did not regard his beneficence to the university at an end with this gift; he had considered other plans, but had left them to be executed by his only daughter in accordance with her own judgment and tastes.

Miss Jennie McGraw was born in Dryden in September, 1849. She was educated in Canandaigua and at Pelham Priory, an Episcopal school in New Rochelle. Miss McGraw had a native enthusiasm for foreign travel, and a genuine unaffected literary taste. She spent the year 1859-60 in travel in Europe, and resided for a considerable time in

Berlin for the purpose of study. In 1875 and 1876, she again visited Europe, and made an extended trip through England and Scotland, visiting also France, Italy and Spain. After the death of her father, she sailed for Europe and extended her travels to Sweden and Norway, going as far as the North Cape, and enjoying keenly the grand scenery of the mountains and fiords. She also visited Russia and Italy. She loved to spend days among the famous paintings of the Louvre and the Vatican. All foreign life possessed a charm for her. She visited Normandy and Brittany, where she found delight in the picturesque architecture and in the life of the peasantry. She shared fully her father's interest in the university. The large wealth which she had inherited was spent in the purchase of paintings and statuary, with which she intended to fill the beautiful mansion which she was erecting on a site where, for many years, she had dreamed of having a home. It was her purpose that the numerous art treasures which she acquired should become the foundation of a gallery which was to be connected with the university. At the opening of the university her fine taste was manifested in the presentation of the chimes, which were her personal gift, and called forth that exquisite poem from Judge Finch, which will be sung by so many generations of students. Shrinking as regards the public, she revealed to those who knew her intimately a loyal and beautiful spirit, which won the deepest regard of those who shared her friendship; generous, it was her wish that her noble fortune should be a source of joy and blessing to others. Her strength was not equal to the fatigue and excitement of constant travel. Her health failed. The year before her death she was married, and visited Egypt in the hope of being benefited; but the trip failed to restore her, and she desired to return to her native land. She died a few days after her arrival. Her generous spirit was shown by her will. After giving to her husband and friends, and to objects of benevolence more than a million dollars, the residue of her large fortune was left to the university to found a library which should equal her hopes for its future.

Her marriage to Professor Willard Fiske took place at the American Legation at Berlin on July 14, 1880. Soon after the death of her father she made a will, in which, after certain specific bequests, she bequeathed to the university the sum of fifteen thousand dollars for a Student's Hospital and twenty-five thousand dollars to maintain it; fifty thousand dollars for the completion of the McGraw Hall and for a fund to sustain it; two hundred thousand dollars to constitute the McGraw Library

Fund, the income of which was to be spent in the support of the Library. She also made the university the legatee of her residuary estate.

She had purchased a beautiful site adjacent to the university grounds and overlooking lake and valley, upon which, at the time of her death, she was erecting a fine residence of stone. The numerous paintings, statues and other works of art and books, which she had purchased abroad, became by the terms of her will the property of Cornell University. She died at her husband's residence upon the campus, September 30, 1881.

On January 8, 1883, after due citation of the parties interested, there was a judicial settlement of her estate. On the 6th of September, 1883, a petition was presented by her husband, Willard Fiske, opening the decree of settlement, to which, on the 24th day of October following, her kinsmen, being heirs at law or legatees under her father's or her own will, were admitted as participants in the contest which now arose. The value of the estate which she had received from her father was estimated to be worth about \$1,600,000. Her fortune at her death amounted to about \$2,025,000, the property which she had inherited having increased rapidly in value during the prosperous years from 1877 to 1881, in addition to which there was a trust fund of \$250,000 in her favor, from her father's estate, which she was to receive ten years later. This will was now contested on various grounds, the principal being, first, the provision in the charter of Cornell University which limited the property which it might hold, to \$3,000,000; secondly, the provision of the statute which forbade a wife having a husband living to bequeath more than one-half of her property to religious or benevolent purposes. The ablest counsel appeared to discuss the difficult and intricate questions of law which were involved. Great interest was felt, not only in the university, but abroad; especially among educational institutions. It was felt that the creation of a great university library, which would become possible by the realization of this gift, was a State and National blessing and would enable the university within a short time to gather about it facilities for study, as regards its literary collections, not surpassed by any university in the country. The question of greatest importance connected with this case, and upon which the other conclusions depended, was as to the value of the estate devised, and the amount of property which the university actually possessed. The National Land Grant had been bestowed upon the State

of New York in trust for a specific purpose. It had received land scrip or promises of land, which might be subsequently selected, not land itself. The value of this land scrip when the university was chartered was sixty cents per acre. The entire amount which the State then held, would have yielded at the market price about half a million dollars. In this emergency Mr. Cornell had offered to purchase the remaining scrip, about eight hundred thousand acres, to locate the same on selected lands and pay all costs of surveys, taxes, etc., and when the market was favorable, to sell the land and pay all the proceeds into the State treasury, less the actual expenses which he had incurred, the same to constitute the "Cornell Endowment Fund," the income of which should be paid forever for the support of the university. The condition of the sale or conveyance of the land to him was that he should bind himself to pay all the profits to the State treasury for the university. He was to do for the State what it could not do for itself, for one State could not locate land in another State without producing a confusion of jurisdiction, which was, moreover, distinctly prohibited by the Land Grant Act. It would also have it in its power to affect the market value of property in another State by its action. The question was: Are these additional proceeds a part of the consideration which Mr. Cornell agreed to pay for the land; and if so, do they constitute a separate fund, not subject to the special provisions of act of Congress, but form a personal gift of Mr. Cornell to the university, a gift possible only through years of labor and through the risk of his personal fortune? Was the State a trustee for the entire sum realized from the sale of the national land, responsible for its reception and administration, as it was for previous sales which constituted the "College Land Scrip Fund," or was the university the owner?

Had not the State of New York limited or modified the act of Congress? And if it apparently did so, would such action be sustained by the United States Supreme Court? These were some of the questions which were required to be passed upon by the highest State and National judicatories. The trustees of the university regarded the execution of the trust which they had received as of so binding a character that it was incumbent upon them to maintain the obligation imposed upon them by Mrs. Fiske's legacy. A decision in the Probate Court was not reached until May 25, 1886. From this decision an appeal was taken to the General Term of the Supreme Court of the State of New York, which rendered a decision on the 20th of August, 1887, reversing the judgment pronounced by the surrogate, and deciding that Cornell Uni-

versity had already reached the limit of property prescribed by its charter, at the time of the death of Mrs. Jennie McGraw-Fiske, and was not entitled to and could not take or hold any of the property or funds devised or bequeathed to it by her last will and testament.

From this judgment of the court an appeal was then taken by the counsel of the university to the Court of Appeals, by which a decision was rendered on November 27, 1888. This decision sustained the position assumed by the contestants of the will. In an elaborate opinion pronounced by Judge Peckham, in which the remaining justices, with the exception of Justice Finch, who took no part, concurred, it was held that a corporation has the right to hold, purchase, and convey such real and personal estate as the purposes of the corporation shall require, not exceeding the amount specified in the charter; that no corporation possesses or can exercise any corporate powers, except such as shall be necessary to the exercise of the powers enumerated and given in its charter, or in the act under which it is incorporated; that no devise to the corporation shall be valid unless such corporation be expressly authorized by its charter, or by statute, to receive it by devise; that the college, being a corporation, has power to take and hold by a gift, grant, or devise, any real or personal property, the yearly income or revenue of which shall not exceed the value of twenty-five thousand dollars.

The decision was based on the following statement of facts, and of law:

In the act of Congress donating the public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts, a certain appropriation of the public lands was donated to the different States for the purposes above expressed, but to such donation there were several conditions attached:

(a). The land should be selected from the National lands in the State to which the grant was made, if there were public lands enough within it to permit it; if not, the Secretary of the Interior was directed to issue to each of the States land scrip to the amount in acres to which the State was entitled, which scrip was to be sold by the State and the proceeds thereof applied to the uses and purposes prescribed in the act, and for no other use or purpose whatever.

(b). In no case should a State to which land scrip was issued, be allowed to locate the same within the limits of any other State or Territory, but their assignees might locate it on any of the unappropriated

lands of the United States which were subject to sale at private entry at \$1.25 or less per acre.

(c). All expenses of management, superintendence and taxes from the date of the selection of lands previous to their sale, and all expenses for the management and disbursement of the moneys received from such sales were to be paid by the State, so that the entire proceeds of the lands should be applied to the purposes named.

(d). All moneys derived from the sale of the lands by the States to which they were apportioned, and from the sales of land scrip, were to be invested by the States in stocks of the United States or of the States or some other safe stocks yielding not less than five per cent. upon the par value of such stocks, and the moneys so invested were to constitute a perpetual fund, the interest of which should be inviolably appropriated to the endowment and maintenance of at least one college, where, among other subjects, agriculture and the mechanic arts should be taught.

(e). If any portion of the invested fund, or any portion of the interest was lost, it was to be replaced by the State, so that the capital of the fund should remain forever undiminished and the annual interest should be regularly applied without diminution to the purposes mentioned in the act.

To these conditions the State was required to give its assent by legislative act, and the grant was only authorized upon the acceptance of them by the State. This gift was bestowed upon Cornell University upon condition that the Hon. Ezra Cornell should give five hundred thousand dollars in money to the university, and twenty-five thousand dollars to the trustees of the Genesee College at Lima, in this State. The university having received this sum the question arose: How can it dispose of the scrip in the best possible manner so that the income of the university shall be increased to the greatest possible extent? The result of throwing upon the market such enormous amounts of the public land as had been donated by Congress to the several States was a fall in the market value of the land and, of course, of the scrip which it represented, to a sum far less than the established price for government lands. In the fall of 1865, Mr. Cornell purchased of the comptroller one hundred thousand acres of land-scrip for fifty thousand dollars, and gave his bond for that sum, upon the condition that all the profits which should accrue from the sale of the land should be paid to Cornell University.

On April 10, 1866, the Legislature authorized the comptroller to fix the price at which he would sell and dispose of any or of all the lands or land scrips donated to this State, such price not to be less than thirty cents per acre for said lands. He might contract for the sale thereof to the trustees of Cornell University. If the trustees should not agree to purchase the same, then the commissioners of the Land Office might receive from any persons an application for the purchase of the whole or any part thereof at the price so fixed by the comptroller. The trustees or such persons as should purchase the land scrip were required to make an agreement and give security for the performance thereof to the effect that the whole net avails and profits from the sale of the scrip or the location and use by said trustees, person or persons of the said land, should be paid over and devoted to the purposes of such institution or institutions as have been or shall be created in accordance with the provisions of the act of Congress.

On June 9, 1866, Mr Cornell in behalf of the trustees informed the comptroller that they would be unable to purchase and locate the land scrip as they had no funds belonging to the institution that could be appropriated to that purpose. On the same day Mr. Cornell made to the comptroller the proposition, by the acceptance of which a contract was made with him, by which he agreed to place the entire profits to be derived from the sale of the lands to be located with the college land-scrip in the treasury of the State, if the State would receive the same, as a separate fund from that which might be derived from the sale of scrip, and would keep it permanently invested, and appropriate the proceeds from the income thereof annually to the Cornell University for the general purposes of said institution, and not to hold it subject to the restrictions which the act of Congress placed upon the fund derivable from the sale of the college land-scrip, or as a donation from the government of the United States; but as a donation from Ezra Cornell to Cornell University.

The comptroller had fixed the price of the scrip at fifty cents per acre which was somewhat less than the market price for small parcels, but which, in consideration of the large quantity which was to be disposed of, and the fact that the prospective profits to be derived from the sale and location of the lands were to go into the State treasury, he considered fair as well for the purchaser as for the State. "Acting upon the above basis, I propose to purchase said land scrip as fast as I can advantageously locate the same, paying therefor at the rate of

thirty cents per acre in good seven per cent. bonds and securities and obligating myself to paying the profits into the treasury of the State as follows: Thirty cents per acre of said profits to be added to the college land scrip fund and the balance of said profits to be placed in a separate fund to be known as the Cornell University fund and to be preserved and invested for the benefit of said institution, and the income to be derived therefrom to be paid over annually to the trustees of said university for the general purposes of said institution."

The question upon which the Court of Appeals decided this celebrated suit rested upon the interpretation of the agreement which is here cited. The counsel of the university urged that the conditions imposed upon Mr. Cornell in acquiring the land scrip by which he was obliged to return to the treasury of the State all profits from the same, constituted a part of the contract and that it was a distinctly specified condition, constituting a part of the agreement under which the land was sold to him, and under which condition it would have had to have been sold to any other person; in fact, it was an obligation imposed by the Legislature upon any sale of the land by the comptroller acting with the Land Commissioners of the State. Mr. Cornell was in that case fulfilling a contract made with the State. As interpreted by the Court of Appeals, this condition did not constitute a contract, but the title to the land passed to Mr. Cornell, and he thus became the absolute owner of the land scrip. His profits were to be paid into the treasury of the State, but they were to be paid therein as profits and not as any portion of the purchase price of the scrip; and they were paid as profits of Mr. Cornell and received under that agreement as the property of Cornell University, the income of which was to be paid to it for its general purposes and the principal was to constitute the Cornell Endowment Fund. It was, in the view of the court, other than an agency created in behalf of the State; the profits which he had hoped to be able to realize in the future were entirely speculative in character and amount, and were dependent largely upon the judgment with which the lands were located and the times and manner of the sale. The proceeds of the sale of these were, therefore, Mr. Cornell's own gift to the university. All the compensation he sought for his services, his trouble and his responsibilities, great and onerous as they were, was the fact that all this should go to the university.

In 1874, just before Mr. Cornell's death, he transferred to the university all his right, title and interest in this vast property and the univer-

sity assumed in his place the execution of all obligations and contracts which Mr. Cornell had undertaken in carrying out his noble and far-seeing purpose.

The construction placed on Mr. Cornell's agreement by the counsel of the university made it a debtor to the State for the entire amount realized from the sale of the lands. An additional point, presented with great learning by the counsel of the university, maintained a distinction in law between the right to "take" and to "hold" property by devise. It was claimed that by the law of mortmain, corporations without special license might "take" the title to real property aliened, subject only to the right of the superior lord, in this case the State, to enter and take the land under the power of forfeiture. The charter of the university provided "that it might hold real and personal property to the value of three million dollars." This position received apparent support from the decisions of the courts of other States and from certain decisions of the United States Supreme Court. It was held, however, by the Court of Appeals, that the early mortmain acts in England bear no resemblance to the tenure by which a citizen of this State holds lands. Here there is no vassal and superior, but the title is absolute in the owner and subject only to the liability to escheat. Although some portions of the mortmain laws of England may have been enforced in other States, no such laws have been enforced in this State. As a large portion of the real estate bequeathed to the university by Mrs. Fiske was situated in other States, it was urged that such real estate could not in its descent be subject to the law of this State, but that the title to real estate is governed by the laws of the State where the real property is situated. But the court held that the direction in Mrs. Fiske's will to convert her estate into money or available securities operated as an equitable conversion of the estate, and hence no real estate in other States had been devised by her to the university. As the interpretation of an act of Congress was involved in the decision of this question, an appeal was taken to the Supreme Court of the United States where Senator George F. Edmunds, one of the ablest constitutional lawyers of this country, presented in a plea of great force the position of the university. He claimed that the whole of the moneys derived from the sale of the lands were trust moneys, and belong to a trust fund, and had no connection or relation to the limitation of the amount of property that the university might hold as provided in its charter. The fact that the State provided for other modes of invest-

ment than those mentioned in the law of Congress had no bearing upon the intrinsic nature of the trust itself. To hold that it could, would be to hold that a trustee may change the nature and responsibility of his duties under a trust by mis-investment. The opinion of the court, which was pronounced by Mr. Justice Blatchford, followed that pronounced by the New York Court of Appeals. A dissenting opinion was presented by Mr. Justice Brewer, in which Mr. Justice Gray concurred. This opinion held that the act of the Legislature of New York, under which the land scrip was bestowed upon Cornell University was the legislation of a sovereign state prescribing the duties and powers of one of its officials, and also a declaration of the duties cast by a trustee upon his agent in respect to trust property. In either aspect its voice was potential in respect to that which was, under the authority, thereafter done by official or agent. In this view, the land commissioners had no authority to make a limitation in the contract, by which thirty cents an acre and the net proceeds were to pass to the national fund. No subsequent legislation on the part of the State of New York, and "no agreement between it and Cornell University as to the possession of these funds can have the effect to relieve the State from its liability as trustee, or place the title to those funds elsewhere than in the State." The use of the proceeds of the land scrip fund are stamped with the limitation imposed by the original act of Congress. Under the decision of the highest court of the State of New York and of the United States, the Cornell endowment fund was the gift of Mr. Cornell to the university. It was not, therefore, subject to any limitation which might apply to the land scrip fund, and can be used for any of the purposes of the university which the trustees deem proper.

BUILDINGS, COLLECTIONS AND MUSEUMS.

The attention of the trustees was early directed to the acquisition of collections of natural history and of art. One of the first collections obtained before the opening of the university was the Jewett collection in paleontology and geology, which was purchased by Mr. Cornell at a cost of ten thousand dollars and presented to the university. This collection, which had been made by a scientist in Albany, was regarded at the time as extremely complete. Soon after the charter of the university, the Legislature passed an act giving to the university a collection of duplicates in the same department from the State museum in Albany.

A larger and more important acquisition was that of the Newcomb collection of shells which was purchased by the trustees in February, 1868. Dr. Newcomb had spent many years in the Sandwich Islands and in Central America, in which he had made an extensive, and almost unequalled, collection of shells illustrating the conchology of that region. Many of these shells were of the highest value and some were absolutely unique, the only collections at the time which could be compared with it was the type-collection made by Professor Adams of Amherst and a similar collection at Yale. The university also authorized the purchase of the mineralogical cabinet of Professor Benjamin Silliman, jr., of Yale College. Smaller, but valuable, additions were made, among others a collection of four hundred birds, presented by Greene Smith, esq., the son of Gerrit Smith. Valuable gifts of books were also received which are mentioned in connection with the Library. The Museum of Archaeology is a recent, but most valuable, addition to classical study and to the history of art. This beautiful collection is the gift of the Honorable Henry W. Sage. When the Library was moved from the McGraw Building, the rooms which it had occupied were devoted to a Museum of Archaeology. This was fitted up for its purpose during the year 1893 and it was formally dedicated in February, 1894. President White had early insisted that a museum of casts would be one of the most valuable acquisitions for the study of the history of art which could be made in this country. The acquisition of original works of art was impossible, but in place of them the exact models almost equally valuable for purposes of study could be obtained. Mr. Henry W. Sage, whose large interest in the development of the university was not confined to any one department, made this beautiful gift to the study of the humanities.

The museum is an outgrowth of the system of instruction followed in the arts course and of the needs of graduate work in the classical departments at Cornell. The leading ideal in its formation is to furnish the best illustration of the development of antique sculpture. It therefore consists principally of a collection of full-size plaster casts, numbering nearly 500, of notable examples of Greek and Roman bronzes and marbles. These have been furnished or made to order, for the most part, under the direction of the foreign museums possessing the original. Some specimens of Egyptian, Chaldean, Assyrian, Persian and Etruscan sculpture have been added for purposes of comparison. The principal groups, distributed in eight sections over 5,300 square feet of floor area, illustrate Oriental and early Greek sculpture, classical mythology, Greek athletic statuary, architectural sculpture, the school of Praxiteles, later Greek, Pompeian and Graeco-Roman sculpture. No attempt has been made to illustrate Christian sculpture.

As a museum of classical sculpture, the collection is actually excelled by no other university museum in the United States, and among other foundations only by the Museum of Fine Arts of Boston. The total cost of the collection and equipment is about \$20,000.

On the 30th of June, 1868, Mr. John McGraw proposed the erection of a fire-proof building suitable for the needs of the university. This building (the present McGraw Hall) was begun soon after, and was designed to accommodate the library, the collections of natural history and to afford lecture rooms for the departments of geology, anatomy and physiology.

No provision had yet been provided for suitable accommodations for the department of mechanic arts, when, in the summer of 1870, the Hon. Hiram Sibley offered to erect a building for that purpose. On the 9th of August a contract was made for its erection. The Sibley building as originally planned was designed to be one story in height with a French roof. Mr. Sibley consented to increase the height of the building by one story on a pledge from President White to expend a sum equal to the cost of the extra story, in apparatus, models, etc., for the departments of civil and mechanical engineering.

At the same time the need of residences for professors was being seriously felt. Most of the students and faculty were accommodated within the gloomy and disagreeable walls of Cascadilla. The city itself at this time contained no more residences than were needed for its own population. On January 24, 1870, the lease of land to professors, which would enable them to build upon the university ground, was authorized. This important action has contributed more than anything else, perhaps, to give the University a unique character by establishing upon its grounds a university colony. It was proposed at this time to erect a residence for Professor Goldwin Smith on the half lot additional assigned to Professor Fiske and connected with his residence. The erection of the president's house by President White was originally proposed at the time of the offer of Mr. McGraw to erect the hall which bears his name. The first residences for professors upon the university grounds were those of Professors Law and Fiske. President White proposed on June 21, 1871, to erect a president's house for his own occupation, which, upon his resignation, should become the property of the university for the use of the president. The house thus begun was planned by one of the earliest students of the university interested in architecture, Mr. W. H. Miller, who has since been the architect of the

Sage Library and the School of Law. The president's house was not completed until the summer of 1873, President White retaining his residence in Syracuse for the first five years after the opening of the university, and occupying rooms in Cascadilla Place during the occasion of his visits to Ithaca.

Upon the acceptance of the report of the committee appointed to consider the subject of female education in the university February 13, 1872, a committee was appointed to prepare plans for the Sage College. These were drawn up by Professor Charles Babcock, and the building remains one of the most simple and dignified in architecture and one of the most satisfactory of all structures on the university grounds. This building was erected during the year 1872-73 and formally opened for the use of students at the opening of the fall term, 1874.

On May 7, 1872, the contract for the erection of the Sage Chapel, in accordance with the offer of the Hon. Henry W. Sage, was authorized and on the following morning the executive committee went in a body upon the grounds of the university and formally selected its present location. The plans originally contemplated a stone chapel, which were afterwards changed to one of brick. The chapel as proposed was designed to accommodate an audience of five hundred. The contract for its erection was made on June 22, 1873.

Provision was made in the summer of 1874 for laying out the grounds of the Sage College by a skillful landscape gardener, and about the same time the wooden bridge across Cascadilla was replaced by the present structure of iron.

At the meeting of the trustees upon June 16, 1880, the Hon. Henry W. Sage offered to erect at his own expense a conservatory for the botanical department at a cost not to exceed \$15,000.

On September 3, 1880, the erection of a physical laboratory was authorized, and it was directed that plans and estimates for it should be prepared at once, and on December 18, 1880, an appropriation was made to erect and equip the same.

The erection of an armory was authorized April 29, 1882, and a new building for the departments of chemistry and physics on June 9 of the same year.

On June 14, 1883, the erection of a memorial chapel, to serve as a mausoleum for the benefactors and officers of the university, was ordered.

In the summer of 1887, Mr. Alfred S. Barnes offered to give \$45,000 in addition to the amount already subscribed by the members of the

Christian Association, to erect a building to be used for the purposes of the association. The plans of this building were authorized September 27, 1887, and the construction was immediately entered upon, the building being formally opened for public use at Commencement, 1888.

The erection of a building for the civil engineering department was ordered by the trustees at their meeting October 26, 1887. On June 20, 1888, it was provided that this building should be made of stone, in order to correspond with the other buildings of the quadrangle. On June 19, 1889, the name Lincoln Hall was bestowed upon it in honor of President Lincoln, by whose approval the act of Congress, donating public lands for agricultural and mechanical education, became a law. Work upon the same was begun in April, 1888.

On September 19, 1888, the Hon. Henry W. Sage, feeling deeply the immediate need of a library building while litigation regarding the realization of Mrs. Fiske's will was still pending, proposed to advance to the university the necessary funds for the erection of the building. By a letter July 15, 1889, Mr. Sage proposed that this library building should be a free gift, if by the decision of the United States Supreme Court the bequest of Jennie McGraw should fail.

The erection of a new chemical laboratory was ordered at the meeting of the Board of Trustees October 24, 1888, the plans for which as prepared by Professor Osborne were formally adopted, and a site chosen. The erection of the building was begun in July, 1889.

On February 18, 1891, an appropriation was made for the erection of a law school building, plans for which were, on April 25, 1891, accepted and the contract was made on September 21, 1891.

On March 13, 1883, Mr. Hiram Sibley, of Rochester, presented \$50,000 to the university to be spent in the erection of additions to the present buildings of Sibley College to provide additional accommodations for the growing classes.

IX.

THE UNIVERSITY AS ESTABLISHED.

THE university may be regarded as especially fortunate in the choice of the first professors elected. They were, in general, young men

whose reputation and scholarship were such as to promise high success in the administration of the departments of instruction to which they were called. Professor Evan W. Evans, the first professor nominated, was born in Wales. He had graduated with high honor at Yale, and been instructor in mathematics in that institution, and afterward a professor in Marietta College, Ohio. He had contributed to Silliman's Journal, and was the author of a text book in mathematics. His interest in the language of his native country led him to pursue studies in the Cymric literature and philology, in which he had no superior in the United States. The editor of the leading foreign review of Welsh literature has stated that Professor Evans was the only American scholar, whose researches in that language had received distinguished recognition abroad. Students of those early days will bear him in grateful memory. His instruction was marked by admirable clearness, and left the impression that the form in which it had been presented was almost the final form of definite and precise statement. Although a silent man, his judgment upon all questions of organization in those early days of the university, was of great value; that loyalty to conviction and to friendship, which is characteristic of his nation, made Professor Evans's association valued by all his colleagues.

Dr. George C. Caldwell had been an early student of scientific agriculture, whose works upon agricultural chemistry had already won recognition. He had studied the methods of agricultural instruction abroad, especially at the famous Agricultural College of Cirencester, England, and had afterward received his degree at the University of Göttingen. A scholar of excellent judgment, careful and exact in all his work, his studies have contributed to the reputation of the university in his department.

Professor Eli W. Blake had graduated both in the academic and scientific departments of Yale University, and later, studied at the University of Heidelberg. He had been professor of physics in the University of Vermont and, at the time of his election, was acting professor in Columbia College. While his residence here was confined to two years, his work bore the impression of a versatile and enthusiastic scholar.

Professor James M. Crafts, professor of general and analytical chemistry, was a graduate of the Harvard Scientific School, and had studied afterward in France and Germany. Some of his original investigations had already been published in the Proceedings of the French Academy

of Sciences, and in Silliman's Journal. At the time of his election he was an assistant in the Lawrence Scientific School. Although his connection with the university was limited on account of ill health, the private investigations which he has since pursued in France and in this country, have made him one of the most eminent chemists that America has produced. He is at the present time a professor in the Massachusetts Institute of Technology.

Dr. Burt G. Wilder was a graduate of the Lawrence Scientific School and a favorite pupil of Professor Agassiz. He had already won reputation as a contributor to various scientific and popular journals, and had published some extremely curious and interesting investigations upon the silk-spinning spiders of the south which had attracted attention. He had also served as an assistant surgeon in the army. During his residence in the university he has trained some of the ablest and most devoted scientists of this country. In investigations in the structure of the brain and the nervous structure of men and animals, and in the effort to promote a uniform system of nomenclature in anatomy, he has been one of the most active and influential representatives.

Professor Albert N. Prentiss was one of the first graduates of the Michigan Agricultural College—the first institution of the kind in the United States. His scientific investigations had been of high merit, and he possessed unusual ability as an organizer. To his taste and skill as a landscape gardener much of the beauty of the university grounds is due. Few botanists in this country have trained so many eminent scholars.

Mr. Lebbeus H. Mitchell, whose name appears in the early announcements as professor of mining and metallurgy, never entered upon his duties. His life has since been prominent for his explorations in Abyssinia, and later, for service as Vice Consul-General in London.

Professor Law had already become eminent by his writings; Professor Wheeler was known as an admirable classical teacher, and Professor Morris's training had fitted him to organize instruction in the new field of practical mechanics.

The university thus inaugurated, and accompanied by the enthusiastic hopes of the friends of modern education, entered a period of stern limitation and embarrassment, from its restricted resources. Its wealth was in the future, in the national lands, the value of which would rise with the development of the industrial prosperity of the States in which they were located. An attempt to realize at once the proceeds

of these lands would have destroyed the benefits which were to spring from Mr. Cornell's far-reaching purpose. The support of the university was based on the income of Mr. Cornell's gift of \$500,000 and of the college land scrip fund and the Cornell endowment fund. The separate funds last mentioned amounted to about \$405,000. Funds for the erection of buildings had to be derived from the interest on the endowment. Thus the university, embodying so vast a scheme of universal education, was limited from the beginning in carrying out the scheme of its founders. The university grounds were those of a country farm and rough in the extreme. Cattle roved over the campus and were supplied with water from a spring in front of the site of McGraw Hall. Anything like landscape gardening was almost beyond the wildest dream of any friend of order and beauty. From the funds which had accumulated in three years all the necessary buildings had to be erected, and chemical and physical apparatus, collections and books acquired. The funds of the university were all needed for its current expenses without this additional cost, while it aimed to embody great departments of instruction and courses of study which did not exist in other institutions, and obliged at the same time to make provision for recognized and established branches of study. The faculty, from whom everything was expected, did not at first exceed in numbers that of smaller institutions with a limited course of study. Growth seemed impossible, and to maintain upon the original scale that for which provision had already been made, doubtful. In addition to this, the cost of non-resident lecturers impaired still further the available funds for regular departments of work. A single building had been erected mainly for a dormitory. No provision had been made for a university building with lecture rooms, museums and general offices. At the same time, the cost of new buildings had to be taken from the regular annual income, all of which was needed for the support of an organized institution in full operation. The limitations and discouragements of those first years can scarcely be overestimated. The only hope of relief was in sacrificing the land upon which the future of the university depended. To have done so would have reduced the university at once to the scale of one of the smaller colleges. Mr. Cornell maintained with a tenacity begotten of a lofty purpose his position that the lands must be retained. In the mean time, the financial difficulties increased. Generous friends gave McGraw Hall and Sibley College at a most opportune time. The execution of the national trust thus became in a degree possible; but

financial bankruptcy seemed impending. At the same time the country was slowly approaching the crisis of 1873. Credit and currency, which had been inflated during the war, had to assume a normal standard and relation to business necessities. Twice the trustees intervened to meet a deficit of about \$150,000. The number of students which had reached 412 the first year, and rose in the third year to slightly above 600, declined from that point. From 1873 to 1878 the numbers remained about the same; from 1878 to 1882 the numbers declined still further and in one term of this year the number of students in attendance in a single term reached only 312.

President White had been absent for five years in Europe, with the exception of an interval of seven months, in which he was in residence from September to May in 1878-9. The friends of the university felt that his presence was necessary. The alumni passed resolutions at their meeting in June, 1880, asking the trustees to request his return. In obedience to this action, the trustees themselves passed resolutions expressing their sense of the urgent need of a personal and responsible head of the university and desiring President White's return if consistent with his plans. Mr. White, therefore, resigned his position as minister to the court of Berlin and, in the fall of 1881, resumed his position at the head of the university. This was the year of greatest decline in the history of the university. In the following year the number of students slightly increased, but it was not until 1884-5 that the number of students equaled that recorded thirteen years before. Since this time the growth of the university has been very rapid. The increase in the number of students has been simply the index of the interior development. By favorable sales of land the endowment of the university had been greatly increased, the salaries of professors advanced and large appropriations made for fuller equipment and the erection of additional buildings.

On June 17, 1885, President White tendered his resignation of the office of president of the university, it being nearly nineteen years from the date of his original election to that position. He withdrew in obedience to a purpose which he had long since formed. In presenting his resignation, President White said: "The present meeting completes twenty years since with our dear and venerated friend, Ezra Cornell, I took part in securing the charter of the university, submitted its plan of organization and entered this noble board. And now, in accordance with a purpose long since formed, I hereby present my

resignation as president and professor of history. The university is at last in such condition that its future may well be considered secure, thanks to your wise administration; its endowment has been developed beyond our expectations; its debt extinguished; its equipment made ample; its faculty increased until it is one of the largest and most effective in our country, and an undergraduate body brought together, which by its numbers and spirit promises all that we can ask for the future." After reviewing the fundamental principles of the university and expressing his satisfaction in their triumph after twenty years, he said: "At two different periods when about to leave the country for a time, I have placed my resignation in your hands and you have thought best not to accept it. I now contemplate another absence from the country in obedience to what seems to me a duty, and must respectfully insist that I be now permanently relieved and my resignation finally accepted. Although I have but reached what is generally known as the middle period of life, I feel entitled to ask that the duties hitherto laid upon me be now transferred upon another, and that I be left free to take measures for the restoration of my health, to which I have for several years looked forward with longing, and which I hope can be made eventually useful to the university and possibly to the public at large." The trustees in accepting his resignation which was presented with so much urgency, adopted a preamble and resolutions. "The resignation by Andrew D. White of the presidency of Cornell University becomes an era in its history. For twenty years he had devoted his best exertions, energy and industry, his large intellect and loyal zeal to the organization and growth of this institution. The project once conceived, he, hand in hand with its benefactor and founder, pressed it to a successful issue. Their dreams have been realized and their efforts crowned with noble and generous results. How great have been the cares and anxieties during those twenty years, few, if any, can realize. How large and generous his benefactions equally bestowed upon the university and its friends, few will ever know. How beautifully he has created for us friends by his social and personal character; how great has been his influence in our behalf is to become a part of our history. During these twenty years the respect and affection of all connected with the university towards him has grown and strengthened. The purity of his character, the blamelessness of his life, his noble ambition, his generous and self-sacrificing devotion to the cause of education, his wisdom and kindness of heart have made his name and person very near and dear to all of his associates."

In accepting his resignation the board expressed the hope that after a period of needed change and rest Mr. White might renew his relations to the university in a more congenial and less exacting position and give it the prestige of his high character and attainments. They therefore requested that he would accept the nomination to act as honorary president of the university, and

Resolved, That the Legislature be requested to amend the charter so as to make the first president of the university a member of the Board of Trustees for life.

The position of honorary president he declined in a letter from Paris dated December 22, 1885. While recognizing the confidence and kindness shown to him by the trustees in unanimously offering to him the honorary presidency of the university, he stated that he felt obliged to decline this especial honor on various grounds, "the most important being the consideration that there should not seem to be any division in the executive responsibility." After expressing his grateful appreciation of the proffer of the board to secure legislation making him a trustee for life, he declined this honor from a dislike to special legislation of the sort required and distrust regarding the precedent which would be established and requested that the resolution be allowed to rest simply as a most striking expression of confidence. The faculty of the university at a meeting to be held on the same day expressed its sorrow at the severing of the relation which had lasted since the earliest existence of the university, and formed an essential part in the official life of every one of its members, and which on his side had been sustained with great wisdom and great labor, with inexhaustible enthusiasm, with constant self-sacrifice and with increasing anxiety for the sound growth and welfare of the university. It also expressed its sense of the generous attitude which he had maintained toward the faculty in all manners of administration, and of the strong and inspiring influence which he had exerted upon the body of undergraduates and upon the alumni, and the hope that he would continue a member of the teaching body of the university, giving to its deliberations the benefit of his ripe experience and to future classes of students the same instruction and stimulation in historical work that had been previously enjoyed. The alumni also passed resolutions of appreciation and regret.

The selection of a successor to President White was a subject of earnest consideration. Several names of men eminent as scholars and administrators were mentioned for the position, whose work would, it was believed, promote the prosperity of the university. President White's

choice fell upon a former pupil, Professor Charles Kendall Adams, of the University of Michigan, Mr. White's successor in the department of history in that institution. In an elaborate discussion of the qualities required, presented at the request of the trustees, Dr. White expressed his views upon the choice of a successor. At a special meeting of the board, held on July 13, Dr. Charles Kendall Adams was elected president of the university, and was formally inaugurated on the 19th of November of the same year. President Adams's inaugural address was entitled "The Development of Higher Education in America." President Adams brought to the university an experience of great value as an educator. He had been an attentive student of the various questions discussed in connection with higher learning, to the solution of which he had himself contributed. A man of great industry and method in his work, he brought to the duties of his position qualities which were of high value. A president's office was established in one of the university buildings, where the president was accessible both by faculty and students at certain definite times, a feature of administration adding greatly to the efficiency of the office. Under President Adams's wise direction the whole arrangement of the bureau of administration connected with the executive office was remodeled and improved. President Adams was a most laborious and conscientious executive officer, giving careful attention to every interest which affected the university, of practical and experienced judgment, and it was at once felt that every detail of business received at once immediate and adequate attention. Several extremely valuable features were introduced soon after his accession in university administration, which made the faculty feel that there was an intelligent and sympathetic interest on the part of the presiding officer, not only with all questions of higher learning, but also with the individual interest of every professor. The system of granting a leave of absence to members of the faculty after six years of service for purposes of travel and investigation was a valuable feature of the new administration. The salaries of professors were raised, so that they were more worthy of a university of high standing and influence. All these measures commended themselves to the faculty and contributed to give confidence in the new administration. The period which followed since 1885 has been one of uniform prosperity and growth. The presence at all times of a responsible presiding officer, and confidence in a uniform and judicious administration of affairs contributed to give stability and unity to the progress of the university. Among the im-

portant events connected with President Adams's administration from 1885 to 1892 may be mentioned the establishment of the Law School, the erection of the Chemical Laboratory and of the Sage Library, of Lincoln Hall for the Departments of Architecture and Civil Engineering, the erection of Barnes Hall and the enlargement of the Armory, the establishment of the new President White School of History and Political Science, and also of the State Meteorological Station. President Adams resigned in May, 1892, and was elected soon after president of the University of Wisconsin. Professor Jacob Gould Schurman, dean of the Sage School of Philosophy, was elected as his successor. Professor Schurman during the period of his connection with the university had established a reputation as a brilliant lecturer upon philosophical subjects, whose private lectures as well as his public and more popular lectures had been largely attended. Dr. Schurman possesses especially the gift of lucid exposition and analysis of philosophical systems. A series of lectures upon theism, which were delivered later before the students of Andover Theological Seminary and published in a volume, exhibited great acuteness in stating and criticizing from a scientific and philosophical standpoint the current arguments by which this doctrine is defended. An earlier volume upon "The Ethical Import of Darwinism" was also the product of Dr. Schurman's work while occupying his professorship here. Dr. Schurman entered upon his duties with great energy, and with a desire to carry forward the work which had already been begun. He has endeavored to unite the university more intimately with the State, and, since his accession, two grants have been made by the Legislature, partially fulfilling the duty assumed by the State in accepting the land grant, which pledged it to erect a building for the accommodation of the college established by the Congressional gift.

X.

STUDENT LIFE.

The university opened with four classes. Students who came from other colleges brought with them naturally the traditions of the life which they had left. The system here, however, was altogether new. The demand for lecture rooms in the two buildings which had been

erected limited the number of students who could find accommodation in those buildings. Cascadilla, on the contrary, was crowded, not only with students but with professors. The corner rooms, affording somewhat larger accommodations for professors and their families, were usually occupied by some married member of the faculty. The others found quarters in the less desirable rooms, and the students were scattered in the inner rooms, which were often poorly lighted and worse ventilated. There was an enthusiastic, tumultuous life among the students of those early days. They espoused most thoroughly the principles upon which the university was founded; they were exposed to criticism in common with the university itself, and they defended themselves vigorously; they loved the freedom which they enjoyed; they had faith in their university and in its future, and happily cherished no doubt of the position which the university had already attained. One student is reported to have asked Professor Goldwin Smith how long he thought it would take before this university would equal Oxford, who is said to have answered with grim truthfulness, realizing as he did that history and tradition are necessary to constitute a true university life, that he thought about five hundred years.

The military system which overhung, we might say overshadowed, everything in those early days, though defended as necessary from the charter, was cordially disliked. The martinet discipline of the first few years, so contrary to a university atmosphere, is a persistent memory in the minds of the students of those early days. The attempt was early made to abolish the class system, to classify students without reference to the familiar terms of Senior, Junior, Sophomore and Freshman. It was fondly believed that this illusion would cause students to forget the academic class to which they belonged and that class rivalries would be forgotten in a scholarly union.

The large liberty in elective studies which was allowed to all students caused ambitious freshmen to select courses for which they were unprepared. It was generally believed in the university world without, that the German university system prevailed here, that all instruction was by lectures, and that absolute freedom was the prerogative of every student. This loyalty to the university on the part of the students soon developed a genuine university life. Songs were written in which they proudly commemorated their alma mater. The first university song was "The Chimes," written by the Hon. Francis M. Finch, one of the trustees of the university, who had enriched the song book of his own

college, Yale, and whose poem, "The Blue and the Gray," has become more widely known than perhaps any other poem which was the product of our Civil War. The remark has been credited to President Woolsey that Judge Finch is the only poet whom Yale College ever graduated.

At the second anniversary of the Cornell Library Association held in Library Hall, Ithaca, on the 21st of January, 1869, the Orpheus Glee Club sang this first college song to which Cornell University can lay claim, which was received with great enthusiasm, and which will be regarded with constantly increasing interest as it is sung by successive classes. The next song which has obtained permanent acceptance was written by George K. Birge and was entitled "Cornell," with the refrain:

We honor thee, Cornell,
We honor thee, Cornell,
While breezes blow,
Or waters flow,
We'll honor thee, Cornell.

The song, however, which has perhaps become the true university song is what is now called "Alma Mater," beginning "Far above Cayuga's waters," and having a joint authorship. The circumstances under which it was composed are thus given in substance by one of the authors:

"We were seated together one evening in our room, when some one mentioned the lack of university songs at Cornell. It was proposed that we should undertake to compose one. One suggested:

Far above Cayuga's waters,

The second added:

With its waves of blue,

and so the composition proceeded to the end, the two contributing, but not always in the same order.

Thus this favorite song arose.

The entire number of students enrolled during the first year of the university was 412. In the following year this number was increased by a little more than 150, to 563; but in the third year the number reached its maximum, and from that time the decline was continuous to the year 1881-2, when the number of students was only 384, and in one term fell as low as 315. It was not until the year 1885-6, that the number of students of fifteen years before was again attained

and surpassed. The decline in the number of students after the opening of the university may be attributed to various reasons, first among which is the financial crisis which followed in 1873, and secondly, perhaps, to a gradual readjustment of numbers according to the fixed and permanent relations which the university assumed, and the actual advantages which it offered. Many students flocked to it in the early days with inadequate preparation, and under the mistaken impression that they would be enabled to support themselves while completing their education. These were necessarily disappointed.

SOCIETIES.

The new university was not merely to be a university in name, but it was to embody all the features that were distinctive of other institutions of learning, and as the young American is, by birth, a public orator, societies for literary culture and oratory were at once organized. The first society to be organized, soon after the opening of the university, was the Philathean, and soon afterwards, on October 22, 1868, the Irving. The former society held public literary exercises two months later, on December 18, in the friendly shelter of the Aurora Street Methodist Episcopal Church. The æsthetic spirit was also rife, and one of the early numbers of the *Era* contains a record of the Orpheus Club.

The first place of meeting of the Philathean was in a room in Cascadilla, while the Irving met in the university; but as the university opened with four classes, many of the new students had been members of secret societies at other institutions, chapters of which were soon formed among the students here. The first secret societies to be instituted were the Zeta Psi and Chi Phi fraternities. A spirit, however, opposed to secret societies was also immediately developed and, as early as December 11, a meeting of students calling themselves Independents, who were opposed to all secret societies, was held in the parlor of Cascadilla Place. Soon after an association of independents was formally organized who regarded secret societies as aristocratic, as introducing a distinction between students of the same university, and between members of the same class, and often as possessing no claim to existence from the literary culture imparted, being merely societies for dissipation. The college press of those days, which seems to have been under the control of members of the secret societies, ridiculed

vigorously the new anti-secret organization. On May 28th of the following year, the Delta Upsilon was founded, composed mainly of the independents and those who sympathized with them. This organization, although opposed to secret societies, was never regarded as a public society, attendance upon whose exercises, literary or otherwise, was open to all students. The Christian students of the university also united to form an association, which seems to have been organized formally on January 23, 1869. The meetings were at first held in the university buildings, but often in connection with the churches in town.

The Classical Association, which has had a continued existence and has formed an important feature in connection with classical study, was organized on February 2, 1869. A month later, one of the largest and most influential of all the scientific societies connected with the university, the Natural History Society, was organized on March 7. The Kappa Alpha fraternity appears third on the list of secret societies, having been founded about November 27, 1868. Upon April 3 three other societies claimed recognition, viz. ; the Alpha Delta Phi, Chi Psi, and Phi Kappa Psi, since which date the establishment of other secret societies has been quite rapid until the present time, when there are about twenty-six such organizations.

A distinguishing feature of university life in its later development has been the growth of chapter houses. From the very earliest date it was natural that the members of the different secret societies should arrange to secure rooms together, and many chapters rented private houses, which were used for fraternity purposes. This practice gave way subsequently to the erection of beautiful buildings for fraternity purposes. These buildings contain lodge room, library, parlors, reception rooms and studies, and bed rooms for the members. In some cases board is also provided by a steward within the chapter house. The fraternity which first possessed an independent chapter house was the Alpha Delta Phi fraternity, which was erected in 1878, when a large portion of the students still roomed in the city. Its convenient site on Buffalo Street, half way up the hill, was favorably situated for the needs of that time. Later, the authorities granted lots to societies which should wish to build upon the university grounds. The first fraternity to avail itself of this privilege was the Psi Upsilon fraternity which chose the site at the entrance of the university grounds on the borders of Cascadilla ravine. It was followed by the Kappa Alpha fraternity, which erected a chapter house directly north,

on the opposite side of the bank, in 1886-7. Since then, fraternity houses have been erected by the Sigma Phi, Delta Upsilon and Delta Kappa Epsilon fraternities on the university grounds. Other fraternities have chosen to erect lodges off the university grounds, and the Chi Phi fraternity has erected a picturesque chapter house in Craigielea Place, while the Zeta Psi has erected a large and very fine building upon Stewart Avenue, and the Chi Psi fraternity has purchased and refitted a large building on Buffalo street. The attitude of the university to secret societies has, perhaps, been different from that of other institutions. The secret societies as established here have received students during the freshman year, who have retained their connection with their society through the four years' course. In some other institutions full membership practically exists for only one or two years at the most. Here no arguments or influence has been used against their establishment. The faculty has insisted that all ceremonies connected with the admission should be without practical jokes, or anything like hazing. In many cases members of the faculty have been members of some one of these societies during the period of their own student days. In a few cases professors have accepted an honorary membership in societies with which they had not been previously associated. The frankest relations have always been sustained between members of the faculty and members of the various societies, while to the uninitiate a certain awe attaches to their mysterious names and mottoes. In the university world they are regarded rather as private clubs. The character of the influence of a secret society depends entirely upon its membership, and societies whose standing is high in other universities, and who have a long list of illustrious graduates, possess naturally an ambition to maintain the reputation which they have inherited. It cannot be denied that occasionally, through the influence of a few bad members, a society may exert upon its membership an influence that is positively disastrous, and such influence may continue for more than a single year. Similarly, when the tone of scholarship in a chapter is low, and when its leading members are devoted to society, a low standard of scholarship may prevail. On the other hand, many societies have preserved uniformly for a series of years a reputation for distinguished scholarship. Membership in such societies is a badge of character and ability. It must be premised that a student upon entering an institution of learning, must have some companionship. He cannot, and it is not to be desired that he should,

live alone. Indeed, the most effective, perhaps the most influential part of a student's education is obtained from contact with his fellows. Through association, he acquires a knowledge of men, and becomes courteous and friendly in his dealings with them. His ambition is quickened by contact with brilliant scholars, and the social side of his nature is developed in connection with the intellectual. Assuming these facts, if a student can join a society of high standing early in his course, he is kept from the dangers and accidents which are associated with the promiscuous fellowship of the university world. His reputation and scholarship become a part of the reputation of his society, and care is exercised over his life and studies. The influence of the faculty, which is felt by the members of a secret society in its public receptions, tends to preserve them from decline, and the more fully the influence of the faculty is felt in the various chapters, the more perfect is the guarantee of the character of their members. It has often been found that where official influence was powerless, the personal influence of an instructor could be exerted advantageously to effect the reform of a student. It has not been of isolated occurrence that chapters themselves, for the sake of their own reputation, have severed the connection of undesirable members, and relieved the university indirectly from the incubus of unworthy students. Every year at Commencement and at other times, receptions are given by various societies to their alumni, members of the faculty, visitors and friends. Such invitations are gratefully responded to by members of the faculty, and their influence upon the student world can only be favorable.

Another fact in connection with the establishment of chapter houses is not unworthy of notice. Early in the history of the university, President White expressed himself very decidedly against the dormitory system. Many educators have regarded the dormitory system, by which large numbers of students were gathered together in one building, as a fruitful source of disorder. The introduction of society halls, which are owned and governed by the students themselves, guarantees a certain self government in their own interest. It may perhaps be stated that one-fourth of the students of the university find homes in the various chapter houses at the present time. The evils which are usually ascribed to secret societies are found in the clannish and exclusive spirit which is fostered by them. They have been held to be opposed to a broad republican spirit, to the association of students on a footing of perfect equality, and to an enthusiastic and common participation in

the public and literary interests of the university. Such evils can not perhaps, be absolutely disavowed. But in this university, where so large a portion of the work in laboratories, shops and seminaries brings students into intimate personal relations with one another, apart from mere association at lectures and recitations, a spirit of utter separation is impossible.

Of late years the feeling in favor of attractive, well arranged and well lighted dormitories has increased among the faculty. A university spirit is cultivated, when the students reside upon the university grounds. The friendships of students constitute one of the most beautiful features associated with their lives, and are remembered with ardor and gratitude, when the mere acquisitions of the four years of study have been lost in later professional life. Such friendships among students are certainly fostered more when they are associated in a hall, and, weighing the advantages and the disadvantages, it seems unquestionable that such a life is far preferable to the isolated existence and dreary lodgings and possibilities of temptation, which are associated with boarding houses scattered throughout the city. In the first report of President Adams, the attention of the trustees was called to the expediency of the erection of dormitories, who presented in a very able manner the reasons for their introduction from an educational as well as a financial standpoint. President Schurman in his inaugural address speaks in favor of the dormitory system, and it is hoped that at no distant day dormitories erected by friends of the university will constitute an important feature in university life.

Among student organizations, the Students' Guild requires mention. Professor Hewett published an article in the *Era* of December 1, 1876, entitled "Students' Relief Association," in which he called attention to the numerous cases of illness among students and the need of some systematic effort on the part of the university as a whole to provide assistance. He said: "The university has appealed from the first to students of limited means, who are in part dependent upon their own efforts to secure an education. Such students, in case their health is preserved amid the arduous task of self-support and study, may succeed with many sacrifices in accomplishing their noble purpose; but in case of illness, many occupy rooms remote from the university, with no one to whom they can appeal for skillful nursing or care, and have to trust to the friendly and often accidental offices of some room mate or fellow student; such kindly services are not always possible, and the

student's recovery is often hazarded or postponed by the lack of sufficient care. In case of recovery, the student is burdened not only with the cost of his maintenance, but also with that of his sickness. Some students come from families whose circumstances are not adequate to meet the extra expense of an illness away from home. Students of larger means are also exposed to the dangers of sickness, without the comforts of home or scientific care. It was proposed in the article that the students should form a relief association or guild, and each contribute a limited sum, which could cause no burden to any one, to constitute a fund which could be used in behalf of invalid students. It was hoped that all students would unite cheerfully in the enterprise of relieving distress among their number, and that this organization would be recognized as a students' institution for the relief of those in need. It was proposed that the faculty should form, in union with representatives from different classes, an executive committee to whom should be referred all cases of need and all applications for aid, whose duty it should be to investigate any cases of sickness or distress which might come to the attention of any member of the university.

The suggestion for an organization like this came from the system in vogue in the German universities, by which every student is assessed a limited amount every semester for hospital dues, and in case of illness has the right to demand medical attendance and care in a special ward of the hospital. Such a system was impracticable here, and the method proposed was deemed the best for meeting the existing need. A generous co-operation attended this appeal. A large and representative meeting of the entire university was held in the chapel February 16, 1877, at which a permanent organization was effected. A general interest was felt outside the university world in the purposes of this organization, and among those who sent letters promising co-operation was Miss Jennie McGraw, who requested that in case of any special demand being made upon the guild she might have an opportunity to contribute to meet it. It is probable that her attention was first called definitely at this time to the need of a university hospital, and a few months later, in drawing up her will, she made provision for the erection of such a building by a gift of forty thousand dollars for that purpose.

Since its foundation the Cornell University Guild has constituted a permanent factor in university life. It has appealed to a generous in-

terest on the part of students in behalf of one another, and has exercised a wide and beneficent influence. No year has passed when cases of distress have not occurred which have been relieved by its kindly ministrations. In some cases the entire expenses attending the sickness and funeral of students have been met from its funds. The ladies of the faculty have united to furnish and defray the cost of maintaining a student ward in the City Hospital, which has been recently established; but the need of a university hospital, well lighted, with ample accommodations, with operating rooms, wards, libraries and pleasant parlors, where students can relieve the tedium of slow recovery, is constantly felt. The proposition of Miss McGraw to found a university hospital was, perhaps, the first which was made in this country. Several universities now have such institutions admirably equipped, such as Yale and Princeton Universities.

Scientific and literary societies have been formed by professors, the purpose of which has been to enable the members to become familiar with the various investigations which are being carried on by their colleagues in different fields of study. The most notable organization of this kind was a Philosophical Society composed of all members of the faculty, of which Professor Wilson was president, which met regularly for the reading and discussion of papers in all fields of knowledge. In the autumn of 1892 a Modern Language Conference was established by the professors in the departments of French, English and German, whose membership embraces all the instructors in those departments, and graduate students. It meets regularly six times a year, when papers presenting original investigations, and reviews of current literature and criticism are read.

THE UNIVERSITY PRESS.

The establishment of a University Press, after the example of the English universities, took place early in the history of Cornell. One of the early gifts was a Hoe printing press. It was expected that all the university publications, and works by the various professors, would be printed here, and that the university would become a center of publication. A related purpose, cherished more warmly by some, was that it would open to students a valuable means of self-support who would, at the same time, acquire a valuable craft. Professor Fiske's experience in journalism led to his appointment as "Director of the Univer-

sity Press." The University Press was installed first in the basement of Morrill Hall, and the motive power was supplied by a small engine placed to the north. When the first building erected in connection with Sibley College was completed, the printing establishment found ample accommodations in a large room on the first floor. A stereotype foundry was added in the rear. For many years students found profitable employment at the expense of the university. Many books were printed here for publishers in the large cities, also the college papers, examination papers, etc. This experiment demonstrated, however, that material profit was impossible in philanthropy, for a deficit occurred every year which the university treasury had to make good. The hope of success in maintaining a University Press was only abandoned reluctantly. In one of the extensions of Sibley College, as late as 1884, provision was made for rooms for printing and stereotyping.

Soon after the opening of the university, a prospectus was issued for the establishment of a weekly paper to be devoted to the interests of the university, and to represent the voice of the students in all questions of educational policy. At the hour of midnight on December 1, 1868, "just as the clocks were striking twelve, just at the dim witching hour of midnight, a new Era came into existence," and the Cornell Era, representative of the spirit of the young university, was issued. By three o'clock in the morning the seven hundredth copy had been printed and folded and laid away, and the editors were on their way to their rest. The first Era, however, bears the date of November 28. The Era was first published by members of the secret societies. The volume for 1874-5 was issued by editors chosen from the senior and junior classes. The paper thus issued has maintained a continuous existence to the present time. For several years, it was the sole organ for the publication of university news. At no period of its existence has it manifested more enterprise than during those early years. There was a pervading atmosphere of enthusiasm in the university, and in the ideas which it represented, in those early days. The ills and discomforts of the student world in a university insufficiently equipped, the hardships consequent upon a pioneer educational life were borne easily, and dismissed humorously, in the columns of the Era. The limited number of chairs of instruction which had been established gave a unity and common interest to university matters, which has never since been surpassed. All questions of university policy were frankly presented and discussed. Co-education

as a phantom to be feared was criticized in advance; the wisdom of a non-resident lecture system praised and disparaged; the interests of the university were stoudly defended against foreign attack, and the students proved themselves vigorous champions of the principles upon which the university rested. One noticeable feature of those first years was the active participation of the faculty in the support of the Era. We find a review of current "Events in Europe," by Professor Goldwin Smith; "Concerning Food," by Professor Wilder; "The Relations of High Civilization to Poetry," and "Children's Books," by Professor Corson; "A Day's Ride in Spain," by Professor Crane; "The University of Edinburgh," by Professor Law; "The Land of Fire," by Professor Fiske; "Canoe Life on the Tapajos," by Professor Prentiss; "Etymological Reveries," "Universities and Colleges in Japan" and "Buddistic Morality," by Professor Roehrig; "The Nature and Method of Teaching Mathematics," by Professor Wilson; "Modern Athens," by Professor Hewett; "A Chair of Didactics," by Professor Sprague; "Eton," by Professor Smith; "My Studies in the University of Cairo," by Professor Fiske; several translations of articles on "Academic Study and its Mission," by Professor J. M. Hart; also translations and original articles, by Professors MacKoon, Wait and Russel and others. Professor Goldwin Smith contributed translations from his favorite Latin poets. Some of these have recently been included in his recently published volumes of translations from the classics.

One of the most interesting features of the Era for many years was a series of Cornellian notes by Professor Fiske. These notes discussed almost every question connected with university policy; oftentimes they presented the first announcement of appointments and gifts. Many interesting sketches of foreign university life and experience are contained in these notes. The Cornell colors, the Cornell adjective and the Latinized name of the university were all treated by his versatile pen. He sought to rouse the university muse to write college songs and he himself led the way. These articles were published under a convenient and harmless anonymity. They furnish everywhere evidence of a skillful journalist, interesting in his individuality, and gifted in his power of description. The Eras of that day did not confine their attention primarily to local university news. A wide range of information, and comment upon university life, and educational questions in other colleges, was also manifested. Discussions of popular questions were frequently quoted, and formed the basis of interesting comment.

The enthusiasm of the students for their studies found expression in frequent translations from the German poets, and occasionally from the French and the Swedish. Professor Charles Fred Hartt contributed fascinating accounts of explorations in Brazil, and interesting translations from the Portuguese poets. The Era, in short, mirrored at that time the whole life of the university world; its interests, enthusiasms, sports, jokes, as well as the wider educational life around. But the Era was not destined to pursue an entirely even tenor. Questions regarding its control, or the representation of the different classes upon the Era board came to disturb its supremacy, and one day the Cornell Times appeared, published to sustain one side in a university contest regarding the constitution of the Era. It was not long-lived, and few copies are in existence. A compromise, or readjustment of the method of choosing the editors, secured the objects for which it was founded and it quietly ceased to exist. During the first years of the university, a large body of Brazilian students were attracted hither, mainly through the personality of Professor Charles Fred Hartt. These published in the Portuguese language the *Aurora Brasileira* for a short time in 1873-4. The *Cornellian* was the recognized organ of the secret societies and appeared first in 1870. Since that time its scope has been greatly enlarged, and the artistic element in it increased, while retaining all those features which are so representative of the life of the student world, classes, secret and literary societies, clubs, contests, victories and obituaries.

In October, 1873, a new publication appeared, the *Cornell Review*, designed to be the repository of original articles, essays, stories, Woodford orations, elaborate discussions and poems. It was published first by representatives of the literary societies, the Irving, Curtis and Philalathean, for which latter there was substituted in 1880 an editor from the Debating Club. From 1883, editors from the Irving and the Debating Club, and three appointed by the retiring board from each of the upper classes, conducted the Review. It was issued first as a quarterly, but after the first year as a monthly. It existed from October 1873 to June 1886. One of the most interesting features of this Review, as well as of its successor, the *Cornell Magazine*, has been a series of interesting notes by Professor Corson upon "English Literature," containing felicitous notes and interpretations of Shaksperian verse and thought, which have appeared for many years, and form an extremely valuable collection of "Shaksperiana."

In 1880, a daily paper was issued the first number of which appeared on September 16, 1880, the Cornell Sun, containing a daily résumé of university news.

The increased development of the Department of Mechanical and Electrical Engineering led the students pursuing those studies to issue in March, 1887, *The Crank*, the brevity of whose title as well as its ambiguous character has been since changed into the Sibley College Journal of Engineering. It has afforded a valuable medium for presenting the history of this important department of the university, and has contained original investigations, and often full reports of lectures which have been delivered before the Sibley College, a record of various scientific excursions instituted by the college, and interesting discoveries and inventions in the technical departments. The Cornell Magazine, which was issued as the successor of the Cornell Review, appeared first April 13, 1888, and has been issued regularly ever since, has maintained the character of its original. The editorial direction of the Review has devolved upon instructors in the department of English, and students, who have constituted a joint editorial board. A single illustrated paper is worthy of mention as being the only effort to issue and sustain a comic weekly. This was published first April 1, 1878, and though it continued but a term, it exhibited during its brief existence great artistic skill and humor which was the delight of the university world. The cost and labor of issuing a paper of this kind led, however, to its early abandonment.

Publication in connection with investigation constitutes an essential feature of the life of a university. In addition to the Philosophical Review, which has been mentioned in the description of the department of philosophy, a Review was founded to be the organ of the secondary schools called the School Review. This was published at the university under the general editorship of President Schurman from 1891 to 1893, when its publication was transferred to Colgate University, following the appointment of Instructor Thurber, who had been its managing editor, to that institution. President Schurman, however, still appears as editor-in-chief. The fact that no Review existed in this country devoted to the investigation of questions in physics led the university to establish the Physical Review, under the editorship of Professor Nichols and his colleagues in the department of physics. This Review has been issued bi-monthly and has appeared both in England and America and is recognized as a valuable organ for disseminating a

knowledge of investigations in physics. The department of classics has issued several important philological papers under the title of Cornell University Studies in Classical Philology. The latest university publication is The Cornell Law Review, which appeared June 1, 1894.

INTERCOLLEGIATE LITERARY CONTESTS.

On February 19, 1874, the delegates of fourteen colleges met in Hartford, Conn., to form an intercollegiate literary association. Of these colleges, Amherst, Bowdoin, Brown, Wesleyan and Williams were in New England, while the others were from the Middle States. Yale was not represented on account of the small interest which was manifested there. It was decided to form an association to be called the Intercollegiate Association of the United States, the object of which should be to hold annual competitive exercises and examinations. Col. T. W. Higginson, who participated actively in the proceedings, said: "At present the *esprit du corps* of the college is confined to athletic sports. No one hears of the smart men, the best orators, lawyers, writers, and thinkers in our colleges, but if this movement succeeds, the better minds will be developed because there will be a strife to gain laurels for their representative colleges. We must show that oratory is not a mere outside show. In some colleges oratory is made a matter of training, others believe it to be a thing that cannot be taught. So long as the present state of affairs lasts, so long will each college think its own system the best; but an immediate test, that will bring graduates together in actual trial, will inevitably open up the matter and show which is the best method." The representatives of Cornell at this meeting were Messrs. R. H. Wiles, G. R. Vandewater, and G. H. Fitch, all of whom, both in college and since, have won distinguished honor. Mr. Wiles, while favoring an oratorical contest, regarded the true culture of colleges as the main object, and hoped that in due time written examinations in Greek, Latin, literature, mathematics and science would be held. He opposed the introduction of declamations as school-boyish. The first contests for which provision was made were in essays and oratory, and the public exercises were appointed for January 7, 1875, in New York. The contest in oratory was held in the Academy of Music, which was filled on this occasion. Ten colleges were represented in this contest. Mr. James Frazer Gluck delivered his successful Woodford oration of the preceding year. Repre-

sentative men had been chosen as the judges in both contests. Cornell University was successful in the literary contest, receiving two out of the four prizes which were awarded. Two subjects for essays had been announced, viz., the "Utilitarian System of Morals," and the "Clowns in Shakspeare." Princeton won the first prize for the best essay on the former subject, while George H. Fitch won the first, and James F. Gluck the second prize for essays on the second subject. The judges were Thomas Wentworth Higginson, James T. Fields and Richard Grant White. The value of the first prize was one hundred and fifty dollars. For the following year the competition was extended to include not only oratory and essays but Greek and mathematics, and a special prize was offered for the best essay on "Arbitration as a Substitute for War." The prizes had been increased in value for this occasion. Eleven colleges competed for the prize in oratory. Hamilton College received the first prize, and D. J. Tompkins, of Cornell, the second prize of one hundred and fifty dollars. The two subjects announced for the regular prize essays were "Dickens and Thackeray Compared," and the "Advantages and Disadvantages of Universal Suffrage." Seven colleges competed for these prizes, and Mr. Frank E. Heath of Cornell University received the first prize of two hundred dollars for the best essay on the first subject announced. Eleven colleges had been represented in the contest for the mathematical prize which had been held in New York, the committee being Admiral C. H. Davis, Professor Simon Newcomb and Professor Peter Michie.

The first prize of three hundred dollars was awarded to E. H. Palmer of Cornell; Princeton received the second prize. The committee upon oratory were William Cullen Bryant, George William Curtis and Whitelaw Reid. Eight colleges were represented in the contest in Greek. The examiners were Dr. T. W. Chambers, Dr. William R. Dimmock and Charlton T. Lewis. The first prize was awarded to Miss Julia J. Thomas of Cornell University. Great enthusiasm was manifested in Ithaca upon the reception of the news of the success of the university. A public meeting was held in Library Hall, participated in by the citizens and students, at which the successful oration was delivered and the successful essay read, and special gifts bestowed upon the competitors by the enthusiastic citizens.

For the third intercollegiate literary contest, which was held in the Academy of Music on January 3, 1877, one additional subject had been announced for competition, viz.: "Natural Science." The committee

in oratory consisted of Bayard Taylor, Gen. J. R. Hawley and the Rev. Dr. E. H. Chapin. Cornell University was not represented in the oratorical contest, Mr. C. H. Esty, who had been announced to appear, being unable to be present.

The committee on essays awarded honorable mention to N. A. Randolph and S. H. Coon, both of Cornell, for essays upon the first subject announced, "Hawthorne's Place in Literature," and the first prize for an essay on the "Federalist Party in the United States," to C. J. Brewer, also of Cornell. In the competition in Latin, the first prize was awarded to Emil Schwerdtfeger of Cornell, and the first prize in Greek to Eugene Frayer of Cornell. In mathematics the two papers were found to be so nearly equal that the prize was divided, C. A. Van Velzer, of Cornell, being mentioned first in the award. For the competition in Greek five colleges sent representatives; in mathematics, only two; in mental science, five; in oratory, ten; in Latin, five; in essays, five.

At the fourth annual contest held in New York, January 18, 1878, Cornell University was represented in the oratorical contest by Joseph Ness, who had changed his subject from "The Power of Ideas," the subject of his Woodford oration, to "The Catholic Church a Blessing to Civilization," which was regarded as less effective. The first prize for the best essay on "The Growth of Political Parties in the United States," was awarded to Charles W. Ames of Cornell University. The second prize in mathematics was awarded to A. S. Hathaway of Cornell University.

The fifth annual intercollegiate oratorical contest was held in Steinway Hall, New York, Friday evening, January 10, 1879. In the oratorical contest Mr. A. C. Wakeley represented Cornell University. The second prize in Greek was divided between Mr. J. A. Haight of Cornell, and M. W. Nourse of Wesleyan. A. S. Hathaway, of Cornell, received the first prize in mathematics.

Several wealthy persons in New York had contributed during the first years to pay for the prizes which were awarded. When this support of the Intercollegiate Association ceased, it was proposed to make the organization a college affair, to be supported by a tax of fifty dollars from each college which sent competitors, which was later lessened to twenty-five dollars. This change introduced an element of uncertainty in the support of the organization. The large number of colleges which had become members lessened the interest, and created uncertainty as to its future, and led to its final abandonment. Its judges

from the first had been men of the highest reputation, whose decision upon the merit of any question would be universally recognized as of authority. Had the support of the society been more skillfully arranged, and participation in the various contests limited, it is probable that it would still have a useful existence. The success of the university in purely literary and scientific contests emphasized the solid character of the instruction which was given in its various departments. In Greek, Latin, mathematics and essays, it had won distinguished recognition; in oratory, Hamilton College; in mental science, Princeton; in Latin, Rutgers; in mathematics, the University of the City of New York attained especial honor.

ATHLETICS.

As soon as the enthusiastic students of the university had familiarized themselves with their new home, they undertook the organization of the various athletic interests. During the summer of 1869, Harvard had gallantly sent a crew to England to contest with Oxford the dominion of the seas, and during the same year the Undine Boat Club was formed here, which was more a prophecy of future success than an achievement, for it did little to promote practical boating. During the visit of Mr. Thomas Hughes to Ithaca in the autumn of 1870, he gave a personal narration of his own experiences as an oarsman, with which the students were in part familiar in "Tom Brown at Oxford." Discussion at once became rife, which, on April 17, 1871, resulted in the formation of the University Boat Club, composed of all classes of undergraduates. In May following, the name Cornell Navy was adopted as the final name for the boating interests of the university. A boathouse was erected on the inlet near the steamboat landing, and a clumsy eight-oared barge, the "Cornell," built in Ithaca, and a four-oared outrigger, "Buffalo," constituted the university fleet. A little later a six-oared lapstreak barge with blue and white stripes, called the "Striped Pig," was purchased. Tradition says that at the first meeting, the chairman's request that those gentlemen present who had ever used the spoon oar would rise, was answered by one individual, rising modestly and remotely, and also that upon the first trip in the "Buffalo" the crew was covered with disgrace and water in about equal proportions, by capsizing in the inlet at the order "oars a-peak." The responsibility for this difficult and intricate manœuvre was long dis-

puted; some maintaining that, the commodore being present, the command was given in his honor, the captain maintaining that the disastrous command was given by the commodore himself. On June 1st this redoubtable craft, the "Buffalo," encountered a tow-boat and sunk, which ended the naval experience of the first year.

Just before the organization of the Cornell Navy, a University Boat Club had been formed, somewhat exclusive in its membership, but, sustained by vigorous supporters, it became formidable to the regular organization. In the middle of May a six-oared outrigger, known as the "Green Barge," also from an Ithaca shipyard, was launched, the home of which was a barn at the corner of the lake. In honor of Mr. Hughes this club received the name of the "Tom Hughes Boat Club." Mr. Hughes acknowledged the honor by sending a silver challenge cup, to be known as the "Tom Hughes" cup. On May 12, 1872, Cornell joined the Rowing Association of American Colleges, a step promoted by that most enthusiastic Cornellian, Mr. J. B. Edgerley, whose early death has a pathos which will always appeal to those who knew him. On May 2, the Tom Hughes Boat Club became part of the Navy, and a six-oared cedar shell was purchased from Yale and a professional trainer secured. The first regatta was held on Cayuga Lake on May 10 and 11, 1872. It was proposed to send a crew to Springfield, but the necessary funds were lacking, and at Commencement the crew disbanded, after several months of vigorous training.

The university first entered a college race, at Springfield, Mass., on June 17, 1873, with a new cedar six-oared boat, the gift of President White. The crew had been carefully trained by the oarsman, Henry Coulter, and was composed of excellent oarsmen. It drew a position in an eddy with an up-stream current, behind an island, around which it was forced to row. It, however, won fourth place beside Yale, Wesleyan and Harvard, in a competition with eleven colleges. At the first contest in Saratoga, held on July 16, 1874, the crew won only fifth place among nine competitors. The arrangements for the race had been imperfect, the condition of the crew wretched, and their training probably crude.

Four class clubs had been formed in the university which united September 18, 1874, to form the Sprague Boat Club, the two organizations together constituting the Navy. Mr. J. B. Sprague of Ithaca presented a challenge cup to be awarded to the successful crew. Under Captain Ostrom in the spring of 1875, boating in the university began

to be a science. Training throughout the winter in the gymnasium was continued, and as soon as the ice left the inlet, practice upon the lake began. A new paper shell, built according to the directions of Captain Ostrom, was obtained. The crew consisted of Gillis, Jarvis, Gardiner, Barto and Waterman. The freshmen determined also to send a crew to Saratoga, and Jack Lewis, later a familiar name in Cornell annals in boating, was elected captain, with Carpenter, Graves, Smith, Camp and Palmer as associates. The victory which the university crew won over Courtney and his crew of Union Springs gave them great confidence. On July 13, 1875, the freshmen race was rowed on Saratoga Lake in which crews from Harvard, Brown and Princeton were defeated. Here, it is said, the Cornell yell was first invented. On an omnibus crowded with Cornellians driving from the city to the lake, Charley Raymond suggested trying a version of the Yale refrain—"eli, eli, eli, ell"; and an inverted form of it was attempted, Cornell! i-ell, i-ell, ell, ell. When, however, the Cornell crew passed that of Harvard, pressing on swift and straight to victory, a yell burst forth, caught up by the groups of students throughout the vast company of spectators and by the spectators themselves: "Hurrah! hurrah! hurrah! Cornell! I yell, yell, yell, Cornell!" which has since been adopted as a battle cry of the university on many closely contested fields. No university race has perhaps ever surpassed that which occurred on Saratoga Lake on July 14, 1875. Thirteen college crews were in line, each with a narrow lane marked out through the water before it. Three crews led from the beginning, Cornell on the left, Columbia in the center and Harvard on the right. When the goal was first reached, four thousand spectators rose from their seats, lifted the crew from their boat, and bore them on their shoulders in triumph. A palace car was placed at their disposal on their return and the crew was greeted by enthusiastic throngs at every station through which they passed. They were met at the railway station in Ithaca by processions of students and citizens, and rode upon a platform, proudly bearing the shell with which their victory had been won, amid fire works and beneath a triumphal arch, through the streets to the university. On July 17, 1876, a second race at Saratoga between Cornell, Harvard, Columbia, Union, Wesleyan and Princeton was won by Cornell. In a single scull race which immediately followed, Charles S. Francis, now a chosen trustee of the alumni, was victorious over Harvard, Columbia and Princeton in a two-mile race, and on the following day the Cornell freshmen defeated

both Harvard and Columbia. This triple victory was received with enthusiasm equal to that of the preceding year. With the regatta of 1876, the Rowing Association of American Colleges dissolved. Yale withdrew early, Harvard remained to contest once more the supremacy of the waters. Cornell's friends raised in New York in a few days five thousand dollars to send the crew to England to row a four-oared race with cockswain, with Oxford and Cambridge. The crew would have consisted of Ostrom, King, Mason and Lewis with Fred. White as cockswain, but neither Oxford or Cambridge would accept the challenge. A challenge was sent to Harvard and Yale for an eight-oared race, which was, however, refused. In the fall of 1877 a freshman race was arranged with Harvard, which challenged Cornell. This race was rowed on Owasco Lake on July 17, with Harvard alone, and the university again won. In 1879, the university sent a crew to the national regatta in Saratoga where, however, it had no competitors and rowed over the course alone. The single scull race was won by Lewis without competition. A race on Lake George during the same year with Columbia and Wesleyan, entered upon hastily, was lost. In 1879, a crew was again organized to contest supremacy with Columbia and the University of Pennsylvania on Lake George, and Cornell again won. During the summer of 1881, a race was arranged in England to be rowed on June 31, 1881 for the Steward's Cup at Henley. The crews with which they contested on this occasion were veteran oarsmen of the Thames Rowing Club and the London Rowing Club. The position of the Cornell boat was bad and they were less familiar with the course, which was exposed to adverse currents and wind, and they were defeated by both opposing crews. On July 2, a second race was rowed with the Hertford College Boat Club of Oxford over the Henley course. Cornell led until it approached unexpectedly a shallow, when its boat grounded where the boat of the Thames Rowing Club had stopped on the preceding day, and again victory was lost. A third race for the Thames Challenge Cup in the Metropolitan Regatta on July 14, with two leading London clubs was lost by bad steering. A fourth effort for success was made upon the Danube at Vienna. Cornell led until victory seemed assured, when the sudden illness of one of the crew checked the speed of their boat and the race was lost. These England races were accompanied by charges of treachery and unprofessional conduct on the part of one member of the crew. Whatever the truth may have been, the charges made, though they could not be demonstrated, were generally

believed, and left a painful impression in connection with this experience of our crew abroad. In 1890, a new boat house with excellent accommodations was erected by funds raised by the students, on ground generously leased to the navy by the Delaware and Lackawanna Railway.

Mr. Charles S. Francis, the accomplished oarsman of 1876, thus writes of later boating:

Passing over the various successes and reverses of several years we come to 1885, which marked a new era in boating at Cornell. The services of Charles E. Courtney, the professional oarsman, were engaged in that year, and have been continuously retained ever since, as coach and trainer, and from then until now not a single defeat has been recorded against the Cornell Navy. While I would not take from the gallant oarsmen themselves one jot or tittle of their hard-earned laurels, and while I certainly appreciate at their proper value the advantages of good water and the big hill which does so much toward developing the leg muscles and lung power, I must be permitted to publicly express the opinion that to the intelligent and careful coaching of Mr. Courtney the Cornell Navy is more indebted for its phenomenal and unbroken record of victories during the last eight years than to all other causes combined. And it is an undeniable fact that Courtney's influence upon oarsmen, the freshmen particularly, has always been excellent. He not only frowns upon intemperance, but will not tolerate immorality in any form. He is impressed with the belief that mental and physical training go well together, and the chief object of a young man's residence at college is to improve his mind—in other words, study first, play afterward. Courtney will not, knowingly, permit a man to occupy a seat in either the 'Varsity or freshman crews who is behind in his university work, and he recently remarked to me that he had observed that the rowing men who stood well in their classes invariably proved conscientious, faithful oarsmen, and could always be depended upon "when the pinch came." "Give me good students," he added, "and I will make you fast crews. They have ambition, and that is a quality winning oarsmen must possess." The loyalty to, and unbounded confidence in their Mentor, shown by the boating men generally, clearly indicates the hold Courtney has on the supporters of the Cornell Navy and augurs well for its continued prosperity.

Recollections of later-day victories are so fresh in mind that they hardly need recital in this article, to emphasize the fact that victory has been emblazoned on Cornell's aquatic banners for the last eight years and there never has been any occasion to substitute for it the word, defeat. Records have been broken by our crews with pleasing frequency. In 1889 the 'varsity crew won the Sharpless cup at Philadelphia and made the world's record for one and one half miles, time 6 min. 40 sec. The freshmen in '90, at New London, under the very noses of the New England Universities—in fact defeating the best Yale freshmen crew ever organized—scored the best freshmen time on record—11 min. 16 1-4 sec. Another world's record, that for three miles, was established by the Cornell 'varsity crew in the intercollegiate race over the same course in 1891, time 14 min. 17 1/2 sec., while the following season the record for the Passaic River was lowered by the 'varsity to 7 min. 21 sec.—one and one half miles.

When one considers the unvarying aquatic successes of Cornell during these later years it seems almost incredible that such pre-eminence in boating could be acquired in so short a time and from the disheartening environments of the little rickety student-made boat house at the steamboat landing. The oarsmen of to-day can hardly realize the discouraging conditions that confronted sturdy John Ostrom and "Jack" Lewis and the other crew men back in "the seventies," nor can they readily understand how much effort it required then to evoke the enthusiasm demanded for successful training and development of speed. With Courtney as "coach," with improvement in boats and sweeps and with convenient boat house accommodations, it is not surprising that the Cornell crews of to-day row in better form and faster than their predecessors and are better qualified to defend the aquatic honor of the university against all comers. In this connection, however, I trust I will be pardoned if I express the hope that the crews, present and future, will not allow overconfidence in their ability to defeat opponents to beget listlessness and loose training. Neither Courtney nor any other "coach" can teach crews to row fast unless the men themselves are willing to make the personal sacrifices demanded in strict training and are desirous of being taught. Nine times out of ten an exaggerated opinion of ability is fatal to success in any outdoor sport, and especially is this true in boating. Past victories will not win future races.

With such a long list of victories to its credit, Cornell is naturally desirous of enlarging the circle of her races. Persistent effort for years to arrange a 'varsity race with Yale and Harvard has proved unavailing. Occasionally Harvard and Yale have offered to row Cornell in Freshmen "eights"—and these events have always been won by the latter—but, for reasons known to themselves, although generally understood by all men, the New England universities have never been willing to meet Cornell on the water since the Saratoga regattas of '75 and '76. While the bars of exclusiveness have been taken down sufficiently to allow Columbia to compete with them, they have not been opened wide enough to permit Cornell's entry. Last summer Cornell, in a friendly spirit, challenged Yale and Harvard to row on any course, for any distance and at any time. The invitation was not accepted. Casper W. Whitney, athletic editor of Harper's Weekly, thereupon published the following :

"It is greatly to be regretted that Yale and Harvard should not have opened the freshmen race at New London to Cornell; the same reason given for refusing a 'varsity race does not apply since the event has been thrown open to Columbia. It is really much of a loss to college aquatics that a university so pre-eminently qualified to test its strength on the water with the best in the country should be confined to events that are more or less walk-overs for its crews. Cornell's freshmen crew should unquestionably be admitted to the New London Harvard-Yale-Columbia race, provided, of course, its members are governed by the same general university regulations as the freshmen of other colleges, and to bar it seems hardly sportsmanlike.

"The best interests of college boating likewise demand a race between the 'varsity crews of Harvard, Yale and Cornell. The 'varsity rivalry between Harvard and Yale is recognized, and that they should be indifferent to rowing any other crew is readily appreciated. The marked success Cornell has had on the water, and the wonderfully fast time her crews have made, seem to demand a test of the two systems of rowing, which are totally at variance one with the other. To persist in a refusal is prejudicial to our national school of rowing. Cornell is willing to row either

Harvard or Yale, at any place, at any time, and for any distance; it seems to me as though such sportsmanship should receive some recognition other than continual rebuff."

Friends of the Cornell Navy have earnestly hoped that a race might be arranged either in this country or on the other side of the Atlantic, between the Oxford and Cornell 'varsity crews, but there does not seem at present to be any likelihood of such a contest between English and American aquatic skill and brawn. The Oxford-Cambridge race occurs early in the spring. At such a time it would be manifestly impossible for our crew to cross the ocean and meet the Englishmen on the Thames, and it could hardly be expected that the winners at Henley would be willing to remain in training without a let-up until July to row Cornell in England. It is barely possible that another year, through early correspondence, a four mile race between Oxford and Cornell might be arranged to take place on the Thames in August. This would give the Cornell oarsmen sufficient time in England to become thoroughly acclimated and to return home before the beginning of the university year. Such an event would be of absorbing interest; it would attract international attention and show the relative merits of the English and American university rowing as well as give the boating world an opportunity to ascertain the comparative values of wooden and paper racing shells, and old country and Yankee style of boat rigging. If Cornell could win such a contest and return home the acknowledged college champions of the world, it is believed the old New England college "exclusiveness-in-rowing" would receive a shock which, while it might result later in self-created, humiliating embarrassment, would be regarded with entire composure by the American college world at large—a just and discriminating public which always admires pluck and manliness wherever it may be found, on the broad waters of Cayuga Lake, the Charles River or the sinuous Connecticut. However, under the free institutions of this glorious country with its untrammelled liberty in speech and action, Harvard and Yale, if they so elected, might even then preserve their self-sufficient prestige in boating by continuing for an indefinite period to dwell in all the glory of their solitary grandeur!

Below is appended a list of victories won by Cornell on the water, and which, while it may be incomplete, is sufficiently formidable to be regarded with genuine pride by every friend of the Cornell Navy, and to claim for the red and white the respect of every fair-minded and manly boating man in America, in and out of college:

Intercollegiate regatta, Saratoga Lake, July 13, 1875.—Freshman six-oared race. Time, 17 min. 32 1-4 sec.

Intercollegiate regatta, Saratoga Lake, July 14, 1875.—University six-oared race. Time, 16 min. 53 1-4 sec.

Intercollegiate regatta, Saratoga Lake, July 19, 1876.—University six-oared race. Time, 17 min. 1 1-2 sec.

Intercollegiate regatta, Saratoga Lake, July 19, 1876.—For Cornell University, Charles S. Francis, single scull race. Best intercollegiate time on record, two miles, 13 min. 42 3-4 sec.

Intercollegiate regatta, Saratoga Lake, July 19, 1876.—Freshman six-oared race. Time, 17 min. 23 1-2 sec.

Freshman eight-oared race, Owasco Lake, July 17, 1878.—Time, 17 min. 13 3-4 sec.

National regatta, Saratoga Lake, July 9, 1879.—Four-oared race, one mile and one-half. Time, 9 min. 15 sec.

North Hector regatta, Lake George, July, 1879, four-oared race.

Lake George regatta, Lake George, July 17, 1880.—Four-oared race, one mile and half. Time, 9 min. 12 sec.

Cazenovia regatta, four-oared race, May 25, 1883. Time, 11 min. 57 sec.

Intercollegiate regatta, Lake George, July 4, 1883.—University four-oared race. Time, 11 min. 57 sec.

For Childs championship cup, Philadelphia, July 19, 1887.—Four-oared race.

Amateur Rowing Association, Newark, N. J., Passaic River, July 11, 1887. Four-oared race.

Intercollegiate regatta, Worcester, Mass., July 5, 1887.—Four-oared race, one mile and one-half. Time, 9 min. 38 3-4 sec.

Childs championship cup, Philadelphia, July 19, 1887.—Four-oared race.

People's regatta for Downing cup, Philadelphia, July 4, 1888.—University eight-oared race.

Intercollegiate regatta, New London, June, 1889.—University eight-oared race. Time, 16 min. 4 sec.

Philadelphia regatta, eight-oared race, July 4, 1889.—Time, 7 min. 3 sec.

Intercollegiate regatta, for Sharpless cup, Philadelphia, July 5, 1889.—University eight-oared race. (World's record for one and one-half miles). Time, 6 min. 40 sec.

Ithaca Intercollegiate regatta, Ithaca, June 18, 1890.—University eight-oared race. Time, 17 min. 30 1-5 sec.

Intercollegiate freshman race, New London, June 24, 1890.—Eight-oared race. Time, 11 min. 16 1-4 sec. Best freshman time on record.

Intercollegiate regatta, New London, June 26, 1890.—University eight-oared race. Time, 14 min. 43 sec.

Intercollegiate regatta, New London, June 27, 1891.—University eight-oared race. (World's record for three miles). Time, 14 min. 27 1-2 sec.

Amateur Rowing Association regatta, Passaic River, May 30, 1892.—Eight-oared race. Time, 7 min. 21 sec. Record for that course.

Intercollegiate regatta, Ithaca, June 9, 1892.—Freshman eight-oared race. Time, 10 min. 56 sec.

Intercollegiate regatta, Ithaca, June 15, 1892.—University eight-oared race. Three miles. Time, 17 min. 26 sec.

Intercollegiate regatta, Lake Minnetonka, July 8, 1893, vs. the University of Pennsylvania.—University eight-oared race. Cornell 23 min. 40 sec. Pennsylvania 23 min. 52 sec. Four miles.

Freshman eight-oared race, two miles, New London, July, 1893.—Cornell 10 min. 8 sec. Columbia 10 min. 42 sec.

Intercollegiate regatta, eight-oared race, Delaware River, near Philadelphia, June 6, 1894, vs. the University of Pennsylvania.—Cornell 21 min. 12½ sec. Pennsylvania 21 min. 34½ sec. Four miles.

Freshman eight-oared race, two miles, Lake Cayuga, Ithaca, June 19, 1894, vs. Dauntless Crew of New York. Freshman 11 min. 15¾ sec. Dauntless 12 min. 11 sec.

The Cornell 'varsity crews have won twenty-four races, lost six, and had one foul. The freshmen have won seven and lost *none*, while our single scullers have won nine and lost two. Among these we have world's records for one and one-half miles in 6.40, three miles in 14.27½, besides the two mile intercollegiate record of 13.42¾.

Baseball and football have been cultivated at the university, and as these contests have now become a part of the calendar of every university year, it is impossible to chronicle their progress. The proposition to form a baseball club was made as early as February 27, 1869, and upon May 8, a petition was presented to the Executive Committee for a baseball ground. During this month the first games with rival clubs were reported.

The first efficient impulse to start a gymnasium is due to Professor Byerly whose enthusiasm in athletic sports led him to undertake the difficult task of erecting a gymnasium by soliciting funds among the students and citizens. This enterprise was begun in the autumn of 1873, and the erection of the original gymnasium, just east of the present Sigma Phi chapter house on Central avenue, commenced in December of that year. This modest structure whose entire cost with equipment did not exceed \$1,600 contained the essential apparatus for the best physical development. Parallel bars, rings, trapezes, ladders, horses, lifting machines, lifting weights, rowing machine, etc., etc.; also apparatus for expanding the chest and increasing the capacity of the lungs. The apparatus was selected by Professor Byerly in New York, who was thoroughly familiar with the best modern equipments of a gymnasium. The gymnasium was finished and ready for use on February 21, 1874, and it formed for a long time a useful, almost indispensable element in the physical training of the students. The erection of the present Armory was authorized on April 29, 1882, and it was erected during the same year but was not finished so as to be open for use until the spring of the following year, when Dr. Edward Hitchcock, jr., was appointed acting professor of physical culture and director of the gymnasium. Under his inspiration the equipment of the gymnasium took place rapidly and it was used not only for gymnastic exercises, but for an armory and drill hall, under the efficient administration of the Commandant, Major J. B. Burbank. Later additions to the gymnasium in the year 1892 furnished greatly increased facilities, swimming tank, bath rooms, running course, etc., etc.

The development of university athletics received a new impulse in the gift of an athletic field, of the value of three thousand dollars, in June, 1889, from William H. Sage, esq., situated just north of Fall creek. Mr. Sage has been the constant patron and promoter of all the athletic interests of the university. This field consists of about seven acres, enclosed by a high fence, with a grand stand, cinder course, dressing rooms, etc. By two gifts of J. J. Hagerman, esq., of Colorado Springs, amounting in all to seven thousand dollars, the necessary preparation of the field was secured. The field was named "Percy Field" in honor of a son of the donor of its equipment, who with his brother have shown an enthusiastic and generous interest in athletics. Mr. Robert H. Treman has contributed a valuable and active support to university athletics. The Athletic Council was succeeded by the Athletic Association of Cornell University, consisting of alumni and student representatives of the various athletic organizations.

The Cornell Athletic Association was incorporated June 5, 1889, under the laws of 1865, State of New York, chap. 368, p. 362. The incorporators were W. H. Sage, B. I. Wheeler, H. S. White, J. F. Kemp, E. Hitchcock, jr., F. D. Davis, and H. S. Bronson. The purpose of the Association was: (1) To centralize the various athletic interests of the university. The four athletic organizations—the Navy, Baseball club, Football club, and the Athletic club—had heretofore existed in entire independence of each other, and had conducted their affairs, such as the raising of money, arrangement of games, etc., each in disregard or ignorance of the plans of the others. The gift of the athletic field (Percy Field) in 1889, made it necessary that there should exist an organization not only to own and manage the field, but to co-ordinate the interests of the different clubs in its use.

(2) To act as an advisory board for the managers of the athletic teams. Under the old system there had existed no check upon the powers of the managers. They expended money as they saw fit, and made no accounting. Shortly after the organization of the Association the power of choosing all managers, including the commodore, was delegated to it by the different clubs.

(3) To assume control of property that might be donated to it in the interest of athletics. In accordance with this purpose it has assumed the ownership of the Percy Field and of the boat house, with the boats and equipments therein. It now keeps the field in order, attends to repairs of fence and buildings, and regulates the assignment of its use

among the different teams, deducting from the gate receipts at all the university games fifteen per cent. for the benefit of the field. The steam launch now building for the use of the navy will become, when completed, the property of the Association.

(4) To exercise oversight over the collection and expenditure of moneys on the part of the various organizations. The treasurer of the Association, who is a graduate, keeps a separate account with each organization, as well as also an account with the field. He receives all money collected by each organization, whether in the form of gate receipts or subscriptions, and pays all bills when approved by the managers who contracted them. The different accounts are published annually in the college papers by the treasurer, thus affording the university public a reliable means of knowing how the athletic funds are expended.

The trustees of the association consisted originally of fourteen persons, viz., two representatives from the Navy, including the commodore; two from the Baseball club, including the manager; two from the Football club, including the manager; two from the Athletic club, including its president (*i. e.*, manager); four members of the faculty, including the professor of Physical Culture; one representative from the Executive Committee of the trustees of the university; and one member chosen at large. As amended in 1894, the constitution added one representative from the La Crosse Club, namely, its manager, and provided that the eight other undergraduate members should consist of the commodore of the Navy and the captain of the crew, and the managers and captains of the three other organizations.

The Faculty Committee on Athletics, which has, by vote of the faculty, entire charge of the leaves of absence for the athletic teams, has thus far included the four faculty trustees of the association. This circumstance has contributed greatly to the solidarity of the whole athletic management, and provided a most efficient means for the regulation of athletics and the prevention of abuses. The influence of the faculty is thus exercised from within, and not from without, the central management itself. The faculty members of the Board of Trustees are at present (1894) Professors Dennis, Hitchcock, Wheeler and White, the representative from the university trustees is Mr. W. H. Sage, who is also president of the board; the member at large is Mr. Robert H. Treman, who has been the treasurer from the beginning.

SPECIAL DEPARTMENTS.

XI.

LANGUAGES.

1. THE CLASSICAL AND ORIENTAL LANGUAGES.—2. THE GERMANIC AND ROMANCE LANGUAGES.

At the opening of the university provision was made for instruction in the classics by the election of Professor Albert S. Wheeler as professor of both Latin and Greek. Professor Wheeler was a graduate of Hobart College, in which he had been tutor from 1853 to 1855, and assistant professor of Greek and Latin in 1855 and 1856. During the years 1857 to 1859 he held the professorship of rhetoric and elocution. From 1860 to 1868, the date of his call to Cornell University, he was professor of the Greek language and literature. All students of those early days will recall this admirable teacher. Having received a legal training for practice at the bar, he manifested the results of this training in all that he did. An excellent and accurate scholar, with a judicial mind, he manifested in his training of students similar qualities. They were expected to be thorough, systematic, logical, to take nothing for granted, to search for the foundations of all that was taught. For three years he filled the double chair of Latin and Greek. All students who graduated under him felt the impress of his personality as much as of his learning. While the philological side of classical study was not disregarded, he appreciated classical study from its humane side for the value of its literature. Especially in the award of prizes Professor Wheeler pursued a characteristic method. He did not believe that prizes should be awarded simply for excellence in the ordinary curriculum of the class room, but that in addition to class room work, certain work should be set which would test the independence of the student by private study. Thus at an examination in Horace, the prize paper would embrace the entire writings of the poet, and the student would be expected to discuss thoroughly from independent research whatever questions might arise in connection with the life and times of the poet, his verse and his theories of poetry. On one occasion of this kind one competitor committed to memory three books of the "Odes of Horace" and the "Ars Poetica;" and a second student was only slightly behind the first. Professor Goldwin Smith, with whom the poet had been a favorite study and who had translated a considerable portion of his verse

which has since been published, prepared the paper set for examination, and such as would have been given in a similar case in an English university, and awarded the prizes. Professor Wheeler resigned after three years' service and accepted a position in the Sheffield Scientific School, where the same distinguished ability as a scholar has won for him deserved recognition. Upon the resignation of Professor Wheeler the department was divided as had been originally contemplated whenever the resources of the university should permit, and Tracy Peck, a teacher in the High School of Cincinnati and former tutor in Yale, was elected to the professorship of the Latin language and literature, and Mr. Isaac Flagg, an assistant professor in Harvard, was chosen professor of the Greek language and literature. Professor Peck, who contributed to enlarge the field of Latin study, remained connected with the department until 1880. He was an advocate of the Roman method of pronunciation, which he here introduced, and teaching Latin conversation was a favorite branch of instruction with him. Professor Flagg was a teacher of fine literary taste, with an intimate knowledge of Greek literature, who, in his published writings, has devoted especial attention to the dramatists. He remained associated with the university until 1888, when he resigned and accepted a position in the University of California. Professor Peck resigned in order to become the successor of his former teacher, Professor Thatcher, in Yale University. Upon the resignation of Professor Peck, William Gardiner Hale, now of the University of Chicago, was chosen his successor. Professor Hale had won deserved recognition as instructor in Latin in Harvard University, a reputation which has constantly increased. Under his leadership and under the fostering care of the trustees of the university, whose means at that time permitted a larger development, instruction in Roman life and art became prominent. Professor Hale's personal studies were, in addition to Roman life and art, directed to the scientific discussion of questions of Latin grammar, especially of those associated with the Moods. The department increased rapidly in numbers during the period of Professor Hale's connection with the university. Professor Hale's large interest in all questions that concerned university administration made his participation in the deliberations of the faculty of great value. Upon the resignation of Professor Hale, Professor Charles E. Bennett of Brown University, who had held professorships in both the University of Nebraska and the University of Wisconsin, was elected his successor. Dr. Benjamin Ide Wheeler, a

graduate of Brown University and an instructor in Harvard University, was elected acting professor of classical philology and instructor in Latin and Greek, and entered upon his duties beginning with the year 1886. Professor Wheeler's work upon receiving his degree at the University of Heidelberg had won immediate recognition as a most valuable contributor to the study of the Indo-European languages. He had devoted especial attention to the science of language as well as to the comparative grammar of the Indo-European languages. With his accession, a department was filled, the needs of which had been long recognized by all professors in the department of languages. Systematic courses of lectures upon the science of language, together with instruction in Sanskrit and phonetics, with increased work in the department of Greek, to which Professor Bristol was elected from Hamilton College, gave an enlarged impulse to classical study in the university. At this time seminary instruction was introduced in all departments, facilities having been afforded by the purchase of special libraries for consultation by advanced students, and by the fitting up of seminary rooms.

The extension and reorganization of the work in Greek since the connection of Professor B. I. Wheeler with that department include (1) a rearrangement of the courses of instruction, (2) the introduction of the study of historical grammar and the science of language, (3) the introduction of systematic instruction in ancient life and institutions, (4) the organization of seminary instruction and the formation of a seminary library, (5) the collection of illustrative materials including a museum of casts.

(1.) The courses of instruction were remodeled with a view to sharply differentiate between the required work of the freshman and sophomore years, and the elective work of those who looked forward to specialization in the subject. To the work of the freshman year was assigned especially training in the accuracies of the language upon the basis of Lysias, Plato, and the Odyssey of Homer. The work of sophomore year was devoted almost exclusively to literary training, based upon the reading of Demosthenes, Sophocles and Aristophanes. Supplementary reading outside the regular requirements of the class exercises was assigned and required. In the belief that these earlier years demand the most experienced instruction, the work of the sophomore class was conducted by Professor Wheeler himself, and that of the freshman class supervised, and, for at least half the class, conducted by Professor Bristol.

The variety and scope of the advanced work was greatly enlarged. Regular advanced courses have been provided in (*a*) the tragedians, (*b*) Aristophanes, (*c*) the orators and historians, (*d*) the lyric and epic poets, (*e*) Plato, (*f*) Aristotle, (*g*) New Testament Greek, (*h*) modern Greek, (*i*) Greek composition, (*j*) history of Greek literature, (*k*) Greek antiquities, private and legal, (*l*) Greek historical grammar. Beside these the seminary has offered opportunities of studying the Greek inscription or, on alternate years, some selected author.

(2.) In historical grammar, courses have been given in general philology, Indo-European comparative grammar, elementary Sanskrit, advanced Sanskrit including reading of the Vedas, Gothic grammar, and old Bulgarian grammar. The purpose has been to provide the teacher of language with a fundamental equipment for understanding the phenomena of speech, and at the same time to prepare the way for specialization for those who should choose it.

(3.) The course in Greek life and institutions has been given in alternate years since Professor Wheeler came to Cornell in 1886, and was the first course of the kind given in the university. Illustration by means of the lantern and the various illustrative objects which have been collected has proved highly serviceable in making ancient life real and the literature living.

(4.) Since 1887 a seminary library of great value has been in use. The nucleus of it was procured through the bounty of Mr. H. W. Sage, who gave \$1,000 for this purpose. It was the first seminary library founded at Cornell. The seminary which is doing an important work in training teachers and specialists has at present seventeen members.

(5.) The outfit of the Greek lecture rooms was purchased from university funds in 1887 and 1888; and the Museum of Arts, purchased and equipped at a cost of over fifteen thousand dollars, was opened to the public on the eightieth birthday of its donor, Mr. Sage (January 31, 1894.) This museum is the completest of its kind connected directly with any educational institution in the country. In connection with the formation of this museum and the opportunities of instruction afforded by it, the chair of archaeology and art was erected in 1891. Professor Alfred Emerson was called to fill it. The selection of the casts and their successful installation was largely his work. He has given lectures in archaeology, the history of sculpture and the history of painting, and has conducted a seminary for the training of specialists in archaeology.

The instruction in Greek in its various branches is now (1894) shared among four professors and an instructor; Professors Wheeler, Bristol, Emerson, Hammond and Dr. Laird. Professor Hammond is connected with the Sage School of Philosophy, but conducts all the work of the Greek department in the reading and interpretation of Plato and Aristotle. Dr. Laird has been instructor in Greek since 1892, having been called from a similar position at the Leland Stanford University.

DEPARTMENT OF LATIN.

The work of the Department of Latin may be grouped under the the following heads:

(1). Reading Courses. Besides the customary required work of the sophomore year (Cicero, Livy, Horace, Terence, Tacitus) elective courses are offered in alternate years in the literature of the Republic (Plautus, Terence, Lucretius, Catullus), and of the Empire (Pliny's *Letters*, Juvenal, Tacitus's *Annals*). A special elective for sophomores (in addition to the required Latin of that year), is offered in Cicero's Letters and the *de Oratore*; while for freshmen an elective course in sight reading is provided (Nepos, Ovid and Gelleus).

(2). To afford a more thorough and sympathetic knowledge of Roman life than the courses in literature alone would give, a systematic course of lectures on private antiquities is given in alternate years. These lectures are abundantly illustrated, mainly by lantern views and photographs prepared from the remains of ancient Roman civilization preserved in Pompeii, Herculaneum, Rome and elsewhere.

(3). To students whose interest extends to the scientific aspect of the language (and especially to those who are preparing to be teachers) ample provision is made by the Teachers' Training Course and by the Latin Seminary. The Teachers' Training Course embraces a study of the evidences of the pronunciation of Latin, hidden quantity, peculiarities of orthography, original force and historical development of the cases; the subjunctive mood, with special reference to its primitive meaning and the history of its development in subordinate clauses. The Latin Seminary is designed primarily for graduate students and aims to familiarize its members with the habit and methods of independent study and investigation. Two subjects of study are pursued in alternate years, viz: The Italic dialects (Latin, Oscan, Umbrian) and Latin Syntax.

Further provision for advanced students is made in a special course in Latin writing.

(4). In order to give a general view of the entire field of Latin study, a course of lectures is given in alternate years on the history of Latin studies, the Latin language, Latin literature, Roman history, philosophy, law, religion, architecture, art, epigraphy, palaeography, lexicography, military and naval antiquities, etc. In this course a brief résumé is given under each topic of the present state of our knowledge in that department, the methods of investigation, along with the statement of the more important problems still awaiting solution.

(5) Besides the above courses offered by the Latin department, the related departments of comparative philology, ancient history and classical archaeology provide instruction in the study of historical Latin grammar, Roman art, architecture and topography, and in Latin palaeography.

THE ORIENTAL LANGUAGES.

No mention was made of the study of Sanskrit or comparative philology in the original plan of organization. Even a prospective place in the course of studies for which provision was made in the university curriculum does not appear.

In the early years Dr. Wilson had occasionally, for a limited time, a student in Hebrew, who purposed to enter the ministry. Dr. Roehrig enlarged his field of instruction in French by giving lectures in Chinese and Japanese.

These were frequently attended by large classes who enjoyed the skill and ease with which these difficult subjects were taught by the professor whose marvelous memory enabled him to dispense with text books. Seldom has an equal acquisition been obtained with so little effort. Students who knew no Latin or Greek, and to whom French and German proved insurmountable, acquired with the greatest ease a certain knowledge of the bewildering characters on a tea chest, and even read simple tales and fables from the blackboard. These exercises seem to have been a recreation to the learned professor, and to have occupied at first only one hour a week.

The first mention of Oriental instruction occurs in the Register for 1869, where instruction in Hebrew by Professor Wilson, and in Sanskrit

by Professor J. M. Hart was announced. In the following year instruction in Chinese by Professor Roehrig, and in Persian by Professor Fiske, and in the science of language, for classical students, by Professor A. S. Wheeler. In the Register of 1874-5, under the title "Living Asiatic and Oriental Languages," courses in Persian, Turkish, Chinese, Japanese, Sanskrit, Hebrew and other Semitic languages were mentioned. The conservative statement appears: "For a thorough appreciation of any literature a knowledge of the language in which it is written is indispensable." It was hoped that interest in these studies would warrant the establishment of classes in Arabic, Syriac and other languages, cognate with Hebrew, and that Semitic philology in its widest sense might find a home in the university. The enthusiastic professor announced in the Register for 1877-8, an elementary course of two years in Chinese, and lectures on Mantchoos, Turkish, the Tartar languages and Turanian philology. Some instruction in Sanskrit was given, and we find Chaldee and Syriac added to Hebrew under the charge of Professor Wilson. The Register for the following year contained systematic courses in Sanskrit, Arabic grammar, modern Arabic, Persian, Turkish, Malayan.

The existence of this department was due to the eminence of Professor Roehrig who early won distinction in these studies and who found pleasure in continuing them. The instruction was not co-ordinated with the courses in classics and did not contribute to genuine philological study. Few students had the requisite preparation for their successful pursuit, and, upon the resignation of the professor, the department came to an end.

In March, 1874, Mr. Joseph Seligmann of New York offered to endow a professorship of Hebrew and Oriental literature and history in the university, for three years, on condition that he should nominate the incumbent. The offer was accepted, the appointment being rather in nature of a lectureship, the duties of which required residence at the university, while a course of ten, twelve or twenty lectures were given. It was expected that this appointment would fill an important deficiency in the university curriculum, as scientific instruction in Hebrew was desired. Dr. Felix Adler, who was nominated to this chair, was a graduate of Columbia College and of the University of Heidelberg, a man of fresh scholarship, and of pronounced opinions on the history of religion, philosophy and ethics. Dr. Adler possessed great ability as a lecturer. He was an independent thinker and possessed the power of clear and eloquent

statement, and attracted for a time many hearers. The expectation of systematic instruction in the Semitic languages was not realized, as Dr. Adler's lectures were devoted rather to the origin and history of the various religions of the East to modern philosophy in its relation to religion and to Hebrew religion and literature from a critical standpoint. Dr. Adler's lectures were given in the years 1874-76.

THE STUDY OF RHETORIC, ENGLISH LITERATURE AND ENGLISH PHILOLOGY.

Among the professors whose names appear in the first catalogue of the university is that of Homer B. Sprague as Professor of Rhetoric, Oratory and Vocal Culture. There is no mention of this title of English literature, although instruction in it was assumed by the professor. Professor Sprague had had a brilliant career in Yale, where he had won many of the highest honors of the college. Later, with characteristic ardor, he entered the army and attained the rank of colonel. Upon his return from the war he abandoned the career at the bar, for which he studied upon leaving college, and became principal of the Oread Institute in Worcester, Mass. Colonel Sprague was a man of brilliant gifts, and an attractive, popular lecturer. The study of English literature as arranged by him was as follows: "The leading authors will be studied in their historical order during the first year. In the second year, the authors will be studied by groups, in periods and departments. The origin, structure, growth, and peculiarities of the languages will be explained and illustrated. In the third year there will be a critical examination and study of masterpieces of the great authors." In the fourth year there were to be lectures by the professor on special topics. In rhetoric there were to be exercises in writing, the analysis of sentences, the principles of composition, original essays, the scientific study of rhetoric based upon the analysis of the masterpieces of the best authors. This was to be accompanied by specimen orations or essays. In oratory the elements of expression by voice and gesture were to be taught, and much time devoted to vocal culture. Declamations were required. Speeches were studied and analyzed to ascertain the ideas, sentiments and emotions, and apply the principles of expression, and finally the delivery of extemporaneous orations and lectures upon oratory and orators. The labor accompanying any adequate fulfillment of such a course, in a department where every student required individual attention, was enormous. This was especially true when the

requirements for admission were so unsatisfactory as in those early days. No provision was made for instruction in Early English or in English philology. Professor Sprague resigned at the end of two years, to accept the presidency of the Adelphi Academy, and Professor Hiram Corson was elected on June 30, 1870, as professor of rhetoric. Professor Corson had been for many years a devoted student of English literature. His contributions to the study of Anglo-Saxon, and individual texts in early English which he had edited, had already won for him deserved recognition both in this country and abroad. With his coming, the systematic study of Anglo-Saxon was introduced. In 1871 the department was still further enlarged by the appointment of Charles Chauncey Shackford, whose work lay more in the field of rhetoric and general literature. Professor Corson was thus enabled to devote more immediate attention to English literature, while the work in rhetoric, and lectures in general literature, including the philosophy of literature, with a discussion of the various forms of the literary product in various nations, fell to Professor Shackford. Of Professor Corson we may say, there has been a unity in the aim of his department and of the work embraced under it from the beginning to the present time. He values the study of literature for the spiritual activity which it may be made to induce, and for the resulting refining influences. Through his books upon Shakspeare and Browning he is recognized as one of the greatest interpreters of literature which our country has produced. To him is due in a large degree the intelligent study of Browning in various centers, most of which have received his special aid. His elective classes, and special extra readings which he has given are always numerously attended. His work has received high recognition abroad from the most eminent scholars, from Tennyson himself, Browning and Dowden and Furnival. He has been invited to present papers before the Chaucer, the New Shakspeare and the Browning Societies.

Professor Corson's method of instruction in literature is as follows:

“Lectures are given on English literature, poetical and prose, from the fourteenth to the nineteenth century inclusive, in eight groups, of which Chaucer, Spenser, Shakespeare, Milton, Dryden, Pope, Wordsworth, Browning and Tennyson are made the central figures. The lectures are given daily, except Saturday, and to the same class, so that there are about two hundred lectures given during the academic year. A large portion of the class are special students who have come to devote most of their time to English literature. They,



Yours very truly
Hiram Corson

accordingly, do a great deal of reading in connection with the lectures. It is made a special object of the lectures to bring the students into direct relationship with the authors treated, and hence much reading is introduced. The literature is presented mainly in its *essential* character, rather than in its historical, though the latter receives attention, but not such as to set the minds of students in that direction. It is considered of prime importance that they should first attain to a sympathetic appreciation of what is essential and intrinsic, before the adventitious features of literature—features due to time and place—be considered. What is regarded as of great, of chief importance, indeed, in literary study, in some of our institutions of learning, namely, the relations of works of genius to their several times and places (miscalled the philosophy of literature), is of the least importance, so far as culture in its truest sense is concerned. Literature is thus made chiefly an intellectual and philosophical study; its true function, namely, to quicken the spiritual faculties, is quite shut off. An exclusively intellectual attitude is taken toward what is a production of the whole man, as a thinking, emotional, imaginative, moral and religious being,—a production which can be adequately responded to only by one in whom these several attributes are, in some degree, active; and literary education should especially aim after their activity; should aim to bring the student into sympathetic relationship with the permanent and the eternal—with that which is independent of time and place.

There is danger, too, in presenting literature to young people in its historical relations, and in “philosophizing” about it, of turning out cheap and premature philosophers. A work of genius renders the best service when it is assimilated in its absolute character. All great works of genius are intimately related to the several times and places in which they were produced; and it is important to know these relations, in the proper time—when the “years that bring the philosophic mind” have been reached, not before. But it is far more important to know the relations of these works to the universal, to the absolute, to that which is alive forevermore, by virtue of which alone they continue to live. Mrs. Browning, in her “Aurora Leigh,” speaks of great poets as “the only truth tellers now left to God—the only speakers of essential truth, opposed to relative, comparative, and temporal truths; the only holders by His sun-skirts, through conventional grey glooms.”

The *mode* in which genius manifests itself, at certain times, in certain places, and under certain circumstances, may be explained to some

extent; but the genius itself cannot be explained. Environments stimulate or suppress, they do not and cannot make genius. The causes which bring it nearer to the essential world than men in general are brought, we cannot know. The explanation which can be given of its *mode* of manifestation should be called the physiology, not the philosophy, of literature.

And how is the best response to the essential life of a poem to be secured by the teacher from the pupil? I answer, by the fullest interpretative vocal rendering of it. On the part of the teacher, two things are indispensable, first, that he sympathetically assimilate what constitutes the real life of the poem; second, that he have that vocal cultivation demanded for an effective rendering of what he has assimilated. Lecturing about poetry does not, of itself, avail any more for poetical cultivation than lecturing about music avails, of itself, for musical cultivation. Both may be valuable, in the way of giving shape to, or organizing, what has previously been felt to some extent; but they cannot take the place of inward experience. Vocal interpretation, too, is the most effective mode of cultivating in students a susceptibility to form—that unification of matter and manner upon which so much of the vitality and effectiveness of expressed spiritualized thought depend.

There is no true estimate, among the leaders in the educational world, of what vocal culture, worthy of the name, costs; and the kind of encouragement which it receives from them is in keeping with their estimate. A system of vocal training should be instituted in the lower schools which would give pupils complete command of the muscles of articulation, extend the compass of the voice, and render it smooth, powerful and melodious. A power of varied intonation should be especially cultivated, as *it is through intonation that the reader's sympathies are conducted, and the hearer's sympathies are secured.*

The reading voice demands as much, and as systematic and scientific, cultivation, for the interpretation of the masterpieces of poetical and dramatic literature, as the singing voice demands for the rendering of the masterpieces of music. But what a ridiculous contrast is presented by the methods usually employed for the training of the reading voice, and those employed, as in conservatories of music, for the training of the singing voice!

Readings are given every Saturday morning throughout the academic year, from English and American prose writers. These are

open to all students and to any visitors who may wish to avail themselves of them. The selections read are chiefly such as bear upon life and character, literature and art. The present year they have been, thus far, from essays of George Eliot, Professor Dowden, Mr. Ruskin, Mr. Leslie Stephen, Matthew Arnold, Emerson, Lowell, Frances Power Cobbe and some other essayists. The regular members of the class afterwards read for themselves the compositions entire from which the selections are made, and many are inspired to read further from the same authors.

There are four English literature seminaries, devoted, severally, to nineteenth century prose not including novels, seventeenth and eighteenth century prose not including novels, novelists of the nineteenth century, and novelists of the eighteenth century. The seminaries are open to graduates, special students and to undergraduates who have maintained a high rank in the lecture courses. A work is assigned to each member of a seminary, of which he or she makes a careful study, and embodies the result in a paper which is read in the seminary and afterward discussed by the members, each member having been required to read in advance the work in hand. The papers bear chiefly, almost exclusively, on what is understood by their authors to constitute the life, the informing spirit, the moral proportion, the *motives*, of the works treated. The merely technical is only incidentally, if at all, treated. The present year, essays have been read on all the novels of George Eliot, and her poem, "The Spanish Gypsy," the seminary consisting of twenty-seven members. All the essays have been of high merit, showing much insight into George Eliot's "interpretation of life."

It should be added that twelve plays of Shakespeare are read by me during the present academic year, so cut down as to occupy two hours each in the reading. It is purposed so to read, in a separate course, next year, the thirty-seven plays, two hours a week to be devoted to each play. I would also add that by the end of the present year I shall have read entire, with requisite comment, to an outside class composed of graduate and special students, Browning's "The Ring and the Book." The educating value of this great poem is of the highest character, embodying, as it does, the poet's ideal of a sanctified intellect."

In 1890, the University Senate recommended a division of the department of English literature and rhetoric. It was proposed to establish two professorships, to one of which the chair of English literature should be assigned and to the other that of English philology and